The Study On Perception Of Management Students About Online Education

Dr. Shripada Patil Indira Institute of Management, PGDM Pune ,India
shripada.patil@indiraiimppgdm.edu.in

Dr Ashutosh N Misal Director, Indira College of Management Studies, Pune, India
dr.ashutoshmisal@gmail.com

Mr. Pradip Patil Indira Institute of Management, PGDM Pune, India
Pradip.patil@indiraiimp.edu.in

Abstract:

Examining the Impact of Online Education on Management Students' Learning. The pandemic has significantly disrupted the traditional education system, forcing educational institutions to swiftly transition to online learning platforms. This study aims to investigate the perception of management students regarding online education during the pandemic.

Through a mixed-methods approach, including surveys and interviews, the study explores student's attitudes, experiences, and challenges related to online education.

The findings reveal that the majority of management students have adapted to online education but have varying perceptions about its effectiveness compared to traditional classroom learning. Factors such as technical issues, lack of personal interaction, and difficulty in maintaining focus emerged as significant challenges faced by students.

Moreover, the study sheds light on the benefits perceived by students, including flexibility in scheduling and the opportunity to develop self-discipline and time management skills. Recommendations are provided to enhance the quality of online education, address the challenges identified, and improve the overall learning experience for management students during the pandemic and beyond.

This research contributes to the management students' perception of online education and offers insights for educational institutions and policymakers to develop effective strategies and support mechanisms to ensure a successful online learning environment in times of crisis and also provide the details of different tools available for online learning.

Keywords: online learning ,hybrid learning model ,Learning Management System (LMS),offline learning, student perception ,hypothesis testing, e-library

I.   INTRODUCTION

Due to the pandemic, educational institutes worldwide have closed, leading to a shift towards online learning platforms. However, the effectiveness and challenges of e-learning, especially in developing countries like India, remain unclear due to technical constraints. This study aims to analyze the perceptions of teachers and students regarding online classes, exploring the impact of flexibility and convenience on students' opinions. While many believe online education offers exceptional value, quantitative analyses show that classroom education enhances student performance. E-learning has a significant future role but cannot fully replace face-to-face learning. Transitioning completely to online learning is challenging, particularly for practical-oriented courses, requiring a hybrid approach. This literature review examines existing studies on student preferences, technical awareness, satisfaction levels, and challenges in different modes of learning. It also identifies research gaps, facilitating further investigations in this area.

1.1 ONLINE PLATFORM

E-learning has revolutionized the learning process, providing a simpler and more effective way of acquiring knowledge. Platforms like BYJU's, Unacademy, Vedantu, and Toppr offer students the opportunity to learn at their own pace and convenience. They can access courses and study from the comfort of their homes, eliminating the need for physical classrooms. Additionally, distance education offered by universities like Symbiosis has become popular, enabling students to learn through communication technology and interact with peers and instructors despite geographical barriers. This method is particularly beneficial for individuals who cannot attend regular classes due to work or other commitments. Many educational institutions and businesses in India have recognized the significance of distance education and now offer it at both undergraduate and postgraduate levels.

1.2 STUDENTS PERCEPTION ABOUT ONLINE LEARNING

Some students raised concerns about time management and communication in online courses, which influenced their overall experiences. Students who felt a sense of responsibility for their learning outcomes had more positive experiences. However, some students felt isolated and lacked opportunities to connect with peers in online courses. Positive experiences are linked to higher chances of reenrolment in online courses, providing valuable information for institutions aiming to increase online enrolment. Understanding student experiences can also help institutions and faculty design better courses, leading to improved student learning and retention. The study revealed varied attitudes towards e-learning, with students recognizing its benefits but also acknowledging its limitations in practical and interactive components. Students perceived e-learning as effective in increasing knowledge but less effective in developing clinical and social skills, where a combination of online and traditional classes was preferred. Video instruction was found to be more effective in teaching practical skills compared to text-based materials.

1.3 DIFFERENCE BETWEEN ONLINE AND OFFLINE LEARNING

The main difference between online and offline learning lies in the location. Online learning allows participants to attend meetings or school from anywhere in the world, while offline learning requires traveling to specific locations or classrooms. Online learning offers flexibility in terms of timescale and allows for career advancement while working. Offline learning has fixed hours and lacks flexibility. Offline learning allows for more attention to teaching and grooming, enhancing thinking skills and improving physical health. It is easier to ensure attendee engagement and knowledge retention in offline learning. Online learning is cost-effective, while offline learning can be more expensive. Online classes may have less interaction with teachers but offer new technology teaching techniques, whereas offline learning allows for easy interaction with teachers. Online learning provides recorded lectures for self-paced learning, while offline learning offers a competitive atmosphere. Offline classes provide individualized monitoring, which may not be the case in online learning. Online learning allows for more time with family, whereas offline learning may make it difficult to allocate time due to fixed schedules. Lastly, online study may not be suitable for complex topics, operative techniques, and certain practices that require a physical environment.

