

A STUDY ON STUDENTS PREFERENCE TOWARDS ONLINE CLASS



**SUBMITTED TO THE
RATHNAVEL SUBRAMANIAM COLLEGE OF ARTS & SCIENCE (AUTONOMOUS)
IN FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF**

BACHELOR OF COMMERCE WITH BUSINESS ANALYTICS

Submitted by

MANOJ KUMAR.L

(1U18BL017)

Under the Guidance of

MR. P. SEENU SEEVILRAM, M. Com., M. Phil.

Assistant Professor



**SCHOOL OF COMMERCE
DEPARTMENT OF COMMERCE with PROFESSIONAL ACCOUNTING
RATHNAVEL SUBRAMANIAM COLLEGE OF ARTS & SCIENCE
(AUTONOMOUS)
SULUR, COIMBATORE-641 402**

MARCH – 2021

CERTIFICATE

This is to certify that, this major project entitled “**A STUDY ON STUDENTS PREFERENCE TOWARDS ONLINE CLASS**” submitted in the partial fulfillment of the requirements for the degree of **BACHELOR OF COMMERCE with BUSINESS ANALYTICS** in Rathnavel Subramaniam College of Arts & Science (Autonomous), Sulur Coimbatore, is an original work carried out by

MANOJ KUMAR.L

(1U18BL017)

Under my supervision and Guidance, and I certify that the work done is original

HOD

GUIDE

Viva voce Examination held on _____

Internal Examiner

External Examiner

DECLARATION

I hereby declare that the project work entitled “**A STUDY ON STUDENTS PREFERENCE TOWARDS ONLINE CLASS**” submitted to the **Rathnavel Subramaniam College of Arts & Science (Autonomous)** in partial fulfillment of the requirements for the award of the degree of **BACHELOR OF COMMERCE with BUSINESS ANALYTICS** is the original work done by me under the supervision and guidance of “ **MR. P. SEENU SEEVILRAM., M.Com., M. Phil.,** ”, Assistant Professor, B.com Professional Accounting, Rathnavel Subramaniam College of Arts and Science (Autonomous), Sulur, Coimbatore and that has not formed the basis for the award of any Degree / Diploma / Associate ship / Fellowship or any other similar title to any candidate to any university.

Signature of the Candidate

ACKNOWLEDGEMENT

I thank almighty God, for the blessing that have been showed upon me to complete the major project work successfully.

I also thankful to **Dr. T. SIVAKUMAR., Principal,** Rathnavel Subramaniam College of Arts & Science (Autonomous), Suler, Coimbatore for his encouragement and inspiration in successful completion of this major Project work.

I would like to thank **Dr. V.P. KARTHIKEYAN M. Com., M. Phil., Ph.D., PGDCA., SET., NET.,** Head of the department, B.com Professional Accounting, Rathnavel Subramaniam College of Arts & Science (Autonomous), Suler, Coimbatore for providing all facilities and kind assistance throughout the period of research.

I also express my thanks to my Guide “**MR. P. SEENU SEEVILRAM ., M. Com., M. Phil.,** ” Assistant Professor, B.com Business Analytics, Rathnavel Subramaniam College of Arts and Science (Autonomous) Suler, Coimbatore for his benevolent, constant encouragement, help and critical reading of the manuscript to complete this project successfully.

I would like to thank all staff members of School of Commerce, my friends and my beloved parents who have helped me, both directly and indirectly during the course of this study.

CONTENTS

CHAPTER	TITLE	Page No.
I- INTRODUCTION & DESIGN OF THE STUDY	1.1 INTRODUCTION	
	1.2 STATEMENT OF THE PROBLEM	
	1.3 OBJECTIVES OF THE STUDY	
	1.4 RESEARCH METHODOLOGY	
	1.4.1 SAMPLING DESIGN	
	1.4.2 SAMPLE SIZE	
	1.4.3 SOURCES OF DATA	
	1.4.4 TOOLS OF ANALYSIS	
	1.5 AREA OF STUDY	
	1.6 SCOPE OF THE STUDY	
	1.7 LIMITATIONS OF THE STUDY	
	1.8 CHAPTER SCHEME	
II- PROFILE OF THE STUDY	2.1 INTRODUCTION	
	2.2 HISTORY	
	2.2.1 HOW IT ALL BEGAN	
	2.2.2 HOW IS THE MARKET SIZE?	
	2.2.3 RECENT DEVELOPMENTS IN ONLINE LEARNING	
	2.2.4 THE FUTURE OF ONLINE LEARNING	
III- DATA ANALYSIS AND INTERPRETATION	3.1 INTRODUCTION	
	3.2 ANALYSIS AND INTERPRETATION	
IV- FINDINGS AND SUGGESTIONS	4.1 INTRODUCTION	
	4.2 FINDINGS	
	4.3 SUGGESTIONS	

V- CONCLUSION	5.1 CONCLUSION	
BIBLIOGRAPHY		
APPENDIX		

A STUDY ON THE STUDENTS PREFERENCE TOWARDS ONLINE CLASS

CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

This chapter presents the introduction and design of the study, research problem, significance of the study, and structure of the research study. The introduction starts with a brief overview of **Students Preference towards online class**. It identify relevant research gap, and give an assurance that the study will fill the gap by discussing the methodology. It also outlines to whom the research study would be of interest and benefit to.

1.1 INTRODUCTION OF THE STUDY

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. Educational methods include storytelling, discussion, teaching, training and direct research. Training activities often take place under the guidance of educators, but students can also educate themselves. Education can take place in a formal or informal context, and any experience that has educational efficacy in the way one thinks, feels or acts can be considered educational. The teaching methodology is called pedagogy.

In general, education is formally divided into phases, such as kindergarten or kindergarten, primary school, high school and then university, university or apprenticeship. The right to education has been recognized by some governments and the United Nations. In most regions, education is mandatory until a certain age.

Online education is a type of educational instruction that is delivered via the internet to students using their home computers. During the last decade, online degrees and courses have become popular alternative for a wide range of non-traditional student's, include those who want to continue working full-time or raising families. Most of the time, online degree programs and courses are offered via the host school's online learning platform, although some are delivered using alternative technologies. Although there are subtle dissimilarities, the main difference between online and traditional learning is the fact that online education liberates the student from the usual trappings of on-campus degree programs — including driving to school, planning their schedule around classes, and being physically present for each sequence of their coursework. If this sounds drastic, it really isn't. The truth is, the education methods and materials provided in online degree programs are often the same as those provided for on-campus programs. According to Robert Monroe, Director of the Online Hybrid MBA at Carnegie Mellon University's Tipper School of Business, the best online education programs actually mirror their on campus equivalent.

1.2 STATEMENT OF THE PROBLEM

Online education has been grown tremendously with the development in communication and technology. Due to the need of digitalization online education encourages student's learning behaviour. In today's busy world the lifestyle of the students, convenience, wide information, availability of products, services, time efficiency and covid-19 pandemic period encourage the student's to adopt online education. Though there is rapid development in online education in recent days but now only students turning their thinking and learning behaviour towards online education in Covid period. So the present research has attempted to study the student's preference towards online education during covid-19 pandemic period in Coimbatore district.

There are N number of technologies available for online education but sometimes they create a lot of difficulties. These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video, and so on. Sometimes student finds online teaching to be boring and unengaging. Online learning has so much of time and flexibility that students never find time to do it. Personal attention is also a huge issue facing online learning. Students want two-way interaction which sometimes gets difficult to implement. The learning process cannot reach its full potential until students practice what they learn. Sometimes, online content is all theoretical and does not let students practice and learn effectively. Mediocre course content is also a major issue. Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning. In a study, students were found to be not sufficiently prepared for balancing their work, family, and social lives with their study lives in an online learning environment. Students were also found to be poorly prepared for several e-learning competencies and academic-type competencies. Also, there is a low-level preparedness among the students concerning the usage of Learning Management Systems.

1.3 OBJECTIVES OF THE STUDY

The present study aims at analyzing the Students preference towards online class among College and school students in Coimbatore district. The following are the objectives drawn to fulfil the aim of the study.

1. To know most preferred way of education.
2. To know why students preferring online education over offline education.
3. To Study the opinion of students regarding online education.
4. To know the uses of online classes.
5. To offer and suggestion based on the findings of the study.

1.4 RESEARCH METHODOLOGY

The current study is both explorative and descriptive in nature.

Stage I: First stage of the research is exploratory by nature. Explorative research from part of desk work carried for collection of review of literature. This is done in two phases. The initial phase is to undertake detailed secondary data search about impact of Smartphone in India, student attitude and preferences and satisfaction towards using Smartphone. This forms the desk research work where the reviews of available secondary literature for the study were collected. This exploratory search from the basis for preparing the questioner for the next stage.

Stage II: A descriptive research has been carried out at the second stage by applying a survey method. Filled survey form part of descriptive study that is a fact finding investigation with adequate interpretation.

1.4.1 RESEARCH DESIGN

Data is the information collected from various sources. It is concerned with gather accurate and proper knowledge about the problem that is in hand. Formally there are 2 types of gathering information namely primary data and secondary data. Two methods have been used to collect the relevant data, which are essential for the study, they are: The collection of primary data during the course of doing experiments in an experimental research but in case we do research of the descriptive type and perform survey whether sample survey of census survey. Then we obtain primary data either through a direct communication with respondent or questionnaire. For this research secondary data was collected through various sources like, Websites, Journals, Magazines, Articles, Books and Project reports are the main sources for secondary data in this research.

1.4.2 SAMPLING DESIGN:

In the study the researchers has used convenient method of sampling technique. Through the sampling technique was convenience of the researchers was much careful in ensuring the respondents hailed to whole area of the study.

1.4.3 SAMPLE SIZE

It has been observe that in this 50 samples were chosen for Survey.

As per the James H. McMillian (1996) a convenience sample is a group of subjects selected because of availability, often this is the only type of sampling possible especially in geographical area based study, where the target group of population is only available for study, and the primary purpose of the research may not be to generalize but to better understand relationships that may exist. Similarly Roscoe (1975) proposed that a sample size of >30 and <500 are appropriate for most research. Based on this concept the sampling framework of the study is constructed.

1.4.4 SOURCES OF DATA

Database of the study includes both primary and secondary data. Both Primary and Secondary data are well-sufficient for the survey conducted for the research.

Primary data were collected through individuals using a structured questionnaire. First-hand information has been collected from the samples of 50 College students using a framed questionnaire method. They were selected as the primary sources of the data in the research conducted and there of the survey were taken with a possible techniques applied. Structured questionnaires were distributed to the students. And took permission from the students and requested to fill the form by explaining the purpose of the survey. The respondents were ready to fill the form if there were somewhat free from their class schedule.

The secondary data required for the study consists of data retrieved from College database, such as articles, journals, literature's in addition to books borrowed from College library or retrieve from Google Books and Google Scholar. These materials would facilitate this research study.

1.4.5 TOOLS OF ANALYSIS:

The following tools are used in the present study,

- Percentage analysis
- Data analysis

1. Percentage analysis:

Percentage analysis is the method used to represent raw streams of data as a percentage for better understanding of collected. In this study the samplings are collected, analysed and calculated in percentage analysis by observing all the data of the respondents and represented in the form of percentage.

2. Data analysis:

Data analysis provides an explanation of various concepts, theories, frameworks and method. It is used to evaluate data with statistical tools to discover useful information.

1.4.6 STATISTICAL TOOLS APPLIED

The data collected through the well-structured questionnaire that are classified for Percentage analysis in accordance with the outline laid down for the purpose of justifying the objectives framed at the time of developing research design.

1.5 STUDY AREA

The current study is mainly concentrated on the leading colleges and schools of Coimbatore, the third largest city of Tamil Nadu (the popular southern state of Indian sub-continent), one of the most educational and fastest growing cities in India, known as the intellectual capital of South India or the Manchester of the South, well known for its textile, auto ancillary, electric pumps& motors Schools, Colleges, Medical Institutions and various other engineering Institutions and industries. The city is situated on the banks of the river Noyil, at the foot hills of Niergia, it is known for its pleasant climate, peaceful atmosphere, cosmopolitan outlook and Education. Thus, Coimbatore is selected as the study area.

1.6 AREA OF THE STUDY

The study focuses on Students preference towards online class among school and college students pertaining to Coimbatore District, Tamil Nadu. Growing Colleges, Strength of students, Life style, income level, rapid change in clothing in Coimbatore district has motivated the researcher to select this region for the research.

1.7 SCOPE OF THE STUDY

The geographical scope of study is confined to the city of Coimbatore. This is based on questionnaire to find out their Students preference towards online education. The results are limited by the sample of 50 students and therefore the opinion of only selected students is taken into consideration.

1.8 LIMITATIONS OF THE STUDY

Utmost care and efforts have been taken by the researcher to avoid shortcomings in the process of collection and analysis of data in spite of the care taken the study is prone to some limitations, which are mentioned below

- ❖ The study is only applicable to the Coimbatore city.
- ❖ The study is done on the basis of the data provided by the respondents.
- ❖ The questionnaire is designed based on our research objectives.

1.9 CHAPTER SCHEME

The current study work has been divided into five chapters:

CHAPTER 1:

Introduction and Design of the Study: This chapter deals with the introduction, significance of the study, statement of the problem, objectives of the study, methodology, scope of the study, limitations of the study

CHAPTER 2:

History of Online class, Recent Developments in Online Learning, The Future of Online Learning.

CHAPTER 3:

Analysis and interpretation: This chapter focuses on the differential techniques which the study uses in data collection process. It includes presentation and analysis of the data using different statistical tools with percentage analysis for the findings.

CHAPTER 4:

Findings and suggestions: This chapter includes the findings and suggestions of the data analysis and interpretation from the findings.

