

A STUDY ON CHALLENGE FACED BY STUDENTS **DURING LOCKDOWN DUE TO PANDEMIC COVID-19**

Submitted in the partial fulfillment of the requirement for the award of degree of

Bachelor of Science
in
Statistics

Submitted by

Name:

Register number:



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CERTIFICATE

This is to certify that Mr/Ms has done the project entitled “challenge faced by students during lockdown due to pandemic covid-19” during the year 2020-21 in the partial fulfillment for the award of B.Sc. Degree in statistics, Sir Syed college, Taliparamba, Kannur University.

SUPERVISING TEACHER :

HEAD OF THE DEPARTMENT :

EXTERNAL EXAMINER :

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TALIPARAMBA

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CONTENTS

SI.NO	TOPIC	PAGE NUMBER
1	INTRODUCTION	5
2	AIMS AND OBJECTIVES	6
3	MATERIALS AND METHODS	7
4	DATA EXPLORATION	8
5	DATA ANALYSIS	11
6	CONCLUSIONS	25
7	RECOMMENDATIONS	26
8	REFERENCES	26
9	APPENDIX	27

INTRODUCTION

We all have been affected by the Covid-19 pandemic. The Corona virus disease is originated in the city of Wuhan, China and quickly spread to the various countries with many cases having been reported word wide. Multiple strategies are needed to handle the outbreak.

The ministry of Health and family welfare of India has raised awareness about the recent outbreak and has taken the necessary action to control the spread of Covid19. The central and state Governments have formulated several measures and wartime protocols to achieve this goal containing the virus. Moreover, the Government of India declared a countrywide lockdown from 25 March 2020 to reduce the transmission of the virus.

As the sticky wicket of spread of corona virus impended life across the world people were forced to stay at home. Online Classes were introduced for students during the lockdown. It was a new experience for Students, but they had to face many hardships including internet connectivity and academic issues.

We conducted this survey during the first stage of this pandemic across ug,pg and research students in kerala.At that time online class was the first experience for students and it was not conducted properly.Also they are worried about their upcoming exams and higher education.So we conducted an online survey for analyzing the difficulties that caused to students during lockdown due to the pandemic covid-19.

AIMS AND OBJECTIVES

❖ Aim

Study the challenges faced by students during lockdown due to Covid-19.

❖ Objectives

The following points are mainly addressed in this study:

- To examine online classes are enough for completion of syllabus.
- To examine if studies are stressful.
- To examine online classes are effective than traditional classroom.
- To examine distraction from other social media during online classes.
- To examine covid-19 will restrict the possibilities of higher education.
- To examine unemployment affected the families during covid-19 periods.
- To examine the association between amounts spent for internet connectivity and annual income.
- To examine association between gender and the amount spent on internet connectivity
- To examine the association between gender and physical or mental stress cost.
- To examine the association between provided study material and type of institution.
- To examine the association between distracted to other social media and disruption of your studies make you stressed.
- To examine the association between facing any health issues while spending excessive amount of time on online classes and disruption of your studies make you stressed.
- To examine the association between the completion of course and educational institute.
- To examine the association between the restrictions of the possibility of higher education pursuits in institution outside and stress due to disruption of studies.
- To examine the association between the courses or special training related to digital learning and stress due to disruption of studies.

MATERIALS AND METHODS

Data and methodology:

We conducted online survey for the data collection on challenge faced by students during lockdown. A Google form with questions is shared among the participants through social media and academic groups. Data was collected from UG/PG/Research students of various universities.

Study period:

The survey was started in July 2020 and completed Jan 2021.

Schedule:

Here the data collection is taken place by online survey using Google form. Various questions regarding the issues faced by students are asked using this questionnaire. Schedule is attached last to the project

DATA EXPLORATION

For the data analysis, we used the following options in SPSS.

1. Univariate analysis

➤ PIE DIAGRAM:

A circle is constructed and then is sliced up into distinct sectors, one for each different data values. The area of each sector is meant to represent the relative frequency of the values.

SPSS COMMAND:

Graphs→Legacy dialogues→Pie→Send the variable to their corresponding dialogue box→OK

➤ BAR DIAGRAM:

Bar chart are popular type of graph used to display a frequency distribution for nominal or ordinal data. In a bar chart the various categories in which the observations fall are represented along a horizontal axis. A vertical bar is drawn above each category within that class . A bar should be equal width and separated from one another so as not to imply continuity.

SPSS COMMAND:

Graphs→ Legacy dialogues→Bar→Send the variable to their corresponding dialogue box→OK

➤ HISTOGRAM:

Histogram differ from a bar graph. In a histogram no spaces are allowed between the bars unless categories with zero frequency occur. Eliminating the spaces between bars in a histogram makes a graph convey a feeling of continuity that reflect the ordinal nature of the variable.