I.   IMPACT OF ONLINE LEARNING

Online learning has become the "new normal" in education, especially due to the impact of the pandemic. Educational institutions worldwide are increasingly relying on online learning platforms to continue educating students. Digital learning has become essential for both academics and extracurricular activities. Many institutes have had to adopt this new method of education. The demand for online learning has surged in recent months and is expected to continue growing in the future.

Positive impact of Online Learning

1. Efficiency:
Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are able to become more efficient educators.

2. Accessibility of Time and Place:
Another advantage of online education is that it allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, archived, and shared for future reference. This allows students to access the learning material at a time of their comfort. Thus, online learning offers students the accessibility of time and place in education.

3. Affordability:

Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real estate. Additionally, all the course or study materials are available online, thus creating a paperless learning environment which is more affordable, while also being beneficial to the environment.

4. Improved Student Attendance:

Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

5. Suits a variety of Learning Styles:

Every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get distracted by large groups.

The online learning system, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student.

Negative impact of Online Learning

1. Inability to Focus on Screens:

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

2. Technology Issues:

Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

3. Sense of Isolation:

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often results in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

4. Teacher Training:

Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they don't even have the necessary resources and tools to conducts online classes.

To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

5. Manage Screen Time:

Many parents are concerned about the health hazards of having their children spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen. A good solution to this would be to give the students plenty of breaks from the screen to refresh their mind and their body

ADVANTAGES AND DISADVANTAGES OF ONLINE LEARNING FROM STUDENT'S PERSPECTIVE

Face-to-face interactions are a must to bring the material to life. In online learning student can access course material from their home and take advantages of it they can learn the things from their comfort zone. Much research has demonstrated that self-placed learning will increase the student satisfaction and reduce stress and improve learning outcome. There are some advantages and disadvantages of online learning.

Advantages of E-Learning

1. You can link the various resources in several ~~varying~~ formats.
2. It is a very efficient way of delivering courses online.
3. Due to its convenience and flexibility, the resources are available from anywhere and at any time.
4. Everyone, who are working full time, can take advantage of web-based learning.
5. Web-based learning promotes active and independent learning.
6. As you have access to the net 24x7, you can train yourself anytime and from anywhere also.
7. It is a very convenient and flexible option; above all, you don't have to depend on anyone for anything.
8. Not only can you train yourself on a day-to-day basis, but also on weekends or whenever you have the free time to. There is no hard and fast rule.
9. Through discussion boards and chats, you can interact with everyone online and also clear your doubts if any.
10. The video instructions that are provided for audio and video learning can be rewound and seen and heard again and again if you do not happen to understand the topic first time around.

Disadvantages of E-Learning

Well, there are not many disadvantages of E-Learning, the main one being that you get knowledge only on a theoretical basis and when it comes to putting to use whatever you have learnt, it may be a little different. The face-to-face learning experience is missing, which may matter to some of you.

1. Most of the online assessments are limited to questions that are only objective in nature.
2. There is also the problem of the extent of security of online learning programs.
3. The authenticity of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself.
4. The assessments that are computer marked generally have a tendency of being only knowledge-based and not necessarily practicality-based.

CHALLENGES IN ONLINE LEARNING
E-learning poses challenges for students and instructors.

The first challenge is adapting to the new online learning environment, especially for students accustomed to traditional classrooms. Many struggle to adjust to the software and platforms provided. It is essential to embrace change and prepare for online classes.

The second challenge is technical issues, as some students lack reliable internet access or personal computers. Understanding students' requirements beforehand and providing necessary support can alleviate this challenge.

The third challenge is computer literacy, with some students facing difficulties in using basic software like Microsoft Office. Offering computer literacy courses can improve students' skills in handling technology.

Time management is also a significant challenge, given the intense workload of online courses. Using a planner with reminders can assist in better managing time for e-learners.

II.   RATIONALE OF THE STUDY

The study aims to understand students' perceptions of online learning and examine the changes in the education sector due to the pandemic. The paper explores the preference for classroom and virtual learning, technical awareness, evaluation effectiveness, and satisfaction levels. Our research addresses the gaps in understanding the advantages and disadvantages of online education, students' lack of technical knowledge, the impact of online learning on satisfaction, and evaluation criteria effectiveness. It also uncovers factors contributing to student disinterest and inattentiveness during online sessions. Through qualitative research, specifically a case study approach, the researcher delves into students' concerns regarding social isolation and their perspectives on remote or online learning.