CHAPTER 5:

Conclusion: This chapter presents the conclusion of this research study drawn study from the analysis of the empirical.

CHAPTER II

2.1 INTRODUCTION

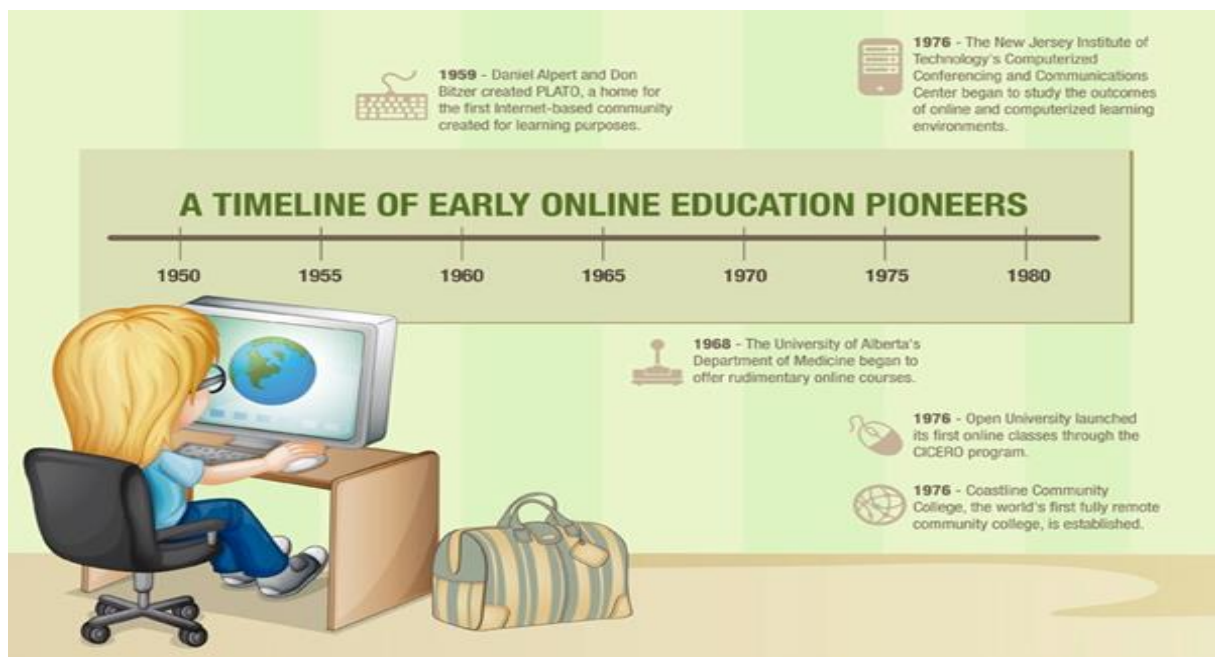
This chapter presents the issues and factors, ideas and opinions, and results of the research that others have undertaken in the study area. The purpose of this chapter is to critically History, Recent Developments in Online Learning, The Future of Online Learning selected topic to determine the Students preference towards online class among School and college students. The collected history are listed in this chapter.

2.2 HISTORY

2.2.1 HOW IT ALL BEGAN

Though there are numerous examples of the usage of machines and tools in education throughout history, e-learning in the modern sense of the term is a relatively new concept. Slide projectors and television-based classes have been in use since the 1950s. However, one of the first instances of online learning in the world can be traced back to 1960, at the University of Illinois, USA. Though the internet wasn't invented back then, students began learning from computer terminals that were interlinked to form a network.

The first-ever completely online course was offered in 1984 by the University of Toronto. In 1986, the Electronic University Network was established for being used in DOS and Commodore 64 computers. Three years later, the University of Phoenix became the first educational institution in the world to launch a wholly online collegiate institution, offering both bachelors and master's degrees. This was the beginning of a revolution whose potential was largely unknown to the public back then, but one that would make learning greatly accessible and within reach of what people could ever have imagined.



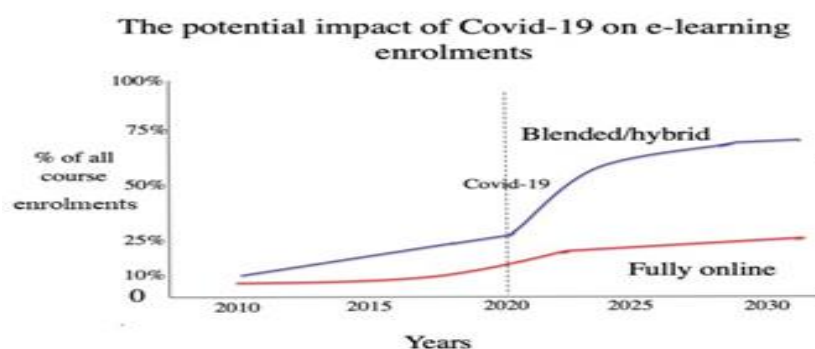
The Open University in Britain was one of the first universities in the world to begin online distance learning, in the early 1990s. Currently, the Indira Gandhi National Open University in India is the largest university in the world with around 4 million students enrolled, most of whom currently receive education via online methods.

2.2.2 HOW IS THE MARKET SIZE?

Online learning is booming in current times. Aided by the widespread availability of high-speed internet, making use of new technologies such as 4G and the soon-to-be-released 5G, online learning is expected to grow by leaps and bounds in the foreseeable future. The worldwide market size of online learning is approximately \$187.87 billion in 2019, a 400% increase over what it was just six years ago. This phenomenal growth has been made possible not just by the rapidly evolving scenario in the world of technology, but also by the spread of education in the developing world. Experts predict that the next wave of online education will occur not in North America and Europe, but newly emerging markets like Africa, India, and China.



Online learning is no longer just limited to colleges and universities. Right since primary school, online learning is gradually being incorporated into the curriculum. The recent COVID-19 pandemic further illustrates the importance of online learning in today's school system, as it has proven to be a boon to both students and teachers alike who are unable to attend school due to the risk of disease spread. Beyond high school, online learning is steadily increasing its market share at the per-university level. Furthermore, e-learning is expanding in presence beyond the traditional fields as well.



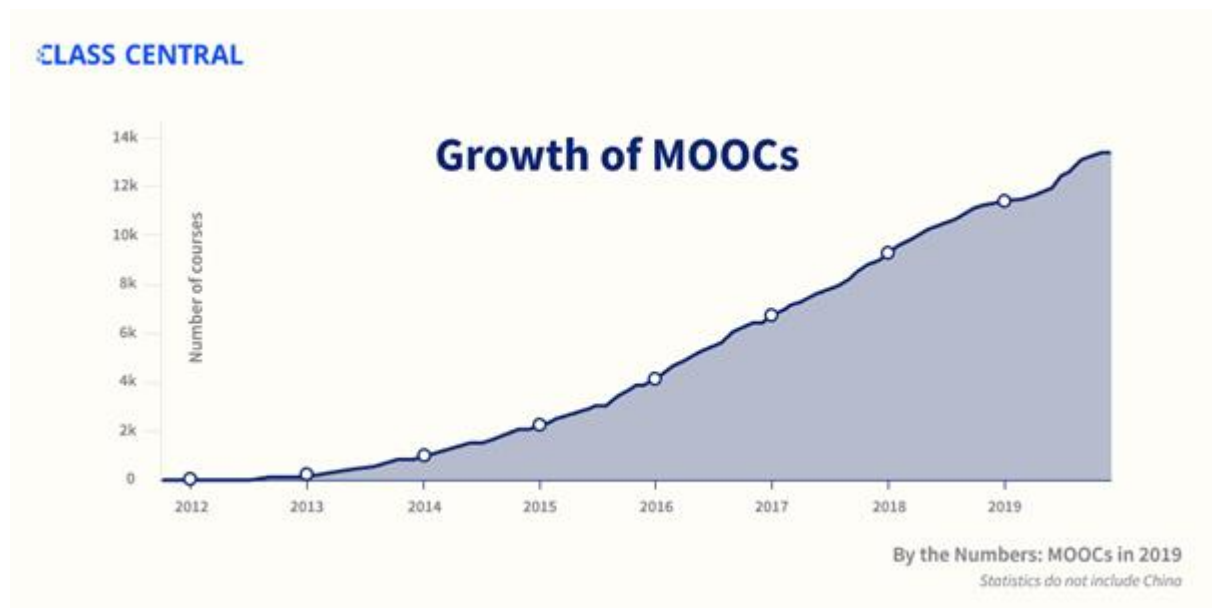
2.2.3 RECENT DEVELOPMENTS IN ONLINE LEARNING

Online learning has evolved far beyond its original capabilities. It is no longer limited to a didactic method, which had a one-way monologue from the teacher to the student. Current advances in online learning enable the student to play an active role in the learning process, with regular feedback and assessments. This has greatly improved the effectiveness of the teaching system, bringing it on par with classroom-based learning. Some of the features that give an edge to online education are:

- **Less expensive than traditional teaching methods:** As the cost of teaching is low, the expenses borne by the students inevitably come down. This makes education far more widespread and economical.
- **Vast variety of available courses:** These days, online courses on everything are available at the touch of a button – from religion to commerce, philosophy to fashion designing, programming to painting, photography to yoga – there is hardly any field that hasn't been touched by e-learning.
- **Study groups:** There is a scope of engaging with like-minded students across the world, sharing information and ideas.
- **Flexibility:** This can be in terms of time, money, and location. Online learning enables the student and the teacher to be present at opposite ends of the world, in different time zones, and yet have the knowledge imparted effectively.
- **Much less infrastructure required:** This is a huge incentive to the education providers, as the additional costs are largely minimized.
- **Standardized quality:** Since the content available online can be evaluated and revised at any point in time, it helps maintain a reasonable standard of quality.

Smart phones have played a crucial role in making online learning viable. It is rapidly gaining ground even in rural areas, bringing high-quality education, at par with the best in the world, available to the masses. Massive open online courses (known as MOOCs) are a promising new field. The New York Times had declared 2012 as “the year of the MOOC”, and there has been no stopping since then. The total number of students enrolled in MOOCs has risen to about 100 million now. Thus, the recent developments in online learning can be broadly attributed to the following factors:

- ❖ Innovation in smart phone technology
- ❖ High-speed data access
- ❖ Interactive learning models
- ❖ Rising number of start-ups in the e-learning field



2.2.4 THE FUTURE OF ONLINE LEARNING

The global online learning market is projected to grow at a CAGR of 9.23% within the next five years, bringing the overall market share to \$319 billion by 2025, increasing from \$187.87 billion in 2019. This is an astounding amount that is full of potential. It is imperative for currently existing market players as well as new entrants to seize this opportunity and usher in a modern era in the field of education. The following factors are expected to play a central role in this rapidly ongoing transformation:

- ✧ The rise of AI (Artificial Intelligence)
- ✧ Cloud-based solutions
- ✧ Massive investments by major market players
- ✧ Use of VR (virtual reality) technology in education
- ✧ Growth of IoT (Internet of Things)

To summarize, online learning is one of the most life-changing innovations of the present century. Education is perhaps the biggest asset of the modern era and online learning has provided a medium to disseminate it among the entire population. This presents a situation full of potential, which if properly harnessed, can catapult the entire world into a new dawn of development and prosperity.

CHAPTER III

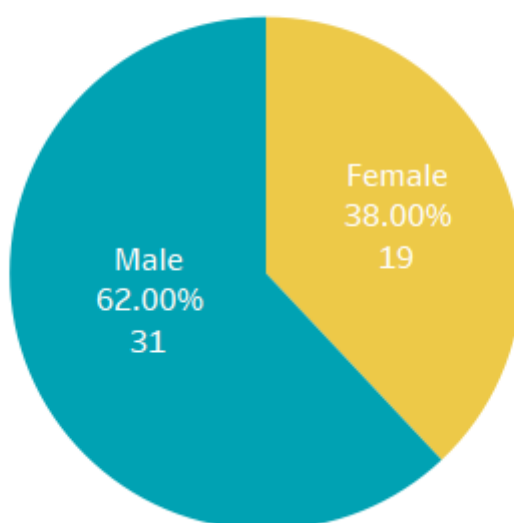
ANALYSIS AND INTERPRETATION

3.1 INTRODUCTION

The collected data were analyzed and interpreted in this chapter for the purpose of carrying out the objectives of the study. The data were collected from the respondents with the help of questionnaire. The respondents are students from the School and college. The collected data were properly recovered and tabulated in such a way that it is convenient to analyse and find results of the study. This chapter deals with analysis and interpretation of the study. Simple percentage is a tool used for this study.

3.2 GENDER OF RESPONDENTS

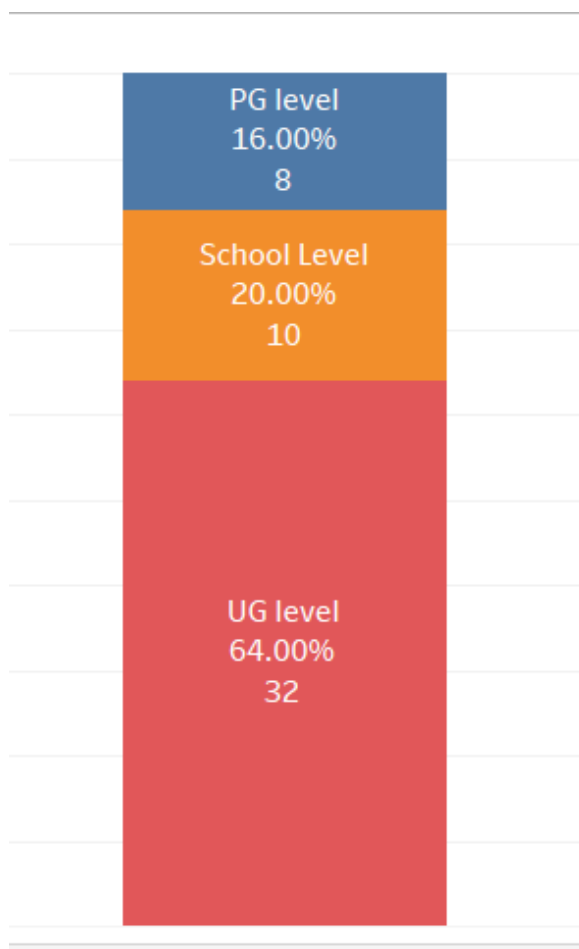
GENDER



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 31(62.00%) and 19(38.00%) respondents belonging to the 'Gender' categories of male and female respectively.
- ◆ It is further known that a majority of 31(78.00%) respondents belonging to the 'Gender' category of "MALE".