SPSS COMMAND:

Graphs→ Legacy dialogues→Histogram→Send the variable to their corresponding dialogue box→OK

➤ FREQUENCY TABLE:

The frequency table can be arranged according to the actual values in the data or according to the count of those values, and the table can be arranged in their ascending or descending order.

SPSS COMMAND:

Analyse→ Descriptive Statistics→Frequencies→Transform the variable to their corresponding dialogue box→OK

2. BIVARIATE ANALYSIS

➤ CROSS TABULATION AND CHI-SQUARE TEST:

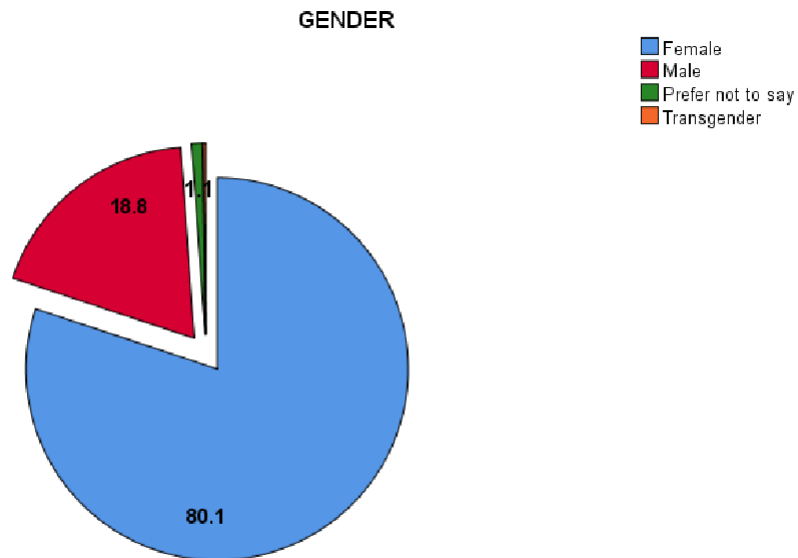
The cross tabulation approach is especially used when the data are in the nominal form. Cross tabs generate contingency from nominal or ordinal data under which we classify each variables in these categories. Chi-square yields the linear-by-linear association test.

SPSS COMMAND:

Analyse→Descriptive Statistics→Cross tabs→Statistics→Chi-square→continue→Send the variable to their corresponding dialogue box→OK

ANALYSIS OF DATA

Gender

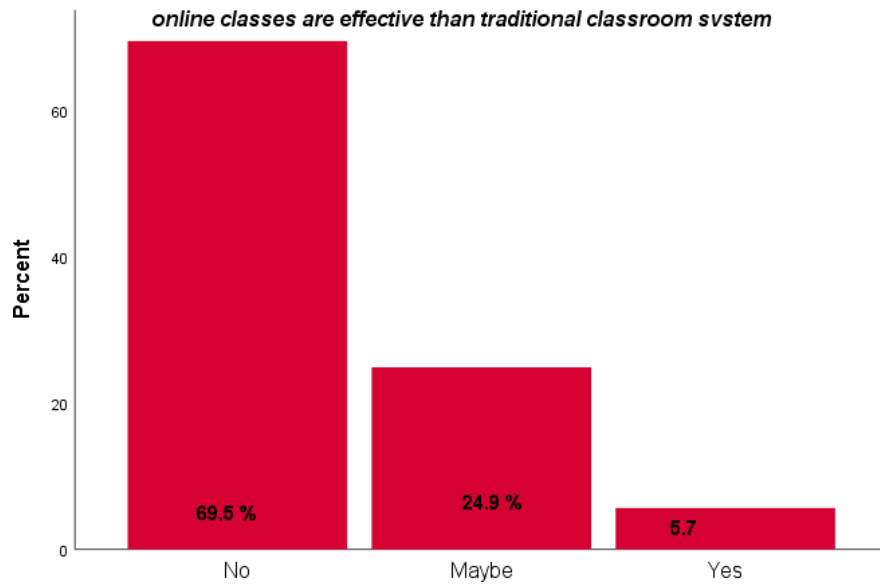


Conclusion:

Out of 442 persons,

- 80.1 % are females.
- 18.8 % are males.

Online classroom



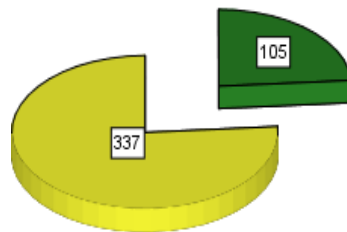
Conclusion:

- Traditional classrooms are effective for 69.5% students.
- Online classrooms are effective to only 5.7% students.