2.1 STUDIES SHOWING PREFERENCE OF CLASSROOM LEARNING

According to a study by Study Association Sirius, the majority of pupils feel psychologically weary when the school is on lockdown. Through the survey, it was also evident that students surprisingly prioritise sports above socialising, with lectures and library study following. The kids have been distracted from their studies by the lockdown. Few students can locate balancing activities. Although they love the temporary digital environment, they would prefer to return to on-campus learning as soon as possible. Most

students struggle to focus, stay motivated, and find structure. They also attempted to distinguish between the various student groups, but their poll revealed that there are many similarities among them, particularly with regard to on-campus learning and socialising.

Another study using an online survey by the ed-tech platform Learning spiral in the year 2021 revealed that instructors are also having trouble providing education digitally, with over half of them having problems with the internet. Two out of every five teachers, according to the report, do not have the tools necessary to deliver instruction online.

Less than 20% of teachers claimed to have received orientation on using digital media to conduct instruction. According to the report, security concerns, ongoing technological development, and IT assistance are the biggest obstacles that teachers must deal with.

2.2 STUDIES SHOWING PREFERENCE OF ONLINE LEARNING

Even though online learning has some benefits as well as some drawbacks, numerous research have demonstrated both. A few of these are constant access to materials, more time spent with family, etc.

A study of Polish medical students by Baczek M, Baczek M.Z, Szpringer M, Jaroszynski A, and Kaplan B.W. revealed that the main benefits of online learning included staying at home, constant access to online resources, and pace of learning, while the main drawbacks included IT equipment technical issues. The study demonstrated that e-learning is an efficient and widely accepted way of knowledge augmentation, but students need also be able to work practically.

Therefore, a well-established strategy is required to implement online education into curriculum.

Another study by Khan. Md. A, Vivek, Nabi Md. K, Khojah M and Tahir Md, shows similar results. Their study showcases the preferences of students for e-learning as it provides flexible time and space, and like the above study, this also suggest that a major advantage of opting for e-learning is quick access to materials. The study also indicates the geographical advantage in e-learning which was not there in traditional education.

The study further shows that the learning experience is similar in both the modes. And e-learning has gained immense popularity in recent times, as students are inclined towards online learning platforms. Therefore, the quality of e-learning should be improved further to help students in better learning.

2.3 STUDY FOCUSING ON SATISFACTION LEVEL OF STUDENTS

This research is a study to evaluate satisfaction level of students conducted by Sharma K, Deo G, Timalsina S, Joshi A, Shrestha N, Neupane HC at Chitwan medical college of Nepal, that focuses its attention on one of an important factor which is satisfaction level of students while learning online.

Their study showcase that more than half of the students are satisfied with online learning. Learning domains such as learner's dimension, technological characteristics, instructor's characteristics, course management and coordination are linked with student's overall satisfaction towards online learning.

So, these factors should be considered while designing online learning program in order to increase adaptation and satisfaction level of students.

2.4 STUDIES FOCUSING ON HYBRID LEARNING MODEL

Some studies focused on hybrid learning model also, like one study done on ENT students at the institute conducted by Shetty S, Shilpa C and Kavya S shows that the students favoured e-learning to keep their education and development going on uninterrupted, but also felt many challenges like lack of meeting people, various distraction, technical issues.

The attendance of the students also went up in this e-learning model, but at the same time taking class on mobile devices calls for urge to use social media, responding to texts, etc. which also leads to low attentiveness.

Although content to be studied is same in both the models but the amount of attention, self-discipline, interaction in classroom sessions is far ahead. Therefore, the requirement of online learning was a must during the pandemic, and it also helped the students a lot, but classroom learning has some of the important advantages which cannot be matched. A combined approach could help in future with better planning.

Showing importance to hybrid model, a study conducted on agriculture students, done by Muthuprasad, Aiswarya, Aditya, Jha, shows that most of the students found online learning to be more flexible and convenient, with a structured content and they indicated a need for a few improvements to make the learning process better.

But looking at the other aspect, technological aspects, delay in feedback, and incapability of instructor in handling technical aspects is there. So, after this pandemic there might be an increase in hybrid model of learning for conducting regular classes.

Another study focusing on student's perception done by Smart, Cappel, shows that participants in an elective course rated the online module better than those in a required course. These outcomes suggest that instructors should be selective in the way they integrate online units into classroom delivered courses.

This integration should be carefully planned based on learner's characteristics, course content, and the learning context. This research was not about the difference in online and offline, but how to use the technology effectively in the classroom and how students react to it.

2.5 STUDIES FOCUSING ON TECHNICAL AWARENESS AMONG STUDENTS AND TEACHERS

An article contributed by Yulia Gorenko in Teach Thought states the benefits of using technology in learning like teachers are still able to continue teaching, no geographical constraints, engaging students in new ways, easier plagiarism detection, access to latest information and many more. But there are some challenges like distraction for students, adapting to round-the-clock availability, etc.

Therefore, from what the author has seen so far, technology in education is not only the need nowadays but also a powerful tool for improving teachers work and student's engagement. However, a sensible and balanced approach is required for better use of technology.