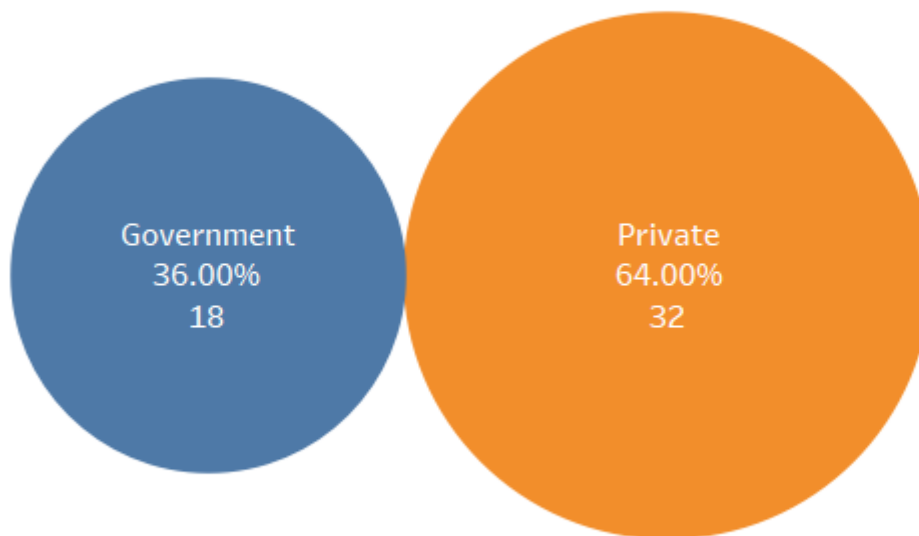
3.3 EDUCATIONAL QUALIFICATION



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 32(64.00%), 10(20.00%) and 8(16.00%) respondents belonging to the 'Educational Qualification' categories of UG level, School level, and PG level respectively.
- ◆ It is further known that a majority of 32(64.00%) respondents belonging to the 'Educational Qualification' category of **“UG LEVEL”**.

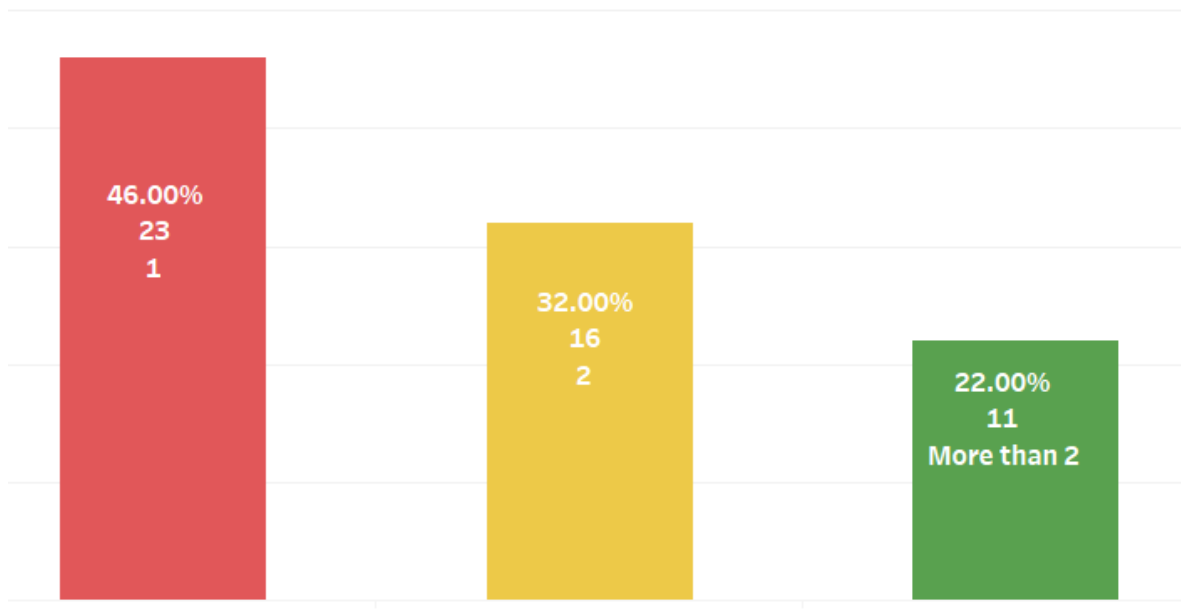
3.4 TYPES OF THE SCHOOL / COLLEGE



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 32(64.00%), and 18(36.00%) respondents belonging to the ‘Types of School/College categories of Private and Government’ respectively.
- ◆ It is further known that a majority of 32(64.00%) respondents belonging to the ‘Types of School/College of Private’ category of **“PRIVATE”**.

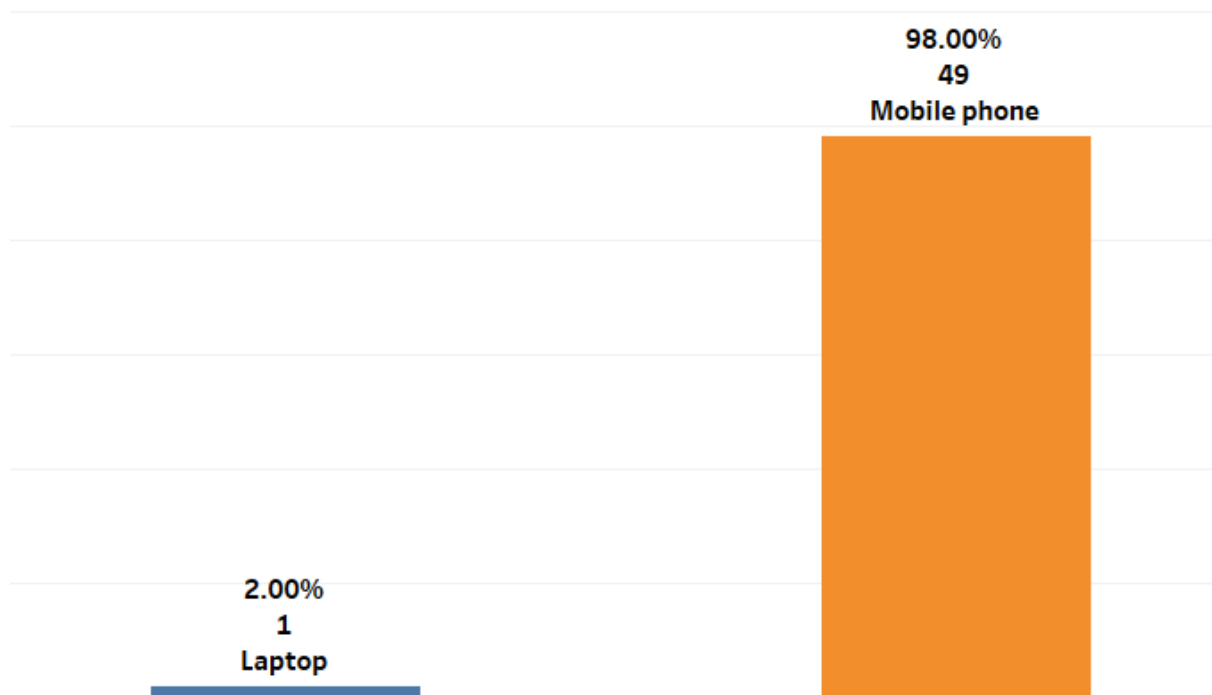
3.5 NO.OF PERSONS STUDYING ONLINE CLASSES IN YOUR FAMILY



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 23(46.00%), 16(32.00%) and 11(22.00%) respondents belonging to the 'No.of Persons studying online classes in your family' categories of 1, 2 and More than 2 respectively.
- ◆ It is further known that a majority of 23(46.00%) respondents belonging to the 'No.of Persons studying online classes in your family' category of "1".

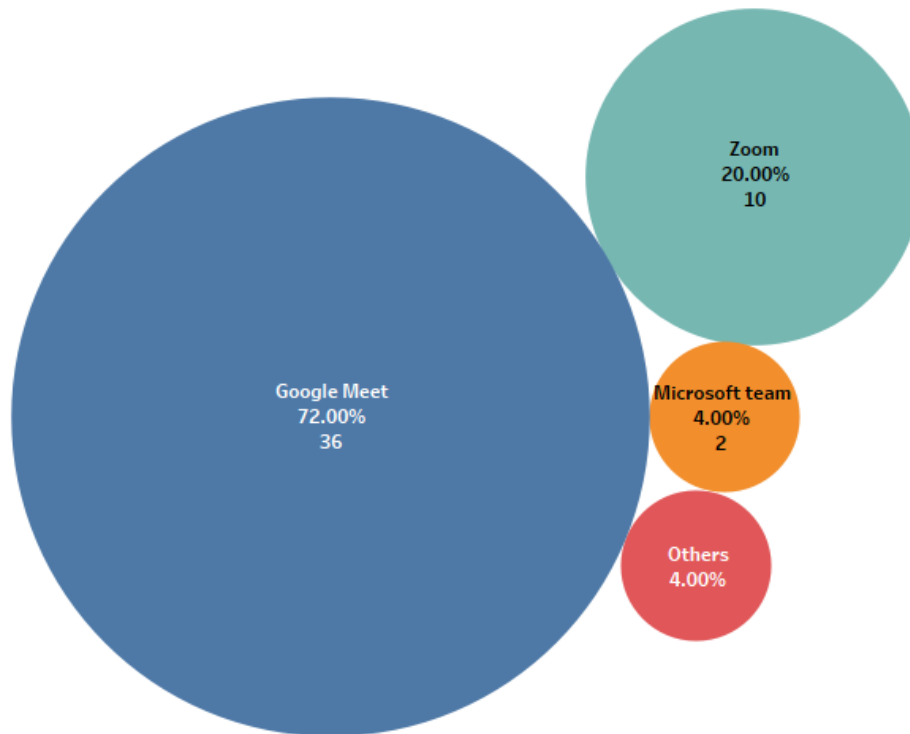
3.6 GADGETS USED FOR ONLINE CLASS



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 49(98.00%) and 1(2.00%) respondents belonging to the ‘Gadgets used for online class’ categories of Mobile phone and Laptop respectively.
- ◆ It is further known that a majority of 49(98.00%) respondents belonging to the ‘Gadgets used for online class’ category of “**Mobile phone**”.

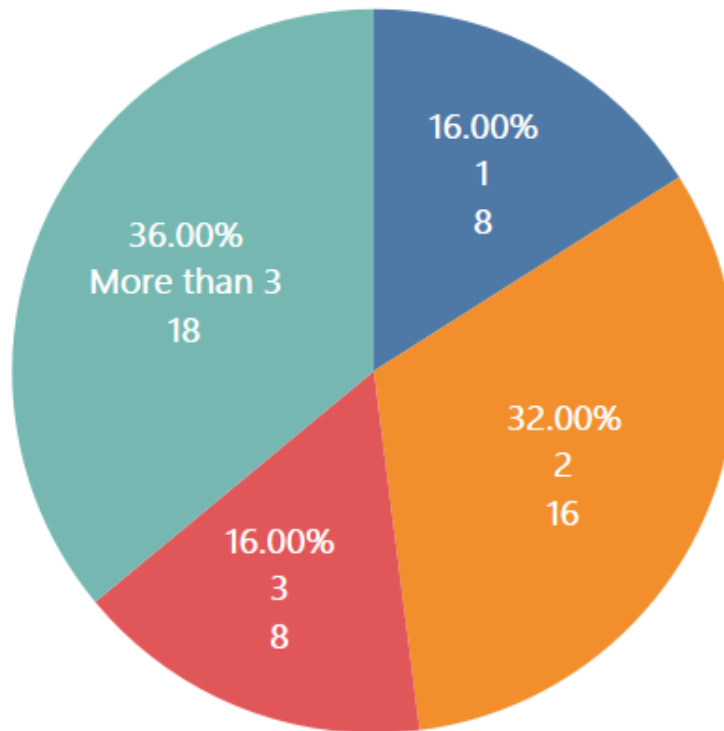
3.7 WHICH TOOL DID YOU ATTEND THE ONLINE CLASS



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 36(72.00%), 10(20.00%), 2(4.00%) and 2(4.00%) respondents belonging to the ‘Which tool did you attend the online classes, categories of Google meet, Zoom, Microsoft team and others respectively.
- ◆ It is further known that a majority of 36(72.00%) respondents belonging to the ‘Which tool did you attend the online classes’ category of **“Google Meet”**.