Stress in studies

Disruption of your studies make you stressed

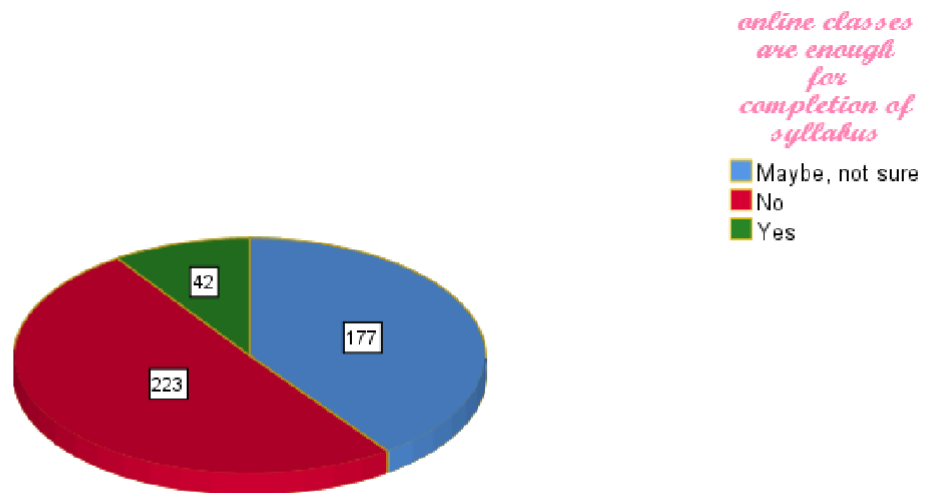
■ No
■ Yes



Conclusion:

Out of 442 students, 337 were stressed with studies.

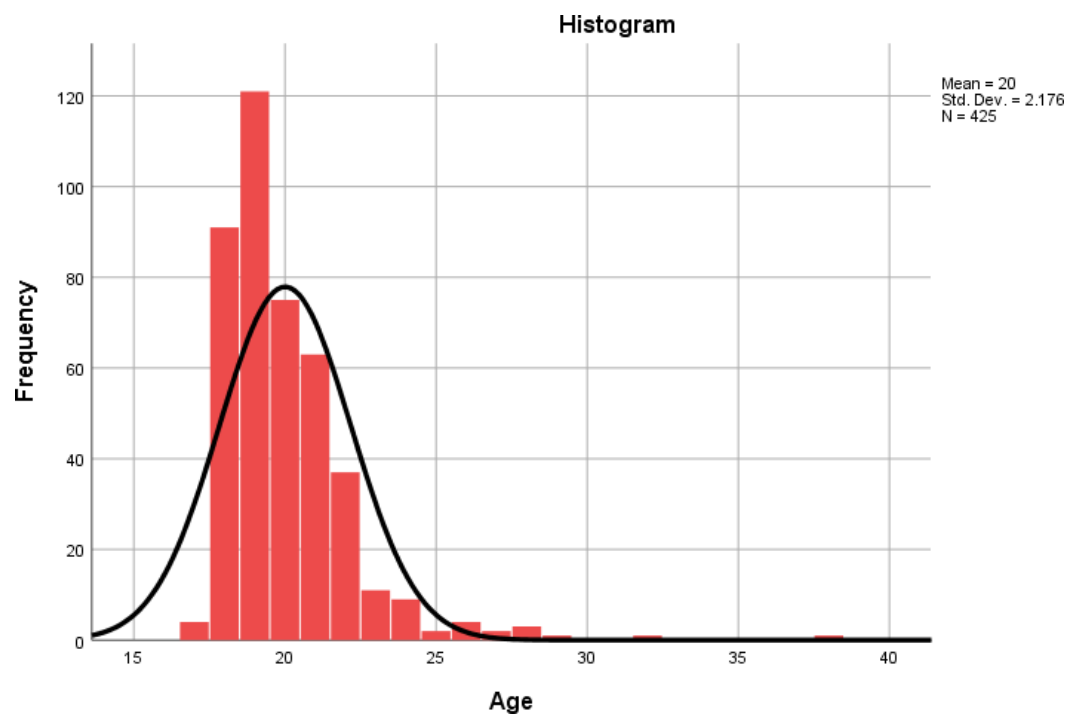
Completion of syllabus



Conclusion:

Out of 442, 42 students only think online classes are enough for completing syllabus.