A study conducted by Amutha S and Kennedy S.J on awareness of technology-based education by student teachers shows that traditional methods of teaching could never develop effective critical thinking and understanding for the students. They could learn more when the teaching becomes personal, and it could become possible when technology in class room situation. Through it, learners would be able to create new concepts and solve their own problems.

And it would be more possible when teachers will have adequate knowledge about technology. Therefore, student teachers should be given appropriate trainings regarding their usage of technology. Teachers will be able to provide right guidance to the learners when they themselves are fully aware.

2.6 OBJECTIVES OF THE STUDY
From the review of literature, the research gap could be found out. According to the research gap certain aspects were yet to be studied. The objectives are being designed by keeping in mind the research gap which has been found out earlier in the review of literature.

1. **To analyze the technical awareness among students.**
   Since Covid 19 affected every single industry and sector worldwide. The idea of working from home has been implemented, and so far, everything is successful. If technology hadn't advanced to aid the entire corporate sector, the thing would have been destroyed.
   There has been a significant increase in demand for laptops, cell phones, desktops, LAN connections, etc. But are there enough gadgets available in a developing nation like India? The challenge lies in finding an answer. Although things are going well for the urban population, the rural population may not be aware of this. In a nutshell it can be said that the aim of this objective is to determine, are students comfortable as far as effective use of this devices is concerned. The things might go wrong in the future if awareness lags behind availability.

2. **To study the impact of online learning on satisfaction level.**
   Every coin has two sides, and the purpose of this study is to find out whether or not online learning has a favourable effect on students' minds. The level of satisfaction changes directly with the calibre of instruction, the effectiveness of

the evaluation process, and the extracurricular activities offered, but in the age of online sessions, these topics might not be handled. What goes through pupils' minds these days? The teacher is the only person who can help the pupil in this situation given the large number of unfamiliar faces. The purpose of this study is to ascertain whether online interactions between teachers and students are fruitful.

3. **To understand the effectiveness of evaluation criteria.**
   What should be the proper technique to evaluate an individual rather than only understanding students' perceptions and desires to be evaluated? There are several ways to evaluate an individual, including descriptive, objective, etc.
   Finding out how stressed-out students are or what issues they have been dealing with over this academic year while being evaluated online is the goal of this purpose. Before this pandemic, did students have any prior experience with online evaluation? In order to understand the current evaluation pattern and potential challenges the kids may be encountering, many of these questions have been added.

III.   STATEMENT OF HYPOTHESES

H1: Quality of teaching affects satisfaction level of students for online learning.
The hypothesis statement is framed based on two aspects which are considered. First is quality of teaching and the second is satisfaction level of students.

H2: Technical awareness affects satisfaction level of students for online learning.
Technical awareness and student's satisfaction are the two aspects which are being considered. Here the correlation between these two aspects is determined.

3.1 RESEARCH GAP
Table-1 Research gap

3.2 OBJECTIVES OF RESEARCH

Primary Objectives:

1. To analyze the technical awareness among students for online learning
2. To study the impact of online learning on satisfaction level of students
3. To understand the effectiveness of evaluation criteria

Significance level=1% or 0.01

Two tailed test is applied.

3.3 VARIABLES

1. **Independent Variable** – Quality of information, system and learning provided
2. **Dependent Variable** - Students satisfaction, Interest, self-efficacy, Interaction and learning done.

3.4 RESEARCH DESIGN
Descriptive type of research was done which included survey tools for the same it was done to know 'how' and 'why' phenomenon of research.

3.5 RESEARCH APPROACH

Qualitative research design was the approach adopted in this study. Since the purpose of the study included the exploration of the participants' perspectives in relation to the topic addressed in detail. Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviour. Research in such a situation is a function of researcher's insights and impressions. (C.R.Kothari 2004,p.5).

The area of study considered was Pune. The population targeted were the students of IIMP PGDM, as to get proper analysis of the perception about online learning of management students. The sample size was 74 students. Among the participants from whom the data was collected 67.9% were male and 32.1% were female, it was also noted that 73.8% of participants were from urban area and 26.2% were from rural area. From them 50% described themselves as introvert, while 50 % as extrovert, these were the attributes considered during the study. Non-Probability Convenience sampling was used. As the sample were within our reach to know the opinions and specific issues faced.

Data interpretation

Modern education has been significantly impacted by the information revolution and the availability of technology on a global scale. The interpretation of the data is based on 74 responses from the online survey we performed using a floating Google Form. Due to Covid, 65% of respondents are taking an online course for the first time; the remaining respondents had taken an online course before the outbreak. Online courses offer the convenience of home learning along with a number of advantages. Students may find it helpful to fully adapt to remote learning with the help of a variety of new programmes and technology that are now readily available and designed to enhance student achievement.