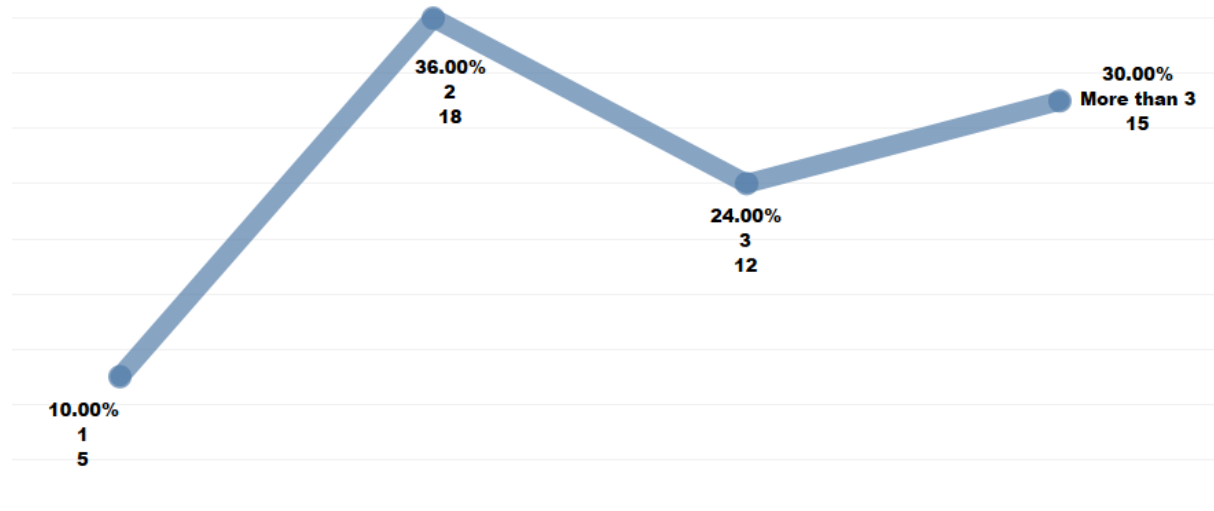
3.8 HOW MANY HOURS DO YOU SPEND FOR ONLINE CLASSES?



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 18(36.00%), 16(32.00%), 8(16.00%) and 8(16.00%) respondents belonging to 'How many hours do you spend for online class' categories of More than 3, 2, 3 and 1 respectively.
- ◆ It is further known that a majority of 18(36.00%) respondents belonging to 'How many hours do you spend for online class' category of **“More than 3”**.

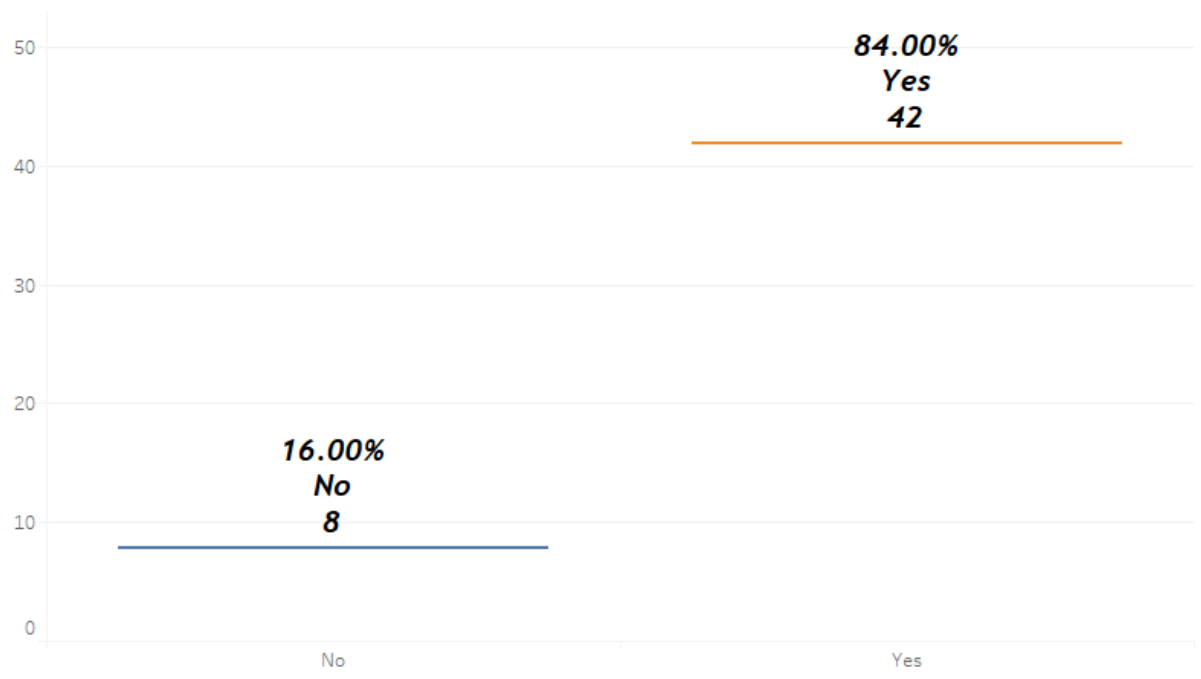
3.9 NO.OF CLASSES YOU HAVE IN A DAY



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 18(36.00%), 15(30.00%), 12(24.00%) and 5(10.00%) respondents belonging to 'No.of classes you have in a day' categories of 2, More than 3, 3 and 1 respectively.
- ◆ It is further known that a majority of 18(36.00%) respondents belonging to 'No.of classes you have in a day, category of "2".

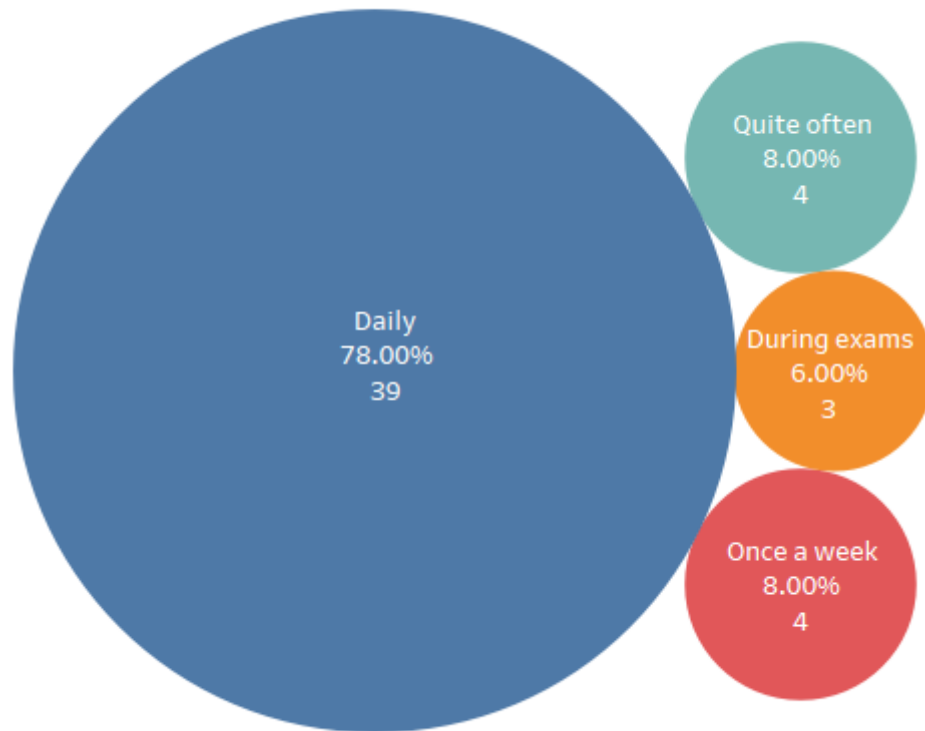
3.10 DO YOU HAVE BREAK IN BETWEEN CLASSES



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 42(84.00%) and 8(16.00%) respondents belonging to the ‘Do you have break in between classes’ categories of yes and No respectively.
- ◆ It is further known that a majority of 42(84.00%) respondents belonging to ‘Do you have break in between classes’ category of “Yes”.

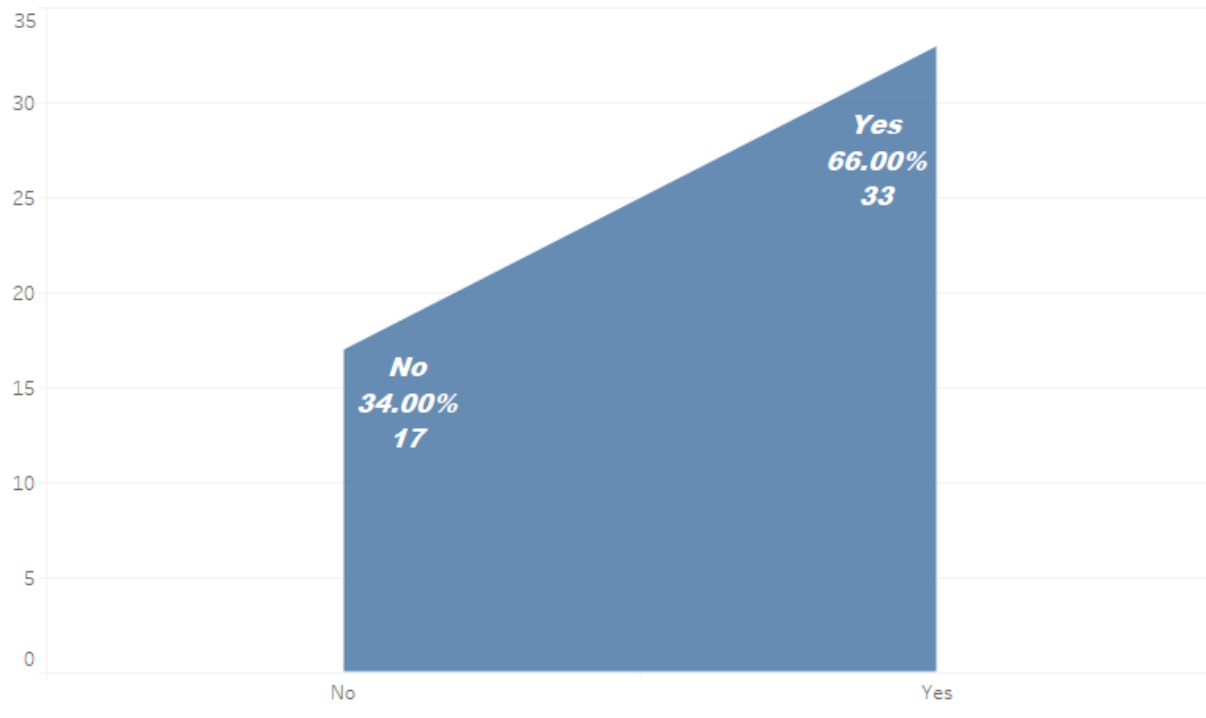
3.11 HOW OFTEN DO YOU SPENT TIME ON LEARNING FROM ONLINE CLASS PLATFORM?



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 39(78.00%), 4(8.00%), 4(8.00) and 3(6.00%) respondents belonging to the ‘How often do you spent time on learning from online class platform’ categories of Daily, Once a week, Quite often and During exams respectively.
- ◆ It is further known that a majority of 39(78.00%) respondents belonging to ‘How often do you spent time on learning from online class platform’ category of **“Daily”**.

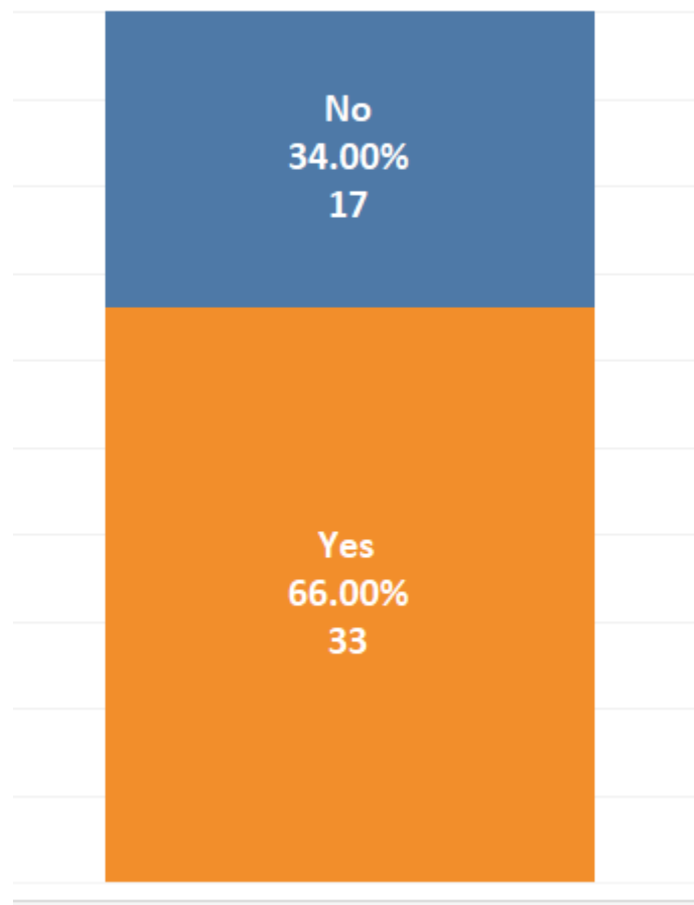
3.12 DO YOU HAVE SUFFICIENT EQUIPMENT AND FACILITIES TO ATTEND THE ONLINE TEACHING?



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 33(66.00%) and 17(34.00%) respondents belonging to the 'Do you have sufficient equipment and facilities to attend the online class' categories of Yes and No respectively.
- ◆ It is further known that a majority of 33(66.00%) respondents belonging to 'Do you have sufficient equipment and facilities to attend the online class' category of "Yes".