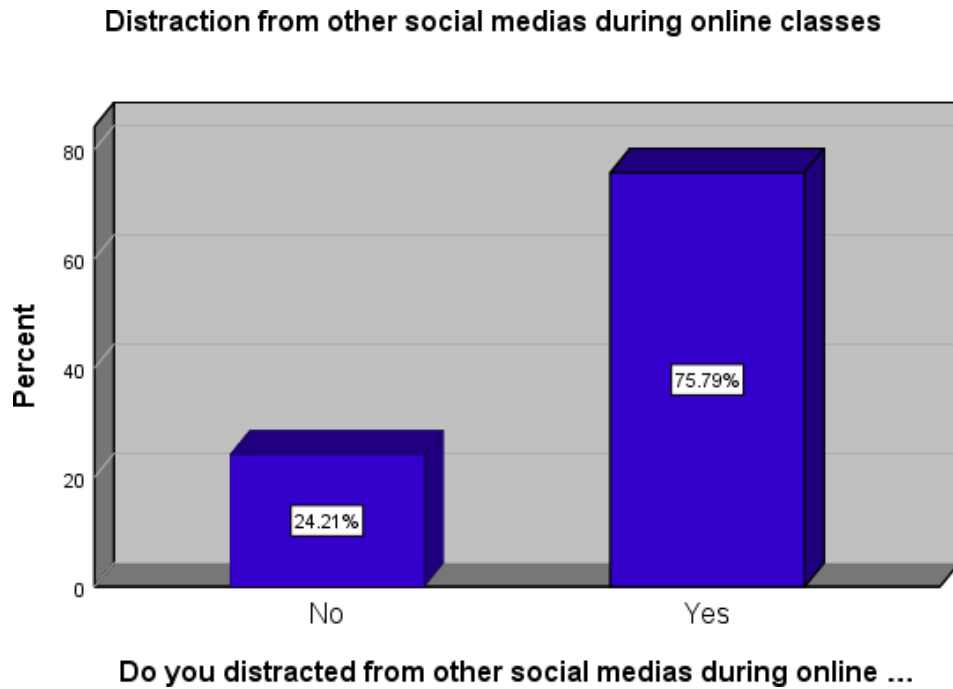
Age



Conclusion:

Average age of student participated is 20.

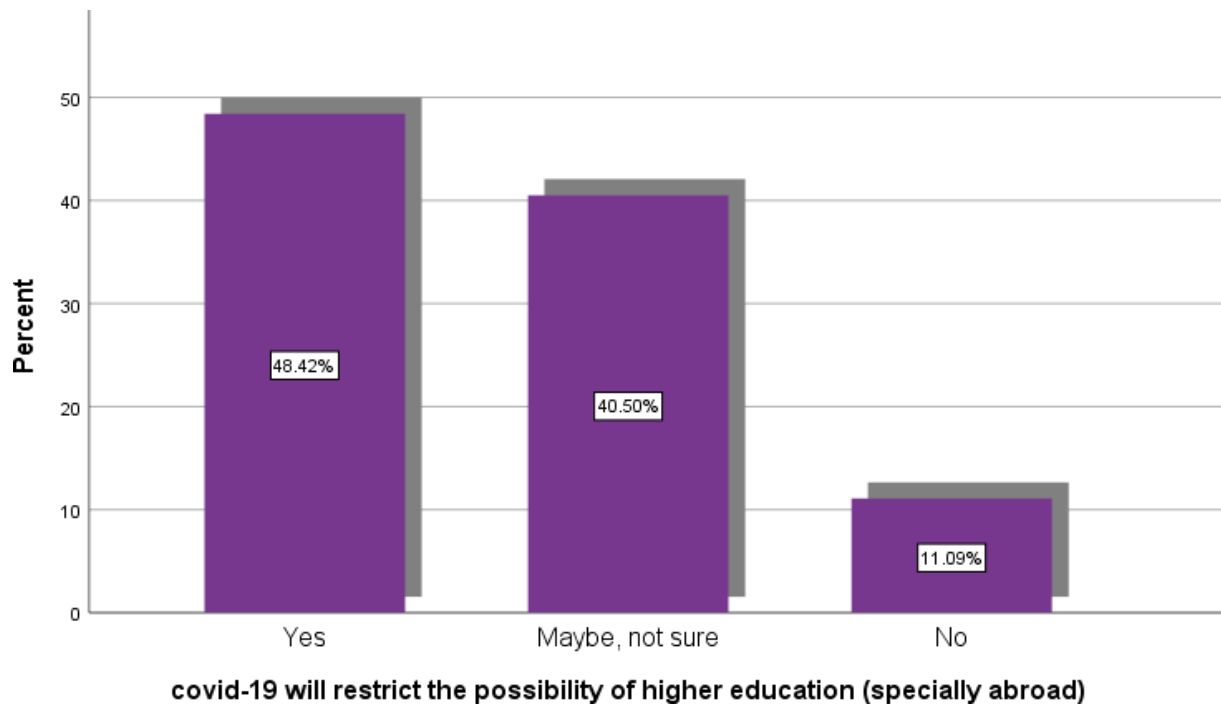
Distractions



Conclusion:

75.79% students distracted from social media.

Higher education



Conclusion:

48.2% students feel covid-19 will restrict the possibility of higher education especially abroad.

Measures of association between various attributes

1) Stress due to disruption of studies and any type of mental or physical illness during lock-down days.