32 percent of women and 68 percent of men are included in the study. 25% of the respondents come from rural areas, whereas 75% of the respondents live in cities. Half of the responders are introverts, and the other half are extroverts. Due to Covid, 65 percent of the respondents are taking an online course for the first time, while the remaining 45 percent have taken an online course or two prior to the outbreak.
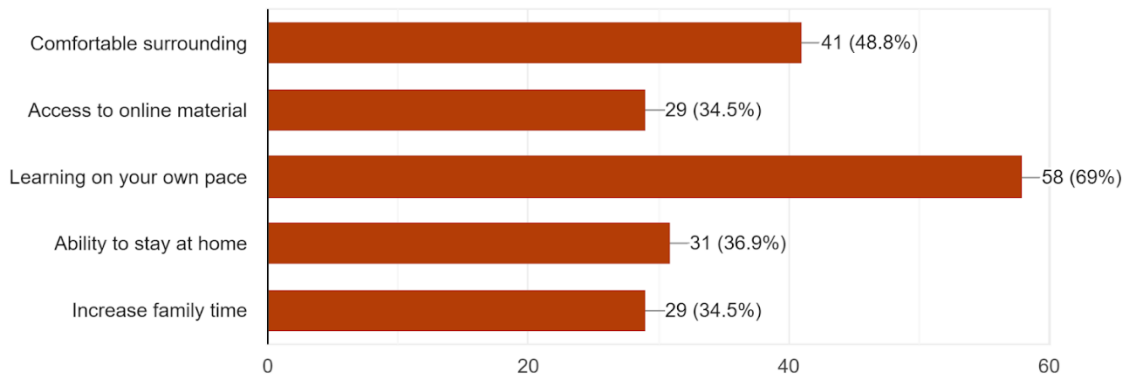
3.6 ADVANTAGE & DISADVANTAGE OF ONLINE LEARNING

Online learning, like any instructional modalities, offers benefits and drawbacks of its own. Decoding and comprehending these ideas can assist institutions in formulating

plans for more effectively delivering the lectures, ensuring that students have an uninterrupted learning experience.

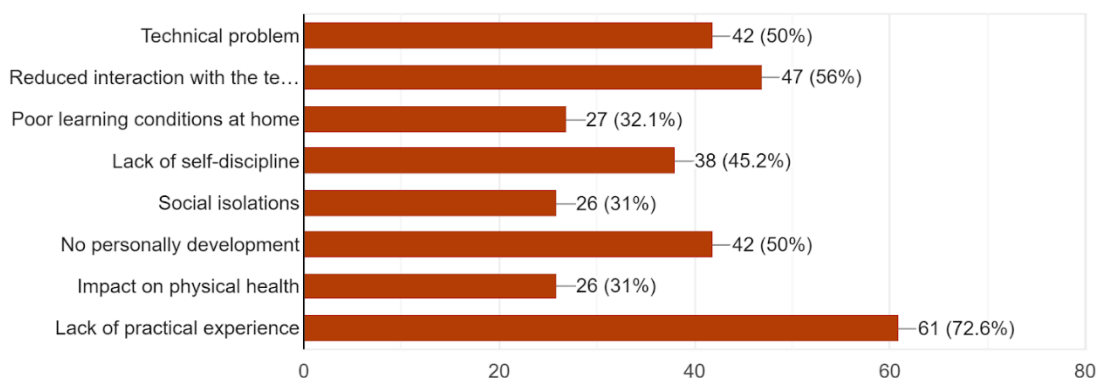**Table-24 Student's advantages of E-learning**

What is the biggest advantages of E-learning according to you?

Among the total respondents, most of student felt the biggest advantages of online learning is learning on your own pace. 48.8 percent of student also think comfortable surrounding is also and advantage of e-learning. 36.9 percent think ability to stay home is also advantage for them. 34.5 percent of student think access to online material and **family is important to them.**

Table- 25 Student's disadvantages of E-learning

What is the biggest disadvantage of E-learning according to you?

Among the 74 respondents, 72.6 percent of student feel the biggest disadvantages of e-learning is lack of practical experience. 56 percent of student think due to online learning the interaction with the teachers has reduced. 50 percent of student think the disadvantage of online learning is no personal development and technical problems. 45.2

percent of student lack of self-discipline due to online learning. 32.1 percent of students feel poor learning conditions at home is the disadvantages for them to learn online. According to 31 percent social isolation and impact on physical health is the biggest disadvantage of online learning

Table-26 Hypothesis testing using correlation

Correlations		Quality of Teaching	Technical Aspect	Satisfaction
Quality of Teaching	Pearson Correlation	1	.503**	.497**
	Sig. (2-tailed)		.000	.000
	N	74	74	74
Technical	Pearson Correlation	.503**	1	.370**
	Sig. (2-tailed)	.000		.001
	N	74	74	74
Satisfaction	Pearson Correlation	.497**	.370**	1
	Sig. (2-tailed)	.000	.001	
	N	74	74	74
**. Correlation is significant at the 0.01 level (2-tailed).				