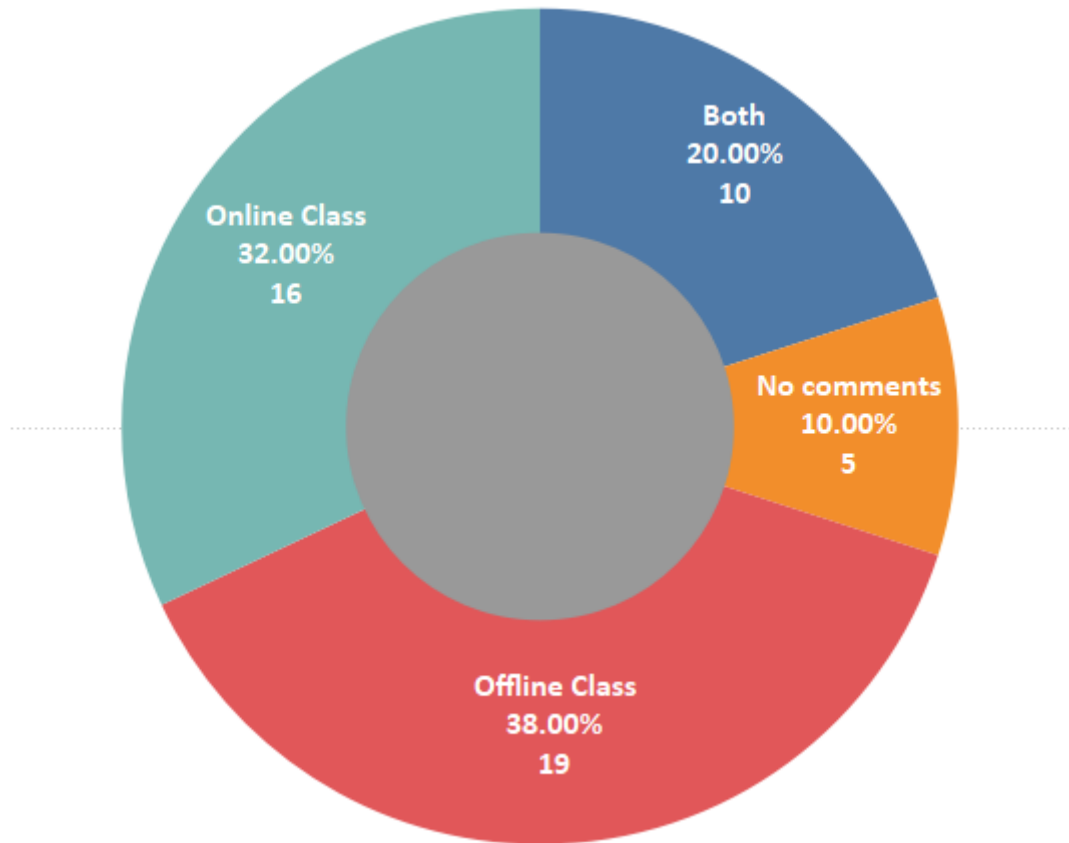
3.13 DO YOU LIKE ONLINE CLASS



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 33(66.00%) and 17(34.00%) respondents belonging to the 'Do you like online class' categories of Yes and No respectively.
- ◆ It is further known that a majority of 33(66.00%) respondents belonging to 'Do you like online class' category of "Yes".

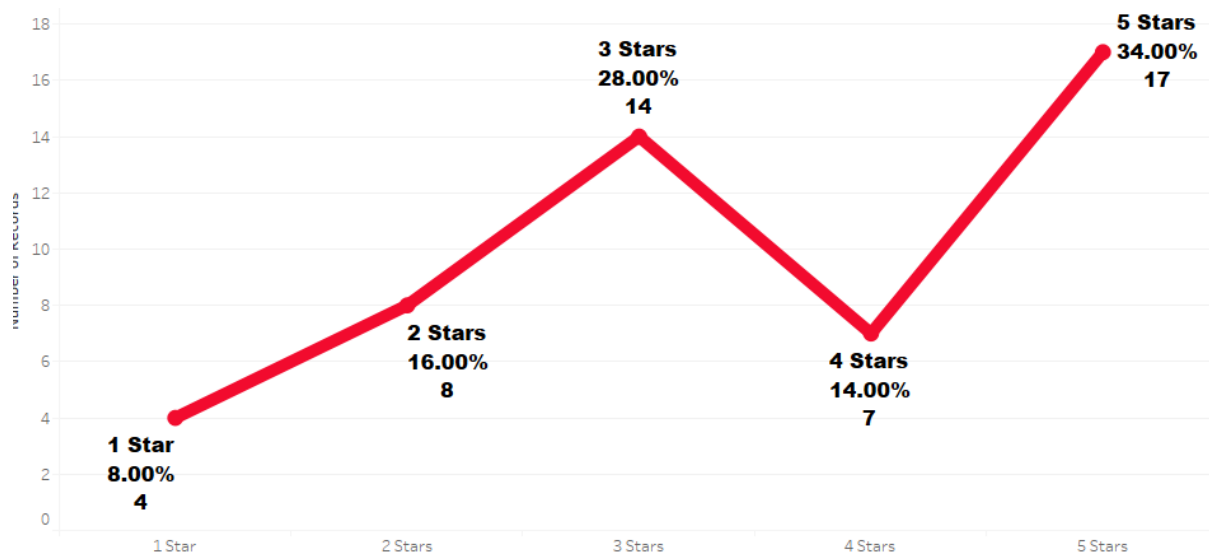
3.14 WHICH METHOD OF TEACHING DO YOU PREFER?



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 19(38.00%), 16(32.00%), 10(20.00%) and 10(20.00%) respondents belonging to 'Which method of teaching do you prefer' categories of Offline class, Online class, Both and No comments respectively.
- ◆ It is further known that a majority of 19(38.00%) respondents belonging to 'Which method of teaching do you prefer' category of **"Offline class"**.

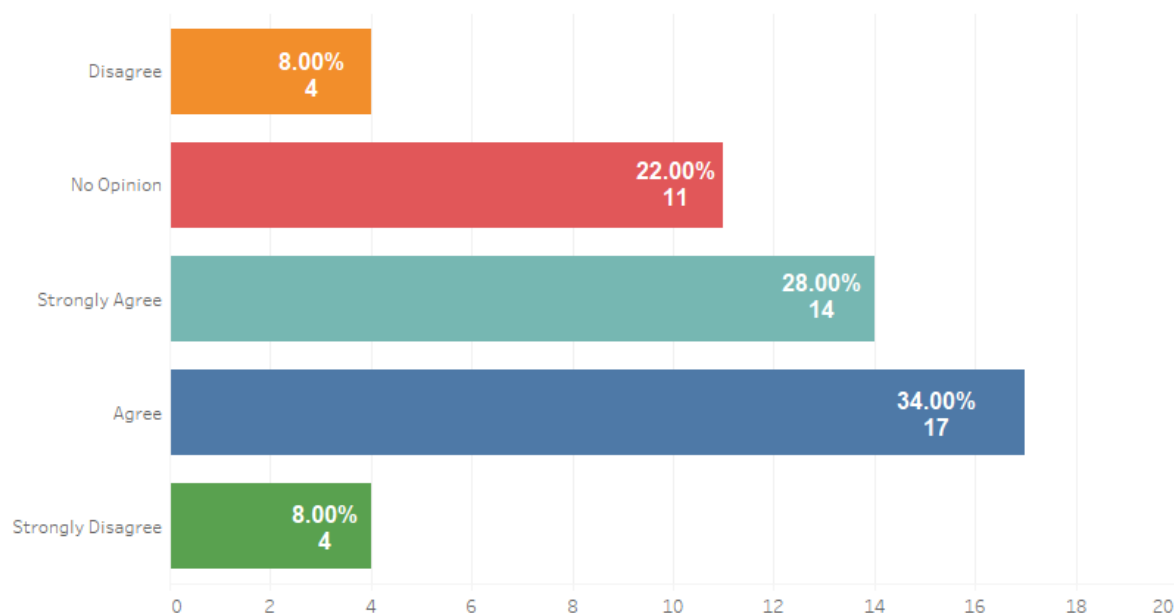
3.15 HOW MANY RATINGS DO YOU GIVE FOR YOUR ONLINE CLASSES?



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 17(34.00%), 14(28.00%), 8(16.00%), 7(14.00%) and 4(8.00%) respondents belonging to ‘How many ratings do you give your online classes’ categories of 5star, 3star, 2star, 4star and 1star respectively.
- ◆ It is further known that a majority of 17(34.00%) respondents belonging to ‘How many ratings do you give your online classes’ category of “**5star**”.

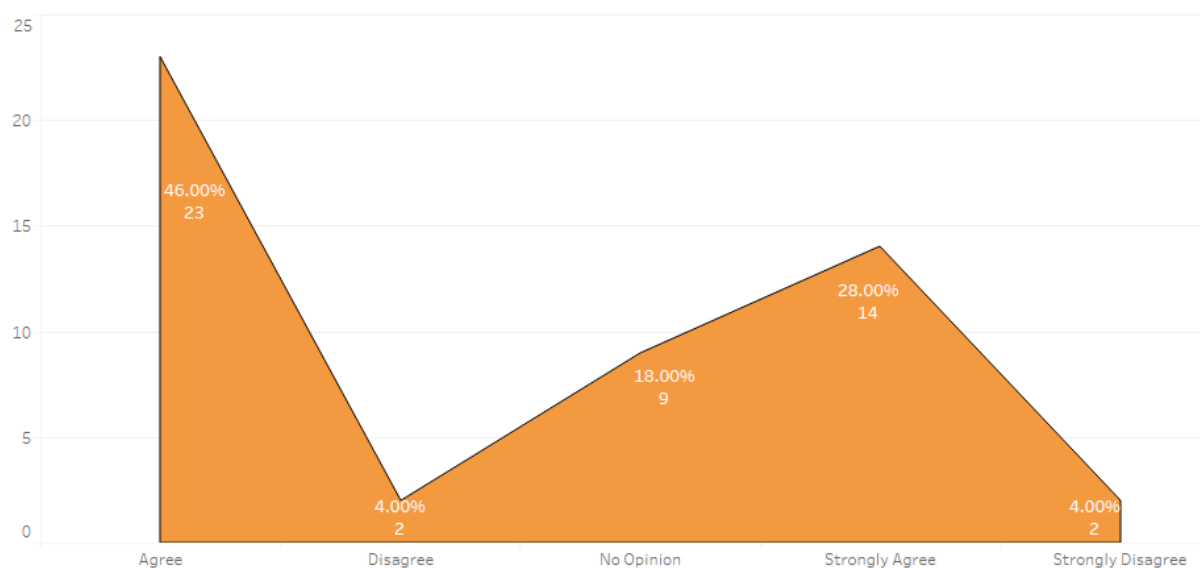
3.16 ARE YOU HAPPY WITH ONLINE TEACHING METHODS AND MATERIALS



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 17(34.00%), 14(28.00%), 11(22.00%), 4(8.00%) and 4(8.00%) respondents belonging to ‘Are you happy with online teaching methods and materials’ categories of Agree, Strongly agree, No opinion, disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 17(34.00%) respondents belonging to ‘Are you happy with online teaching methods and materials’ category of “**Agree**”.

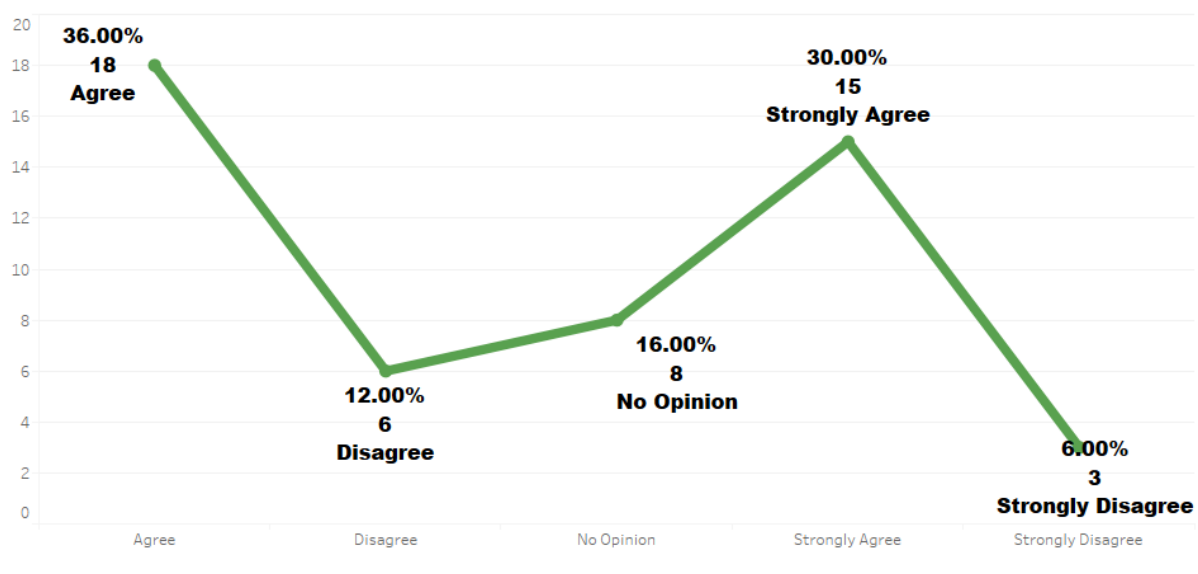
3.17 GUIDELINES ARE PROVIDED BEFORE STARTING ONLINE CLASS



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 23(46.00%), 14(28.00%), 9(18.00%), 2(4.00%) and 2(4.00%) respondents belonging to ‘Guidelines are provided before starting online class’ categories of Agree, Strongly agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 23(46.00%) respondents belonging to ‘Guidelines are provided before starting online class’ category of “**Agree**”.