H₀: no association between stress due to disruption of studies and any type of mental or physical illness during lock-down days.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.871 ^a	4	.000
Likelihood Ratio	27.110	4	.000
N of Valid Cases	442		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.97.

Conclusion:

Here p value is less than 0.05, so we reject the null hypothesis. stress due to disruption of studies and any type of mental or physical illness are dependent.

2) Provided study materials and type of educational institutions.

H₀: No relationship between provided study materials and type of educational institutions.

Chi-Square Tests

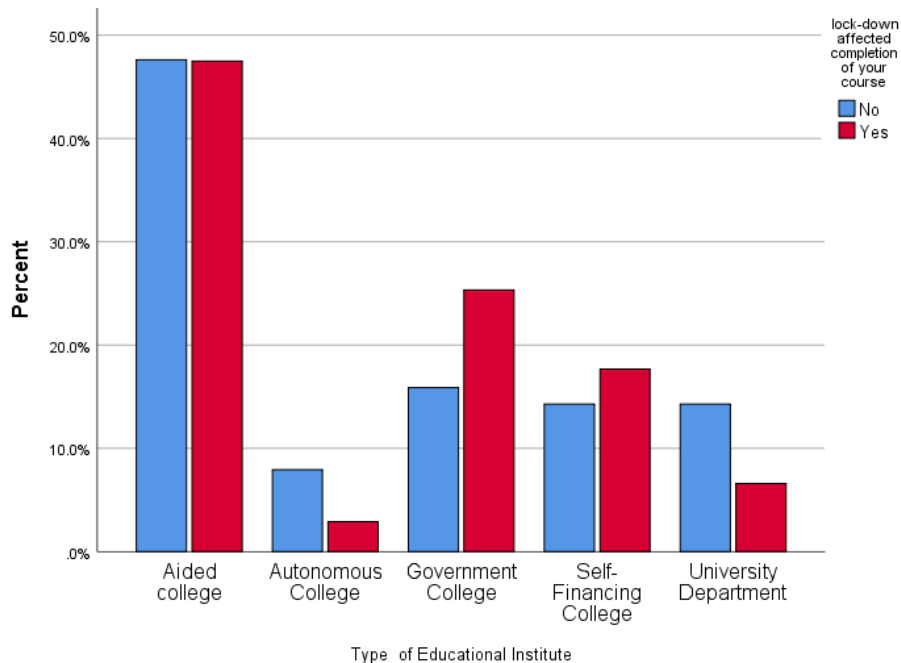
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.483 ^a	4	.648
Likelihood Ratio	2.590	4	.629
N of Valid Cases	442		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.24.

Conclusion:

Here p value is greater than 0.05, then we accept null hypothesis. Provided study material in online class and type of educational system are independent.

3) Completion of course affected due to lockdown and type of educational institutions.



H_0 : No relationship between Completions of course affected due to lockdown and type of educational institutions.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.310 ^a	4	.036
Likelihood Ratio	9.073	4	.059
N of Valid Cases	442		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.28.

Conclusion:

Here p value is less than 0.05, so we reject the null hypothesis. Completions of course affected due to lockdown and type of educational institutions are dependent.

4) Annual income and amount spent for internet connectivity.

H₀: No relationship between annual income and amount spent for internet connectivity.

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	31.507 ^a	12	.002
Likelihood Ratio	23.096	12	.027
N of Valid Cases	442		

a. 9 cells (45.0%) have expected count less than 5. The minimum expected count is .27.

Conclusion:

Here p value is less than 0.05, so we reject the null hypothesis. Annual income and amount spent for internet connectivity are dependent.

5) Face any health issues while spending excessive amount of time on online classes and disruption of your studies make you stressed.

Cross tabulation

Count

		Disruption of your studies make you stressed.		
		No	Yes	Total
Face any health issues while spending excessive amount of time on online classes	No	56	84	140
	yes	33	151	184
	Yes	16	102	118
Total		105	337	442

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	30.612 ^a	2	.000
Likelihood Ratio	29.434	2	.000
N of Valid Cases	442		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.03.

Conclusion:

Here p value is less than 0.05, so we reject the null hypothesis. Face any health issues while spending excessive amount of time on online classes and disruption of your studies make you stressed are dependent.

6) Get distracted to other social medias and Disruption of your studies make you stressed

Get dustracted to other social medias * Disruption of your studies make you stressed Crosstabulation

Count

		Disruption of your studies make you stressed		
		No	Yes	Total
Get dustracted to other social medias	No	36	71	107
	yes	69	266	335
Total		105	337	442

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	7.623 ^a	1	.006		
Continuity Correction ^b	6.919	1	.009		
Likelihood Ratio	7.238	1	.007		
Fisher's Exact Test				.009	.005
N of Valid Cases	442				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 25.42.

b. Computed only for a 2x2 table

Conclusion:

Here p value is less than 0.05, so we reject the null hypothesis. Get distracted to other social Medias and Disruption of your studies make you stressed are dependent.