- As the two values are continuous, we used correlation method to figure out whether the aspects we defined above are related to each other or not
- Z- test, T-test, Chi square test can't be used as data we used is not quantitative but qualitative.
- The correlation between two values is determined
- The two values or aspects which are being considered are technical availability and quality of teaching
- Both the aspects have been compared with the satisfaction level of the students.
- Our null hypothesis and alternate hypothesis have been mentioned above
- Correlation is nothing but how one variable varies with respect to the other variable.
- Correlation can be positive, negative. There can be the case of no relation as well
- In this chart we have determined the correlation between the two aspects i.e., technical availability and satisfaction of the students.
- On the basis of the responses we got, we analysed above two parameters and got to know that the two aspects are strongly correlated
- The variation is positive. That means if one variable increases another variable will also increase positively. The proportion in which they both would increase might be different.

- Same scenario seemed in the next aspect i.e., quality of teaching.

IV.   OBSERVATIONS & FINDINGS
- The goal of this study was to investigate how students felt about online learning based on their own experiences. Based on their own experiences, students' perceptions of online education have been investigated. Investigations have also been made on the variables that affected how those students experienced their online education. The research's findings will be divided into two categories: positive and negative student experiences. Flexibility, cost-effectiveness, the availability of electronic research, and accessibility of Internet connection were considered positive experiences by the students. Negative student experiences included delayed instructor feedback, a lack of instructor technical support, and a lack of self-control.

4.1 QUALITY ASPECT
- The idea of excellence in online learning is as complicated as the practise of it. Numerous terminology and concepts are used often in the extensive literature on quality in higher education. It frequently points out a conflict between the two purposes of quality assurance: to ensure responsibility and to advance quality. Since most respondents comprehend information better in a classroom setting, it has been found in this study that course material shared in classroom settings is more effective than online learning. Even the students' questions can be answered quickly in the classroom's offline mode.
- On the other side, students can better their self-study by conveniently accessing the course materials online. Based on the comments, teachers are better coordinated when assigning tasks, which relieves some of the strain on students.

4.2 SATISFACTION
- One benefit of online education is its adaptability, which is widely acknowledged. The flexible class participation time was the main element that greatly influenced the participants' favourable experience. The convenience of not having to drive to campus and scheduling their work and study time on their own was emphasised by all three research participants. The study identified one positive experience as being flexible with time. When they are available, students can log in to the online course at any time.
- This study discovered that students learn more readily and comprehend concepts more fully when they are in their comfort zones. Because travel is no longer necessary, they can also manage their time effectively. They can multitask while participating in online classes, and if a student misses a class, they don't have to worry because it was recorded and is available later. Students are happier using offline mode because they have more access to teachers during offline sessions than they do during online sessions.

4.3 TECHINICAL AVAILABILITY

- This study's results show that connecting to the Internet is simple. The ease of using computers and the Internet encourages students to visit their online courses frequently. They didn't need to drive to campus or school to access their online class because they had access at home or in the dorm. The enrolment in an online course may qualify some for savings on Internet access. "With this online programme available through the internet, acquiring a degree is attainable. The observation of technological availability revealed that most institutions are unable to adapt to the current situation and lack the technical support offered by them as the online education system has suddenly increased. But as time goes on, they expand their technical help by partnering with significant businesses that already offer online technical support. The majority of students rarely or never use the electronic libraries. Additionally, it has been observed that the user interface of the college's application or website is accommodating to both teachers and students. The responses are evenly split when it comes to understanding how their involvement with technology prepares them for working with corporations. While some people think that is really helpful, others do not.

4.4 EVALUATION PATTERN

- In this study the observations are majority of student who likes to give objective based online exam, project submission and case-based assignments, rather than descriptive question answering and video submissions. When students switched offline to online examination, assignment submission plays a very vital role in evaluation pattern as majority of the student are agreeing with same. Students tent to relax in online examination as there is low pressure because they are preparing for exam at their own pace and in their comfort zone. They can also utilize the time doing something productive, like taking self-assessment test after their study session.

4.5 ADVANTAGES

- The rising usage of online learning resources is the new norm in education. The epidemic has inspired innovative approaches to education. Educational institutions all around the world are looking to online learning platforms to carry on the process of educating pupils. The paradigm of education has changed, and the foundation of this change is online learning. This is the new normal. Today, digital learning has become a vital tool for students and educational institutions all around the world. This is a brand-new approach to education that many educational institutions have been forced to adopt. Online education is now available to students for learning extracurricular activities in addition to academic subjects. The main benefit of online learning, according to this survey's observation, is that students may study whenever they want, from anywhere, at their own pace, which has increased their family time.