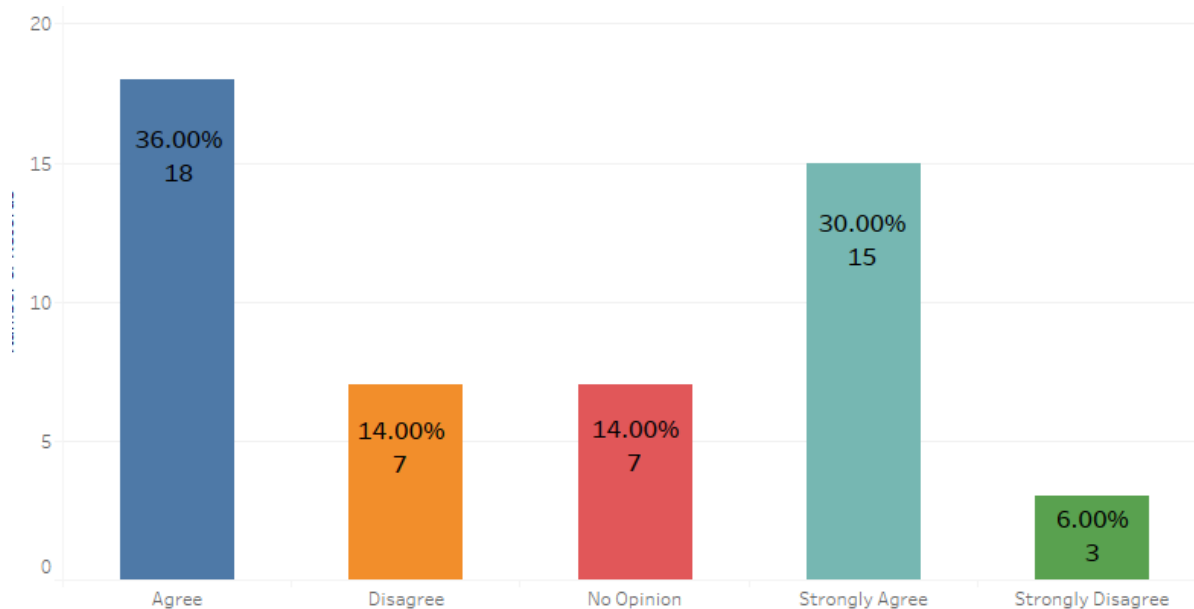
3.18 ONLINE EDUCATION IS MORE EXPENSIVE THAN TRADITIONAL LEARNING



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 18(36.00%), 15(30.00%), 8(16.00%), 6(12.00%) and 3(6.00%) respondents belonging to ‘Online education is more expensive than traditional learning’ categories of Agree, Strongly agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 18(36.00%) respondents belonging to ‘Online education is more expensive than traditional learning’ category of “**Agree**”.

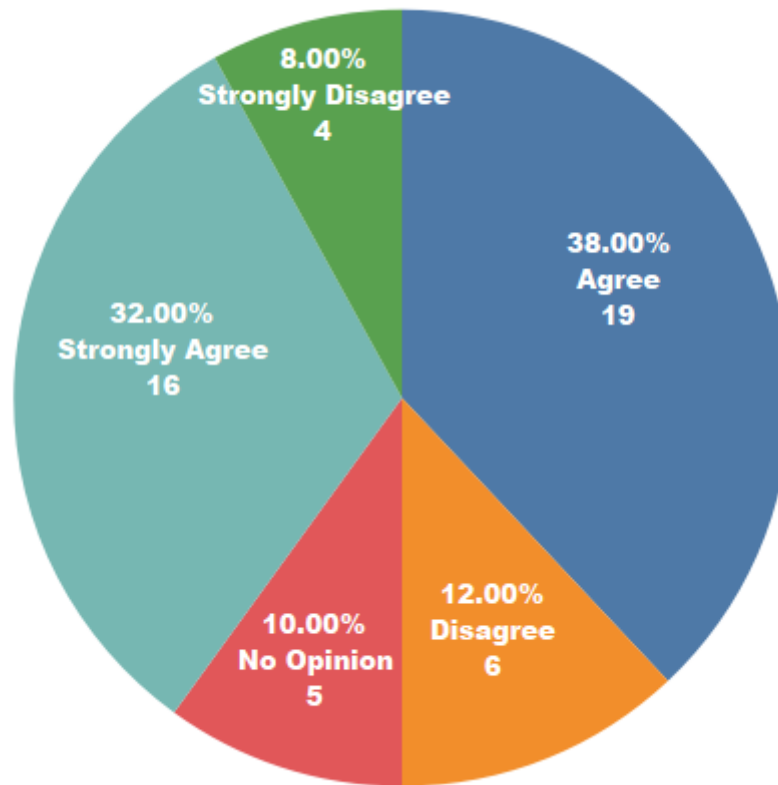
3.19 DO YOU HAPPY ABOUT THE STUDENT-TEACHER INTERACTION DURING ONLINE CLASSES



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 18(36.00%), 15(30.00%), 7(14.00%), 7(14.00%) and 3(6.00%) respondents belonging to 'Do you happy about the student-teacher interaction during Online class' categories of Agree, Strongly agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 18(36.00%) respondents belonging to 'Do you happy about the student-teacher interaction during Online class' category of **“Agree”**.

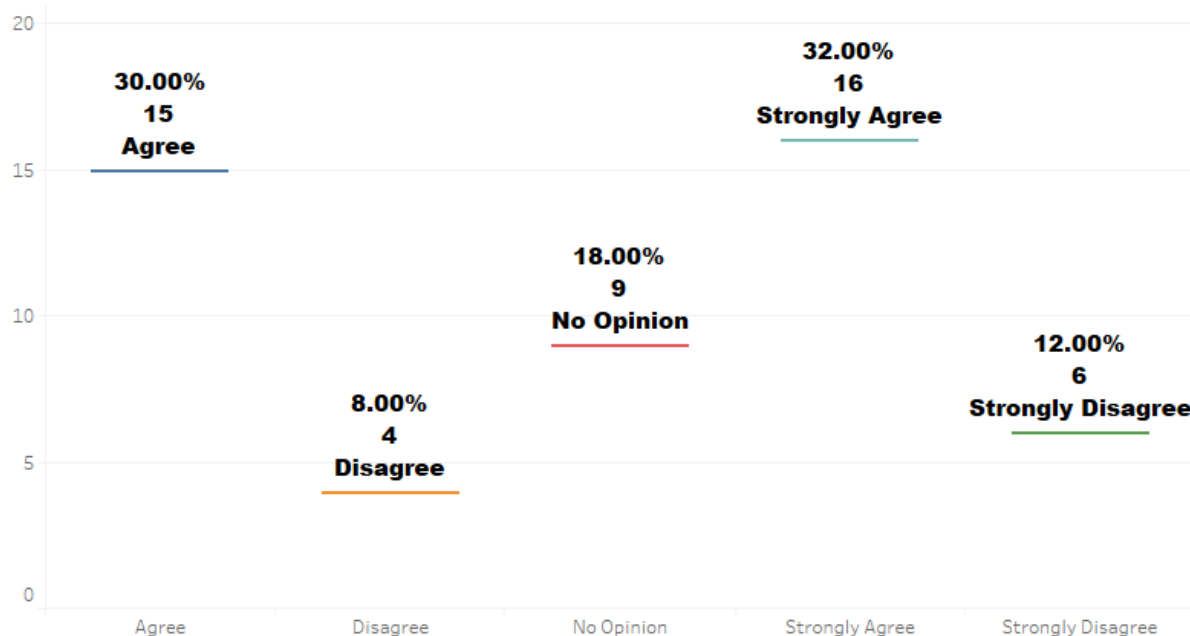
3.20 DO YOU HAVE THE FACILITY TO THE ASK QUESTIONS AND CLEARING DOUBTS DURING ONLINE CLASSES



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 19(38.00%), 16(32.00%), 6(12.00%), 5(10.00%) and 4(8.00%) respondents belonging to 'Do you have the facility to the ask questions and clearing doubts during online class' categories of Agree, Strongly agree, Disagree, No opinion, and Strongly disagree respectively.
- ◆ It is further known that a majority of 19(38.00%) respondents belonging to 'Do you have the facility to the ask questions and clearing doubts during online class' category of "Agree".

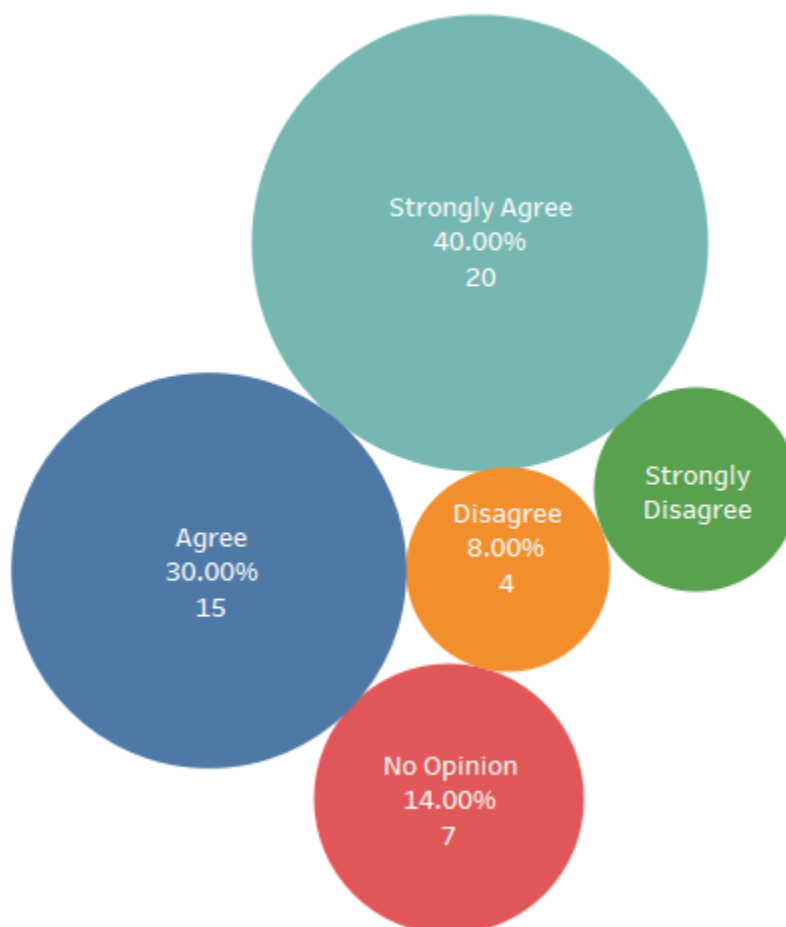
3.21 IF HOME ENVIRONMENT IS SUITABLE FOR PARTICIPATING ONLINE CLASSES



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 16(32.00%), 15(30.00%), 9(18.00%), 6(12.00%) and 4(8.00%) respondents belonging to 'If home environment is suitable for participating online classes' categories of Strongly Agree, Agree, No opinion, Strongly Disagree and Disagree respectively.
- ◆ It is further known that a majority of 16(32.00%) respondents belonging to 'If home environment is suitable for participating online classes' category of "Strongly Agree".

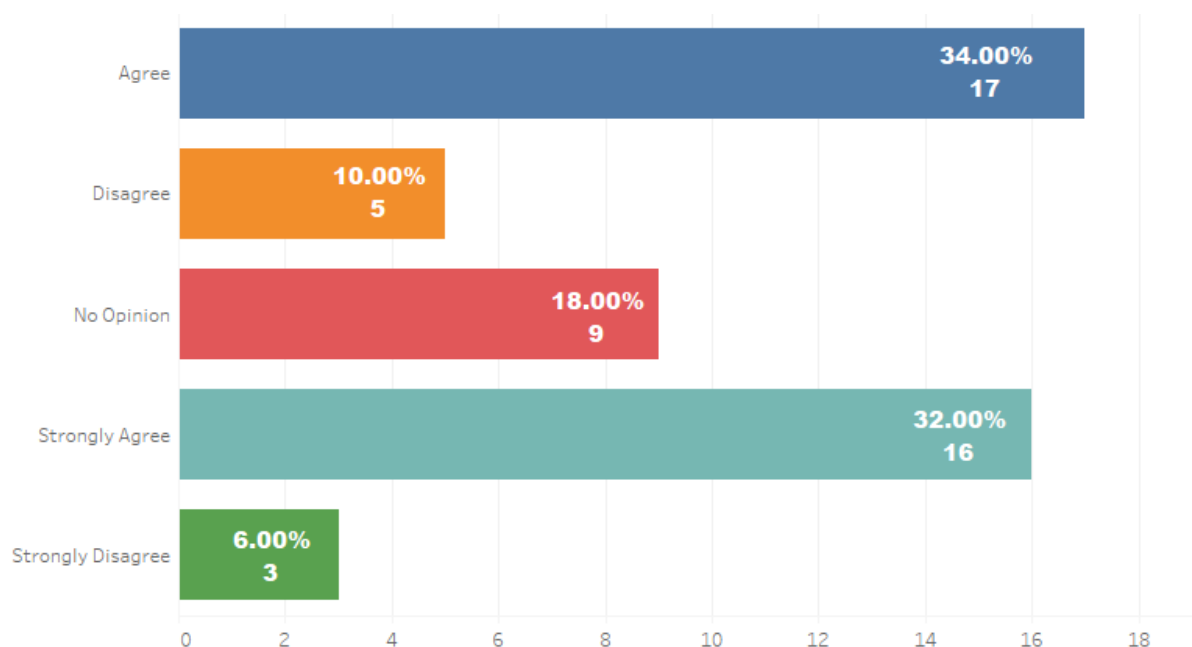
3.22 WHETHER THE POSSIBILITY OF DISTRACTIONS FROM FAMILY MEMBERS DURING ONLINE CLASS



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 20(40.00%), 15(30.00%), 7(14.00%), 4(8.00%) and 4(8.00%) respondents belonging to ‘whether the possibility of distraction from family members during online class’ categories of Strongly Agree, Agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 20(40.00%) respondents belonging to ‘whether the possibility of distraction from family members during online class’ category of “**Strongly Agree**”.