7) Gender and amount spent for internet connectivity

H₀: No relationship between gender and amount spent for internet connectivity.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.577 ^a	9	.477
Likelihood Ratio	6.560	9	.683
N of Valid Cases	442		

a. 9 cells (56.3%) have expected count less than 5. The minimum expected count is .04.

Conclusion:

Here p value is greater than 0.05, then we accept null hypothesis. Gender and amount spent for internet connectivity are independent.

8) Gender and stress due to disruption of studies.

H_0 : No relationship between gender and disruption of study make stress.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.370 ^a	3	.095
Likelihood Ratio	5.469	3	.141
N of Valid Cases	442		

b. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .24.

Conclusion:

Here p value is greater than 0.05, then we accept null hypothesis. Gender and disruption of study make stress are independent.

9) Courses/special training related to digital learning and stress due to disruption of studies.

H_0 : No relationship between any courses/special training related to digital learning, and stress due to disruption of studies.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.007 ^a	1	.933		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.007	1	.933		
Fisher's Exact Test				1.000	.515
N of Valid Cases	442				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 29.67

Conclusion:

Here p value is greater than 0.05, then we accept null hypothesis. any courses/special training related to digital learning and stress due to disruption of studies are independent.

10) Restrictions of the possibility of higher education pursuits in institution outside (abroad) and stress due to disruption of studies.

H₀: No relationship between Restrictions of the possibility of higher education pursuits in institution outside (abroad) and stress due to disruption of studies.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	17.859 ^a	4	.001
Likelihood Ratio	18.072	4	.001
N of Valid Cases	442		

c. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.64.

Conclusion:

Here p value is less than 0.05, then we reject null hypothesis. Restrictions of the possibility of higher education pursuits in institution outside (abroad) and stress due to disruption of studies are dependent.

CONCLUSION

- In our study area majority of them were females (80.1%).
- From the study it was found online classes are not enough for course completion.
- It was found that online classes are effective for only 5.7% students.
- In the study area social medias are distracting 75.79% students.
- Majority of students were stressed with studies.
- In our study area average age of students is 20.
- From the study amount spent on internet connection and annual income are dependent.
- In our study area gender physical and mental stress cost are independent.
- From the study gender and amount spent on internet connectivity are independent.
- It was found that completion of course and type of educational institutions are dependent.
- In our study we found that distraction of social media and stress are dependent.
- It was found that study material provided and educational institute are independent.
- From the study it was found that restriction of higher education due to covid and disruption of studies are independent.
- We also found the independency between special courses and disruption of studies.

RECOMMENDATIONS

Based on the result of this study following recommendations are made to reduce difficulty faced by students

- Need of implementation of effective general awareness program for students in mental health for relieving stress in studies.
- The system of online classes to be studied and necessarily make a solution for effectiveness of online platform.
- Software application needs to be developed for online classroom.
- Government and various educational institutions should find a solution for the incompleteness of syllabus.
- Restriction should be made for the duration of online class per day.
-

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- VIJAY K ROHATGI AND A K M.D EHSANES SALEH
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BOB COZENS
SPSS EXPLAINED