4.6 DISADVANTAGES

- The difficulty with online education is internet access. Although the number of people using the internet has increased dramatically over the past few years, it can be difficult to get a reliable connection with adequate speed in smaller cities and towns. Lack of continuity in learning for the learner may result from teachers or students not having a reliable internet connection.
- Because they are learning things afar, the majority of survey participants believe that the largest drawback of online learning is a lack of hands-on experience. Some of the respondents to our survey believe that because of online learning, there is less interaction between students and teachers, which has an impact on the students' personal growth. Students that are enrolled in this online learning have become socially isolated.

V.   RECOMMENDATIONS

This section aims to recommend the changes required for teachers and students in online learning:

1. Utilize a variety of technology options:

Institute management system

Educators who teach and are connecting with students digitally in online courses or classrooms can benefit from an online control centre to help them be organized. This system allows teachers to send notes to the class, list lesson dates, talk about online courses and lessons, upload assignments, and have students turn in their work. Google Classroom, Canvas, and Blackboard are all popular classroom management systems for teachers to use. These systems give those who are teaching the freedom to set up their classroom in an organized way ensuring students know in advance about what they need to do and when.

Course materials:

Faculties should adapt their course materials to the e-learning environment. They can use cloud-based tools to promote student involvement. Durations of lecture should be less so that students don't feel stressed during the lectures.

Connect to students individually:

Teaching online can still allow for those same opportunities for students. It can happen as teacher's open hours and virtual resources for students to log on and chat or message them if they have questions or concerns, or teachers can video call and check in with students every week or two in order to make sure they are doing well. These meetings can help teachers assess how students are doing academically with the online courses and lessons, as well as socially and mentally.

Good education involves students who are successful in other areas of their life, and teachers play an important role in this wellness. Meeting one-on-one with students will help teachers evaluate how their students are doing.

Provide collaboration and socialization opportunities:
Teachers can continue to foster socialization and collaboration even in their online classroom. Teachers can create group projects and have online students meet on Google Hangouts or Zoom to connect and work together. Teachers can also hold smaller group sessions to work with students, allowing them to chat more openly and work together in a more conducive environment. Some teachers may opt to start their school day with a chance to visit a physical facility, have students take time each day sharing about what they have been doing, or even have a way for students to share jokes or funny stories. Chat channels can allow students to discuss things with their online class and have easy ways to connect even when they are far apart.
Teachers can allow a break that lets students just meet off-classroom, laugh, and have socializing opportunities. This kind of socialization is important to a happy, exciting classroom for students. Building these relationships among their peers and with the teacher is critical for a positive experience.

Tools for online learning
There are numerous tools available for online learning, which have become even more popular and diverse in recent times. Here are some commonly used tools for online learning:

Learning Management Systems (LMS): Platforms like Moodle, Canvas, and Blackboard provide a comprehensive online learning environment. They offer features such as course management, content creation, assessments, and communication tools.

Video Conferencing: Tools like Zoom, Google Meet, and Microsoft Teams enable real-time communication and collaboration through video and audio conferencing. They are commonly used for virtual classrooms, webinars, and online meetings.

Content Creation: Tools like PowerPoint, Google Slides, Prezi, and Canva help create engaging presentations and visual content for online courses.

Online Assessments: Platforms like Kahoot!, Quizlet, Google Forms, and Moodle Quiz provide features for creating and administering online quizzes, tests, and assessments.
Collaboration and Communication: Tools such as Google Drive, Dropbox, Microsoft OneDrive, and Slack facilitate collaboration among learners and instructors, allowing file sharing, document editing, and messaging.

Virtual Whiteboards: Tools like Miro, Jamboard, and Microsoft Whiteboard provide digital whiteboard surfaces where learners and instructors can collaborate and share ideas visually.

Learning Content Platforms: Websites and platforms like Khan Academy, Coursera, Udemy, and edX offer a wide range of online courses and educational content across various subjects and disciplines.

Social Learning: Platforms like Edmodo, Schoology, and Padlet facilitate social learning, allowing learners and instructors to interact, share resources, and engage in discussions.

Screen casting and Video Creation: Tools like Screencast-O-Matic, Camtasia, and OBS Studio enable instructors to record their screens and create instructional videos and tutorials.

Mobile Apps: Many online learning platforms and tools have dedicated mobile apps, allowing learners to access educational content and participate in courses from their smartphones and tablets.

These are just a few examples of the wide range of tools available for online learning. The choice of tools depends on specific requirements, budget, and the nature of the online learning experience desired.

VI.   CONCLUSION

From the research, we analysed the problems students face in online learning and the challenges encountered. The data shows that students do not like to attend online lectures due to poor internet and technical issues. Students finds the classroom session are more interactive as compared to online session and most of the students in online sessions feels like isolated and there is also impact on physical health and as well as mental health. Also, discipline is questioned in online sessions as compared to classroom and productivity is more in classroom sessions.