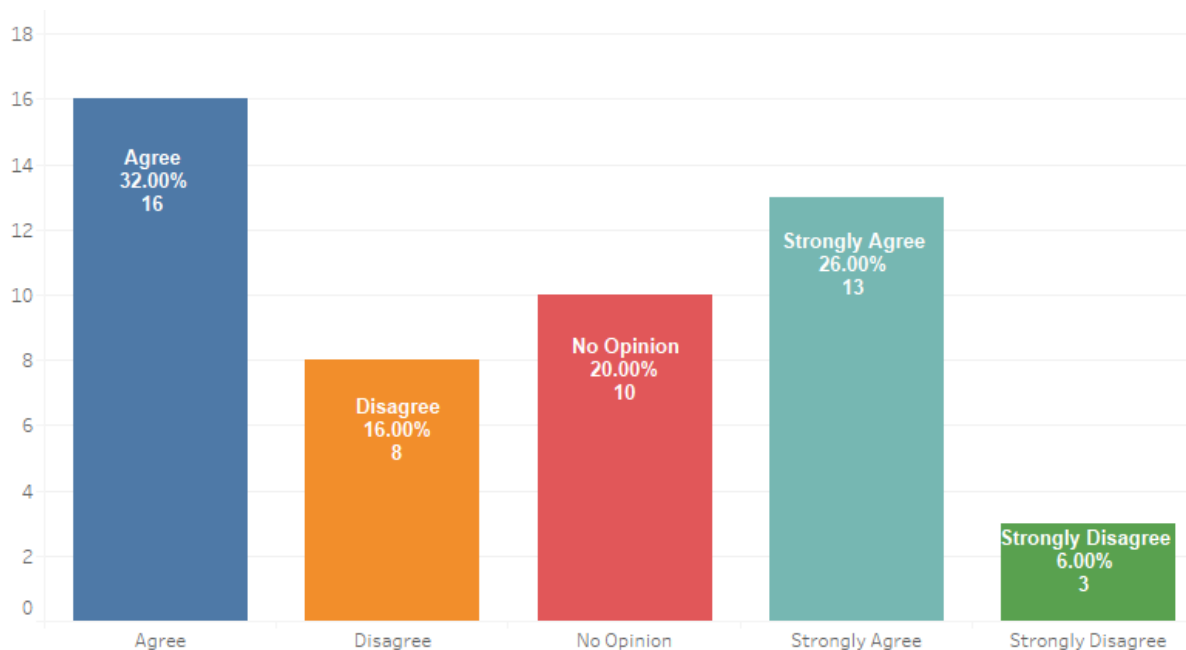
3.23 INTERNET SPEED AND NETWORK REPRESENT SOME PROBLEMS



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 17(34.00%), 16(32.00%), 9(18.00%), 5(10.00%) and 3(6.00%) respondents belonging to ‘Internet speed and network represent some problems’ categories of Agree, Strongly agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 17(34.00%) respondents belonging to ‘Internet speed and network represent some problems’ category of “Agree”.

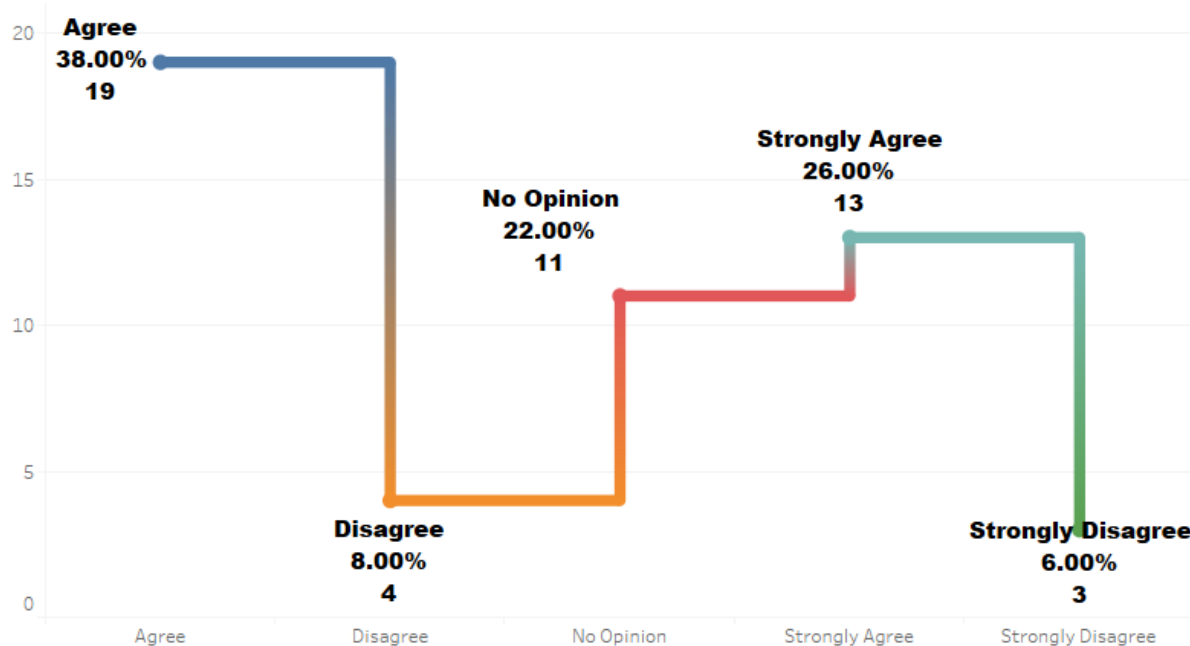
3.24 THE ONLINE SYSTEM MADE THE LESSONS MORE INTERESTING



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 16(32.00%), 13(26.00%), 10(20.00%), 8(16.00%) and 3(6.00%) respondents belonging to 'The online system made the lessons more interesting' categories of Agree, Strongly agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 16(32.00%) respondents belonging to 'The online system made the lessons more interesting' category of "Agree".

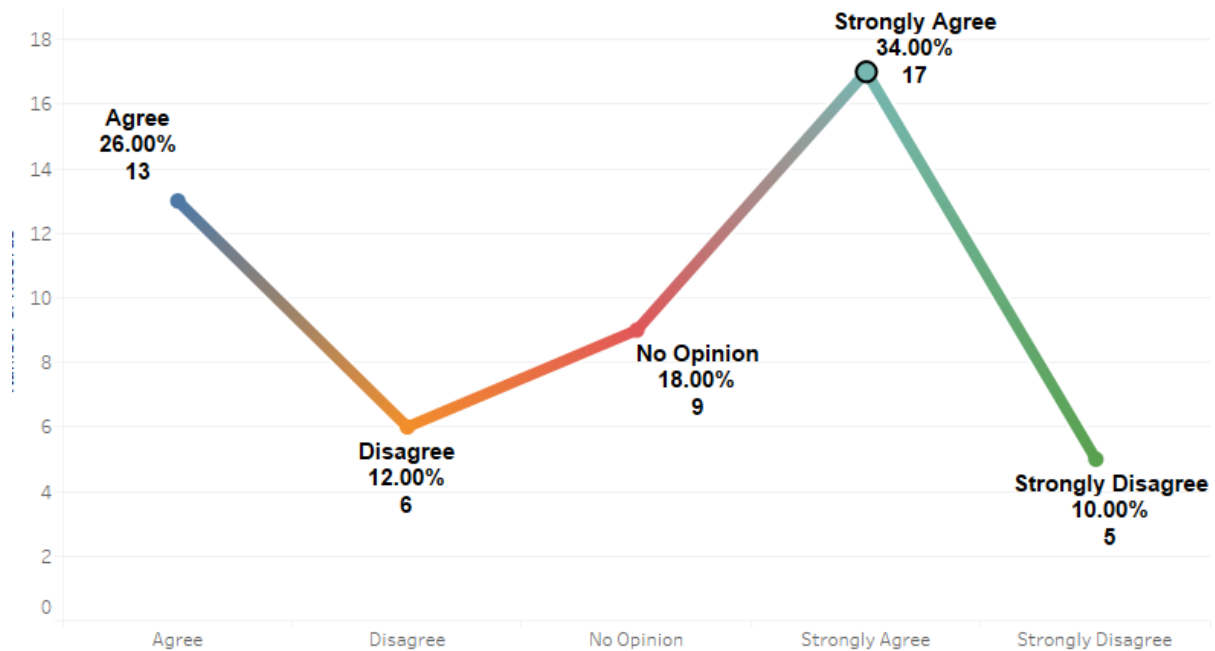
3.25 ONLINE LEARNING ENABLES LEARNING AT ANYTIME AND ANYWHERE



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 19(38.00%), 13(26.00%), 11(22.00%), 4(8.00%) and 3(6.00%) respondents belonging to 'Online learning enables learning at anytime and anywhere' categories of Agree, Strongly agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 19(38.00%) respondents belonging to 'Online learning enables learning at anytime and anywhere' category of "Agree".

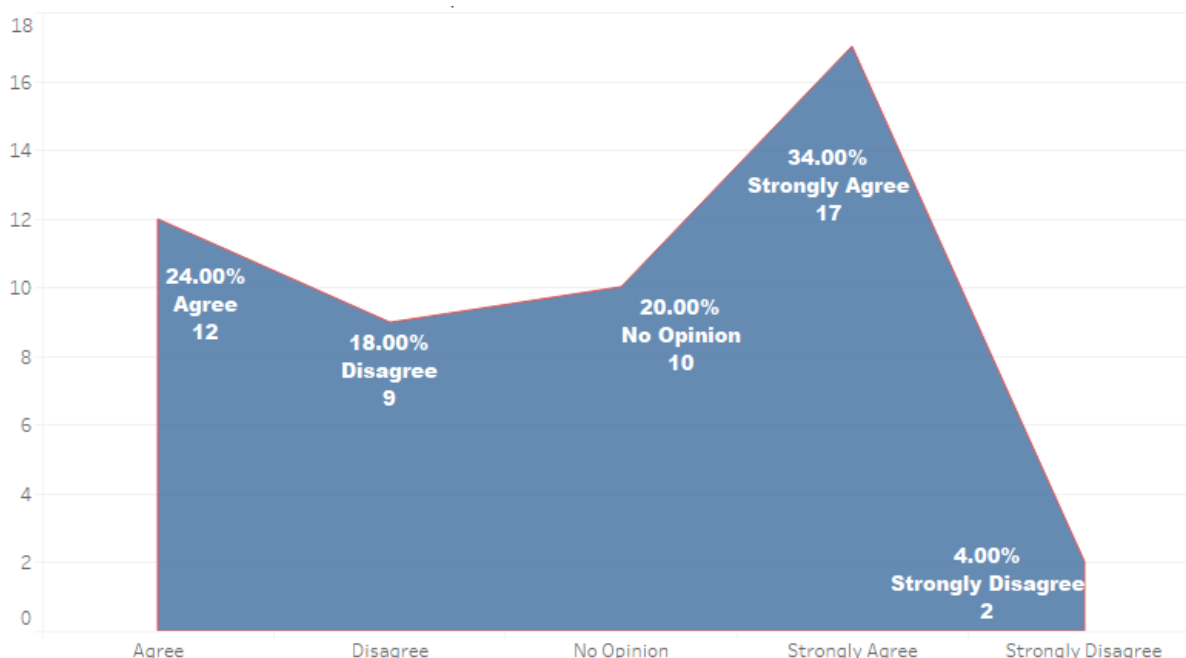
3.26 ONLINE EDUCATION CAN HELP IN IMPROVING THE QUALITY OF HIGHER EDUCATION



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 17(34.00%), 13(26.00%), 9(18.00%), 6(12.00%) and 5(10.00%) respondents belonging to ‘Online education can help in improving the quality of higher education’ categories of Strongly Agree, Agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 17(34.00%) respondents belonging to ‘Online education can help in improving the quality of higher education’ category of “**Strongly Agree**”.

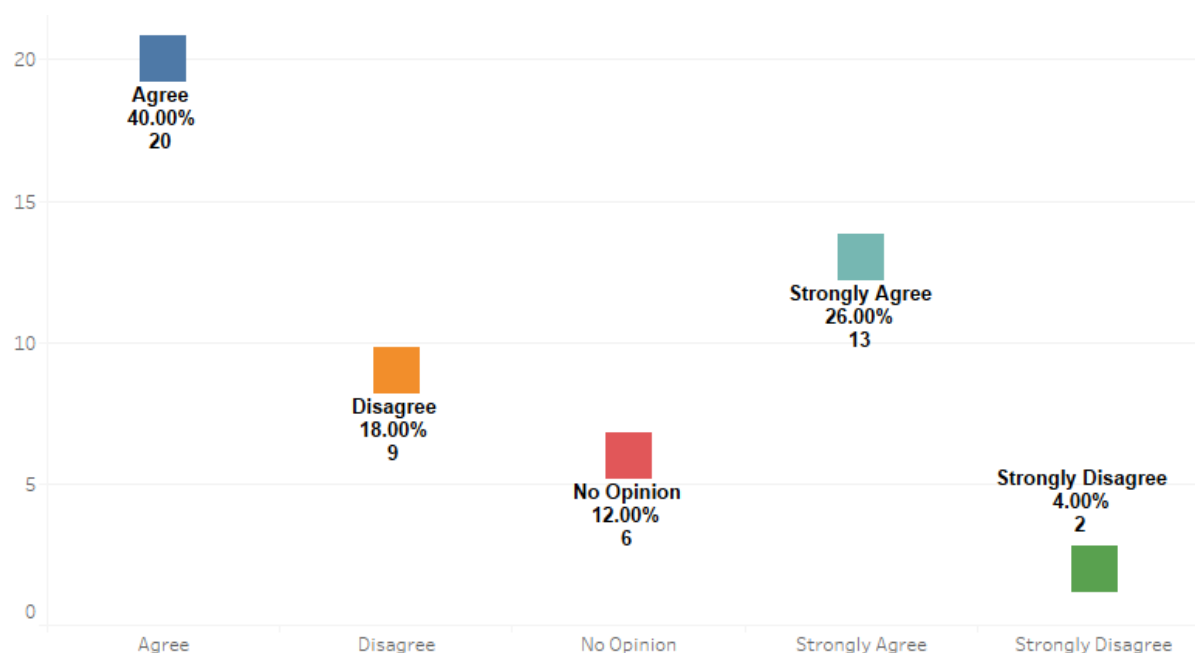
3.27 ONLINE CLASS IMPROVES COMMUNICATION BETWEEN STUDENTS AND TEACHERS



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 17(34.00%), 12(24.00%), 10(20.00%), 9(18.00%) and 2(4.00%) respondents belonging to 'Online class improves communication between students and teachers' categories of Strongly Agree, Agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 17(34.00%) respondents belonging to 'Online class improves communication between students and teachers' category of **"Strongly Agree"**.