APPENDIX

SCHEDULE

SURVEY ON CHALLENGES FACED BY STUDENTS DURING LOCKDOWN DUE TO PANDEMIC COVID-19

1. EMAIL *
2. NAME *
3. NAME OF THE COLLEGE/UNIVERSITY YOU ARE STUDYING *

☐

SIRSYEDCOLLEGE, TALIPARAMBA

☐

OTHER: _____

4. GENDER *

☐

FEMALE

☐

MALE

☐

PREFER NOT TO SAY

☐

TRANSGENDER

5. AGE:

6. LOCALITY OF PRESENT RESIDENCE *

☐

VILLAGE

☐

MUNICIPALITY

☐

CORPORATION

☐

METROPOLITAN CITY

☐

OTHER: _____

7. DISTRICT *

☐ THIRUVANANTHAPURAM

☐ KOLLAM

☐ ALAPPUZHA

☐ PATHANAMTHITTA

☐ KOTTAYAM

☐ IDUKKI

☐ ERNAKULAM

☐ THRISSUR

☐ PALAKKAD

☐ MALAPPURAM

☐ KOZHIKODE

☐ WAYANADU

☐ KANNUR

KASARAGOD

OTHER

8. OCCUPATION OF PARENT *

☐ BUSINESS

☐ GOVERNMENT EMPLOYEE

☐ PRIVATE FIRM

☐ CASUAL LABORER

☐ OTHER: _____

9. ANNUAL INCOME *

☐ BELOW 1 LAKH

☐ 1-3 LAKHS

☐ 3-5 LAKHS

☐ 5-10 LAKHS

☐ ABOVE 10 LAKHS

10. TYPE OF EDUCATIONAL INSTITUTE YOU ARE STUDYING IN *

- ☐ GOVERNMENT COLLEGE
- ☐ AIDED COLLEGE
- ☐ SELF-FINANCING COLLEGE
- ☐ UNIVERSITY DEPARTMENT
- ☐ AUTONOMOUS COLLEGE

11. COURSE BEING STUDIED *

- ☐ UNDERGRADUATE
- ☐ POSTGRADUATE
- ☐ RESEARCH PROGRAMME

12. COURSE STREAM *

- ☐ ARTS AND HUMANITIES
- ☐ SCIENCE
- ☐ COMMERCE AND MANAGEMENT
- ☐ SOCIAL SCIENCE
- ☐ ENGINEERING
- ☐ MEDICAL AND ALLIED
- ☐ OTHER

13. NAME OF AFFILIATED UNIVERSITY

- ☐ CALICUT UNIVERSITY
- ☐ COCHIN UNIVERSITY OF SCIENCE & TECHNOLOGYKANNUR
- ☐ UNIVERSITY
- ☐ KERALA AGRICULTURAL UNIVERSITY
- ☐ KERALA UNIVERSITY
- ☐ MAHATMA GANDHI UNIVERSITY
- ☐ NATIONAL UNIVERSITY OF ADVANCED LEGAL STUDIES (NUALS)
- ☐ SHREE SANKARACHARYA UNIVERSITY OF SANSKRIT.
- ☐ SREE CHITRA TIRUNAL INSTITUTE OF MEDICAL SCIENCES & TECHNOLOGY (TRIVANDRUM).
- ☐ CENTRAL UNIVERSITY OF KERALA
- ☐ KERALA KALAMANDALAM
- ☐ OTHER

14. HAVE THE SEMESTER EXAMINATIONS FOR YOUR COURSE OR PROGRAM BEEN COMPLETED? *

☐ YES

☐ NO, IT WAS HALFWAY WHEN LOCKDOWN CAME ON

15. HAS THE LOCK-DOWN AFFECTED COMPLETION OF YOUR COURSE OR PROGRAM? *

☐ YES

☐ NO

16. WHICH TYPE OF LEARNING DO YOU PREFER IN THIS SITUATION?

17.

☐ ONLINE LECTURING

☐ CASE STUDIES

☐ PROBLEM SOLVING EXERCISES

☐ SELF STUDY

☐ OTHER:

17. HOW MUCH AMOUNT DO YOU SPENT (PER MONTH) FOR INTERNET CONNECTIVITY? *

☐ LESS THAN RS 100 BETWEEN RS 100 TO RS250

☐ BETWEEN RS 250 TO RS500

☐ ABOVE RS500

18. DO YOU THINK ONLINE CLASSES MAKE YOU SPEND MORE AMOUNT FOR INTERNET CONNECTIVITY THAN BEFORE? *

☐ YES

☐ NO

19. ARE YOU BEING PROVIDED WITH THE STUDY MATERIALS, ONLINE CLASSES, OR VIDEOS THAT CAN HELP YOU IN PREPARATION FOR EXAMS? *

☐ YES

☐ NO

20. WHICH WEB CONFERENCING PLATFORM ARE YOU USING FOR YOUR LIVE CLASS MEETINGS? *

PLEASE TICK FOR ALL APPLICABLE OPTIONS

- ☐ JITS MEET
- ☐ ZOOM
- ☐ GOOGLE CLASSROOMS
- ☐ YOUTUBE
- ☐ TELEGRAM WHATSAPP
- ☐ GOOGLE HANGOUT
- ☐ WEBEX
- ☐ SKYPE

OTHER: ☐ _____

21. DO YOU HAVE ANY PROBLEMS IN TAKING PART ONLINE CLASSES OR FORUMS BEING CONDUCTED BY YOUR COLLEGE OR UNIVERSITY?

- ☐ NETWORK ISSUES
- ☐ SECURITY ISSUES
- ☐ UNAVAILABILITY OF SMARTPHONE OR
- ☐ COMPUTER LACK OF DIGITAL EXPERTISE
- ☐ NO ANY PROBLEMS

OTHER: ☐ _____

22. WHICH OF THE FOLLOWING DO YOU THINK IS THE BIGGEST ROADBLOCK TO YOUR GRADUATION

- ☐ FINANCIAL CRISIS
- ☐ LIFE EVENTS
- ☐ UNEXPECTED CIRCUMSTANCES
- ☐ STAYING ON TRACK WITH CLASSES
- ☐ SWITCH TO ONLINE LEARNING OTHER: _____
- ☐ _____