In online courses, students never accessed e-library for study. They depend more on online data which is not authentic. Infrastructural issues add to the problems, such as network issues, lack or required gadgets. Students do not have exam pressure as majority online courses have MCQ exam. Also, absence of practical aspects such as role plays, management games, etc make them lack pragmatic experience which makes it difficult for them to survive in corporate culture.

In conclusion, Indian education system is not yet ready for online teaching and learning process. If infrastructural developments happen and institutes and teachers take extra efforts in improving the online platform teaching, probably India's education index can be heightened.

Compliance with Ethical Standards
Disclosure of potential conflicts of interest

Financial interests: The authors declare they have no financial interests.

I will Declare that no financial interest involved in this research

Research involving Human Participants and/or Animals
Only for the sec of getting data students participation involved No animal is involved in research .
Informed consent
This is an observational study. The consent not required as bibliography is included

BIBLIOGRAPHY

[1] Kothari, C. (2004). Research methodology: methods & techniques.

[2] Hc, N. (2020). "Online learning in the face of COVID-19 pandemic: Assessment of students" satisfaction at chitwan medical college of Nepal.

[3] Jan Kochanowski University in Kielce. (2019)." Students' perception of online learning during the COVID-19", Medicine. LWW.

[4] Khan, M. A., Vivek, Nabi, M. K., Khojah, M., & Tahir, M. (2020a). "Students' Perception towards E-Learning during COVID-19 Pandemic in India": An Empirical Study. Sustainability, 13(1), 1–14. L. Smart, K. (2006, June). (PDF) "Students' Perceptions of Online Learning: A Comparative Study"

[5] Shetty, S., Shilpa, C., Dey, D., & Kavya, S. (2020). "Academic Crisis during COVID 19: Online Classes, a Panacea for Imminent Doctors". Indian Journal of Otolaryngology and Head & Neck Surgery, 20(4).

[6] "Students' perception and preference for online education in India during COVID -19" pandemic. (2021). Social Sciences & Humanities Open, 3(1), 100101.

[7] T. Muthuprasada. (2021). "Students' perception and preference for online education in India during COVID -19 pandemic". Social Sciences & Humanities Open, 3(1), 100101. "The Key Differences between Online Learning and Offline Learning – News" | the CPD Certification Service. (n.d.). Cpduk.co.uk. Retrieved May 28, 2021, from

[8] Duraku, Z. H., & Hoxha, L. (2020, April). (PDF) "The impact of COVID-19 on education and on the well-being of teachers, parents, and students: Challenges related to remote (online) learning and opportunities for advancing the quality of education".

[9] Anish Kumar. (2017). "Problems and prospectus of online education in India A comparative study of some selected service provider". Inflibnet.ac.in.

[10] "Student Experiences During the Lockdown": A SURVEY BY STUDY ASSOCIATION SIRIUS. (n.d.).

[11] "20 important distance learning survey questions for teachers". (2020, August 31). QuestionPro.

[12] Radu, M.-C., Schnakovszky, C., Herghelegiu, E., Ciubotariu, V.-A., & Cristea, I. (2020b). "The Impact of the COVID-19 Pandemic on the Quality of Educational Process": A Student Survey. International Journal of Environmental Research and Public Health, 17(21).

[13] "Students' perception towards e learning and effectiveness of online sessions amid Covid-19 Lockdown Phase in India". (n.d.).

[14] Survey Monkey poll: "distance learning for college students during the coronavirus outbreak". (n.d.). Survey Monkey. Retrieved May 30, 2021, from

[15] Gupta, D. R. (2018). "A comparative study of online and face to face education for learners and teachers in management". University. Temmerman, N. (2019, September 21). "The quality of online higher education must be assured." University World News.

SR.NO	ANNEXURE
1.	Do you like to attend online course?
2.	Where is the attention level more?
3.	Where do you feel the productiveness is more?
4.	Where do you find classes are more interactive?
5.	Online classes help me to understand the course material compared to classroom learning?
6.	Course material is easily accessible?
7.	Are you happy since there are no written exams?
8.	Which form of evaluation is better?
9.	Assignment is necessary at the end of every session for effective learning?
10.	How satisfied you are with the technical support provided by college?
11.	Does apps you are using have user friendly interface?
12.	Have you ever accessed E-library?
13.	Do you understand E-instructions which are conveyed by email?
14.	Do you think that more technical usage during online session makes you corporate ready?
15.	Being in my comfort zone, I understand concepts better.
16.	Multiple takes can be done during online sessions.
17.	Learning is easy these days, as we can access the recorded sessions as compared to classroom session.
18.	Response time from faculty is better in which mode?
19.	Queries are being handled better in online mode?
20.	Is there co-ordination among teachers when assignment and project work is given?
21.	Are you able to meet the deadline with the given time for submission?
22.	Do you feel pressure during online exam is less as compared to classroom exam?
23.	What is the biggest advantages of E-learning according to you?

24.	What is the biggest disadvantages of E-learning according to you?