23. DO YOU THINK ONLINE CLASSES ARE MUCH EFFECTIVE WHILE COMPARING WITH OUR TRADITIONAL CLASSROOM SYSTEM? *

- ☐ YES
- ☐ NO
- ☐ MAYBE

24. WHAT DO YOU THINK ARE THE DISADVANTAGE OF ONLINE CLASSES WHILE COMPARING WITH THE TRADITIONALCLASSES?

☐ LACK OF INTERACTION

☐ CAN'T CONCENTRATE ON CLASSES

☐ CLARITY ISSUES

☐ CAN'T CONDUCT PRACTICAL WORKS

☐ OTHER _____

25. DO YOU FACE ANY TYPE OF MENTAL OR PHYSICAL ILLNESS DURING LOCK-DOWN DAYS??

☐ YES

☐ NO

☐ MAYBE

26. DOES UNEMPLOYMENT SURGE AFFECT YOU OR YOUR FAMILY?

☐ YES

☐ NO

☐ PARTIALLY

27. TO WHAT EXTENT DO YOUR DIGITAL GADGETS SUPPORT HIGH SPEED CONNECTIVITY AND SPACE STORAGE?

☐ GREATER EXTENT

☐ CERTAIN EXTENT

☐ LESSER EXTENT

☐ NOT AT ALL

28. DO YOU THINK ONLINE CLASSES ARE ENOUGH FOR THE COMPLETION OF SYLLABUS OR PREPARATION FOR YOUR EXAMS?

☐ YES

☐ NO

☐ MAYBE, NOT SURE

29. DO YOU THINK THE PRESENT CONDITION WILL RESTRICT THE POSSIBILITY OF HIGHER EDUCATION PURSUITS IN INSTITUTIONS OUTSIDE (ESPECIALLY ABROAD)?

☐ YES

☐ NO

☐ MAYBE, NOT SURE

30. HOW WELL ARE YOU PERSONALLY EQUIPPED FOR PARTICIPATING IN ONLINE AND DIGITAL CLASSES?

MENTION THE DIGITAL GADGETS YOU OWN TO TAKE PART IN ONLINE/DIGITAL LEARNING.

*

PLEASE TICK FOR ALL APPLICABLE

- ☐ DESKTOP COMPUTER
- ☐ LAPTOP
- ☐ IPHONE AND IPAD PROJECTOR
- ☐ SMART/ANDROID PHONE
- ☐ INTERNET CONNECTIVITY FOR PC & LAPTOP
- ☐ INTERNET CONNECTIVITY FOR MOBILE PHONE
- ☐ WEBCAM
- ☐ MICROPHONE AND
- ☐ HEADSETDIGITAL PEN
- ☐ WHITE BOARD/ SMART BOARD
- ☐ HAVE NOT ENGAGED

31. HOW IS YOU SPENDING YOUR TIME AT HOME?

- ☐ READING BOOKS
- ☐ LEARNING SOMETHING
- ☐ NEWPLAYING GAMES
- ☐ FARMING

OTHER: _____

32. DO YOU FEEL THAT THERE IS A PROBLEM IN GETTING UPDATES ABOUT YOUR UPCOMING SEMESTER ORENTRANCE EXAMS OR SESSIONS/CLASSES BEING PROVIDED BY GOVERNMENT OR UNIVERSITIES? *

- ☐ YES
- ☐ NO

33. HAVE YOU UNDERGONE ANY COURSES/SPECIAL TRAINING RELATED TO DIGITAL TEACHING AND LEARNING? *

- ☐ YES
- ☐ No

34. DO YOU GET DISTRACTED TO OTHER SOCIAL MEDIAS DURING THE ONLINE CLASSES?

- ☐ YES, COMPLETELY YES,
- ☐ TO SOME EXTENT
- ☐ NO

35. DO YOU FACE ANY HEALTH ISSUES WHILE SPENDING AN EXCESSIVE AMOUNT OF TIME ON ONLINE CLASSES

- ☐ YES
☐ NO
☐ MAYBE

36. ARE THE TECHNOLOGICAL ASSISTANCE YOU HAVE ENOUGH FOR YOUR ONLINE STUDIES? *

- ☐ YES
☐ NO
☐ MAY BE

37. DOES THE DISRUPTION OF YOUR STUDIES MAKE YOU STRESSED? *

- ☐ YES
☐ NO
☐ MAYBE

38. IN CASE OF EXTREME CONDITION OF CONTINUING LOCK DOWN, DO YOU PREFER ONLINE EXAMINATION ANDEVALUATION FOR THE COMPLETION OF PRESENT COURSE OR PROGRAM?

- ☐ YES
☐ NO

39. WHAT ARE THE IDEAS THAT YOU CAN PUT FORWARD TO IMPROVE THE EFFECTIVENESS OF ONLINE CLASSES(INCLUDING PRACTICAL WORKS)