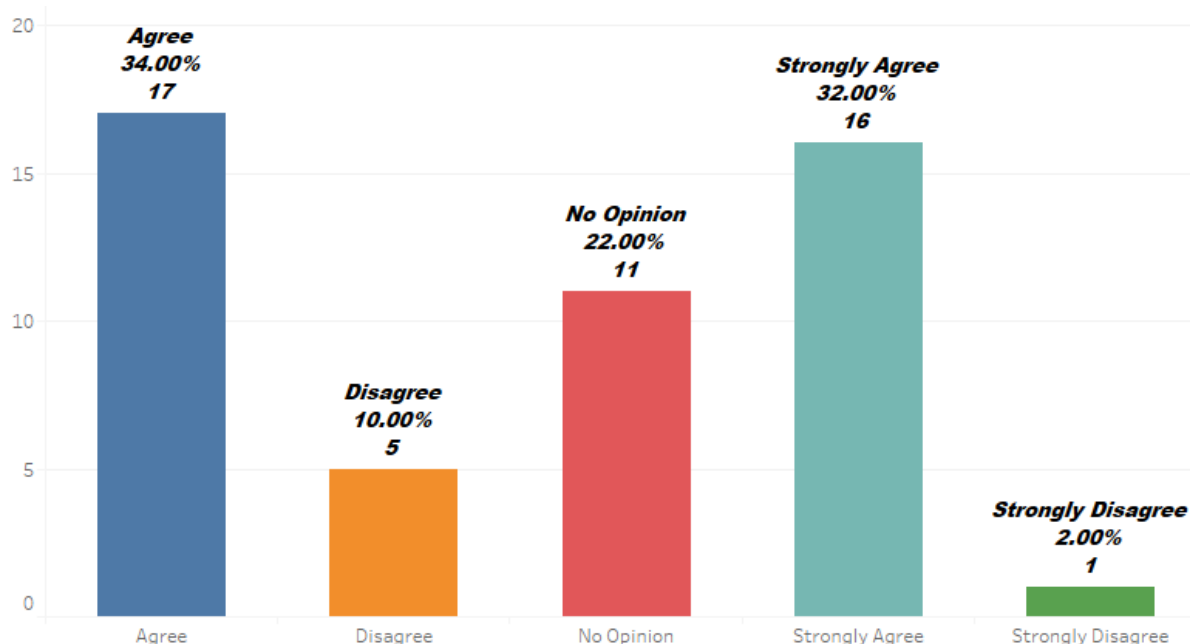
3.28 ONLINE MATERIALS ARE SUFFICIENT FOR LEARNING



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 20(40.00%), 13(26.00%), 9(18.00%), 6(12.00%) and 2(4.00%) respondents belonging to 'Online materials are sufficient for learning' categories of Agree, Strongly agree, Disagree, No opinion, and Strongly disagree respectively.
- ◆ It is further known that a majority of 20(40.00%) respondents belonging to 'Online materials are sufficient for learning' category of "Agree".

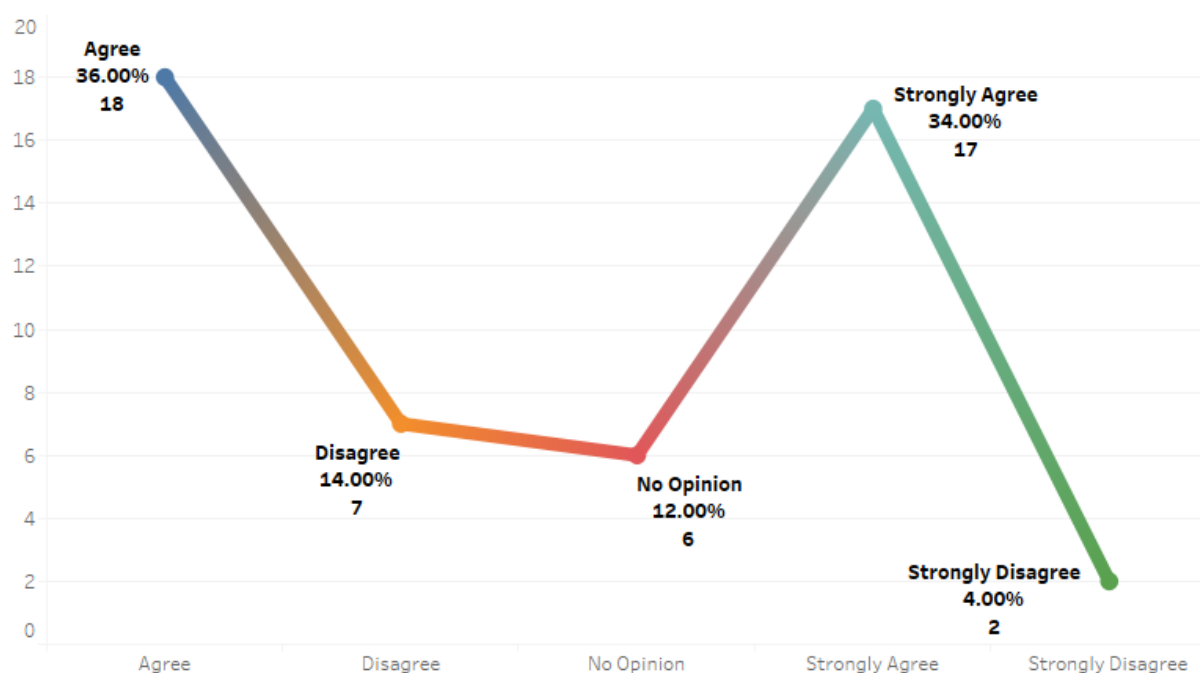
3.29 YOUR STAFF GIVES TIME TO EXPLAIN YOUR IDEAS



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 17(34.00%), 16(32.00%), 11(22.00%), 5(10.00%) and 1(2.00%) respondents belonging to 'Your staff gives time to explain your ideas' categories of Agree, Strongly agree, No opinion, Disagree and Strongly disagree respectively.
- ◆ It is further known that a majority of 17(34.00%) respondents belonging to 'Your staff gives time to explain your ideas' category of **"Agree"**.

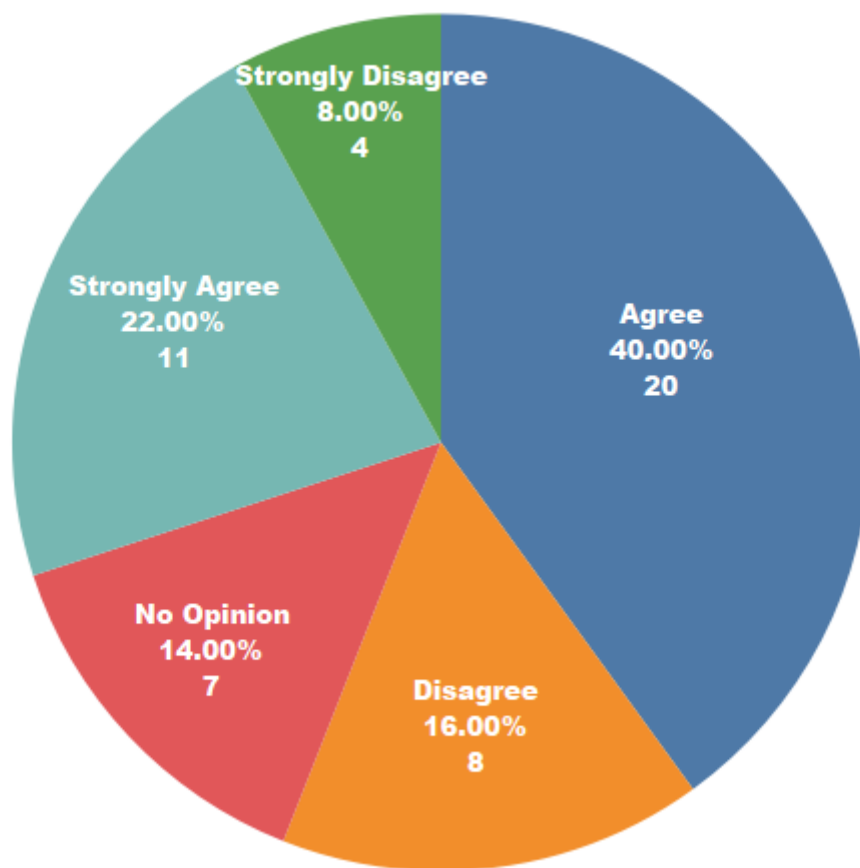
3.30 THE MULTIMEDIA (AUDIO & VIDEO) IS USEFUL IN ONLINE EDUCATION



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 18(36.00%), 17(34.00%), 7(14.00%), 6(12.00%) and 2(4.00%) respondents belonging to 'The multimedia (Audio & video) is useful in online education' categories of Agree, Strongly agree, Disagree, No opinion and Strongly disagree respectively.
- ◆ It is further known that a majority of 18(36.00%) respondents belonging to 'The multimedia (Audio & video) is useful in online education' category of "Agree".

3.31 THE TIME IS CONVENIENT FOR YOU



Interpretation

- ◆ It is understood from the chart that out of 50 respondents 20(40.00%), 11(22.00%), 8(16.00%), 7(14.00%) and 4(8.00%) respondents belonging to 'The time is convenient for you' categories of Agree, Strongly agree, Disagree, No opinion and Strongly disagree respectively.
- ◆ It is further known that a majority of 20(40.00%) respondents belonging to 'The time is convenient for you' category of **"Agree"**.

CHAPTER IV

FINDINGS AND SUGGESTIONS

4.1 INTRODUCTION

This chapter is providing the findings, suggestions and conclusion of the study. The following made based on the analysis and interpretation.

4.2 FINDINGS

1. It is found that the majority of 62% of respondents are male.
2. It is found that the majority of 64% of respondents are studied under graduation (UG).
3. It is found that the majority of 64% of respondents are private schools and colleges.
4. It is found that the majority of 46% of respondents are one member in that family studying online classes.
5. It is found that the majority of 98% of respondents are using mobile phones to attend the online classes
6. It is found that the majority of 72% of respondents are using Google meet
7. It is found that the majority of 36% of respondents are saying more than three hours classes in per day.
8. It is found that the majority of 36% of respondents are saying two classes in per day.
9. It is found that the majority of 84% of respondents are saying yes we have break during online classes.
10. It is found that the majority of 78% of respondents are we have attend the online classes daily.
11. It is found that the majority of 66% of respondents are saying yes we have sufficient equipment and facility to attend the online classes.
12. It is found that the majority of 66% of respondents are saying yes we have like the online classes
13. It is found that the majority of 38% of respondents are like to attend offline classes.
14. It is found that the majority of 34% of respondents are given 5 star ratings in online classes.

4.3 SUGGESTIONS

1. In government schools are creating an awareness of online education.
2. Online education is a good platform for the people who are not able to complete their studies which they had left due to some reason like job timings, long distance etc.
3. Online education is easy to capture and anytime, anywhere and any subject will be learning the most part of online education.
4. Without physically attachment with teacher we can't learn properly. And we wanted to accept all the foreign learning styles, but we should see our resources that we have.
5. Online education will help the student to learn perfectly with giving more knowledge.
6. May be this way is great opportunity for those who should keep the education continue and knowledge.
7. This class room environmental will help student to grow.

CHAPTER V

5.1 CONCLUSION

In covid-19 pandemic period online education helps the students to get more knowledge conveniently at their home. Online educations are the heart of the education system and very important teaching method to be adopted by all educational institution at this pandemic period. Most of the online education is easy to access to huge resources of information and knowledge. In the world, all developed and developing countries are all adopting online education to all categories of students irrespective of their education level. Due to development of communication technologies has changed of our learning habits towards online education during covid-19 pandemic period.

The study concludes to survive in the digital era and stay relevant, students should be aware of online education websites which should be innovative and unique to shape their future in better way.

This research study explores Students preference towards online class among College Students and school students having, analysed the empirical data obtained from the survey of the students. This investigation was based on the conceptual framework established by the theory related with Objectives of the studies. The increased presence of people on internet inspire us to prepare project on online education. That is the reason I prepared this report to check whether people are aware about online education or not.

Throughout the report I observe that still people prefer online education because we will get easily access of information, anywhere and anytime but you won't get real time interaction like on campus study. But it has lot of advantages like, students have learn opportunity to learn while they are working.

Most people respondents are agreed that it will improve the quality of higher education which is lack right now in the market. In our research agreed that online education gainer will get more skill than On-Campus learner.

If we conclude full report, then we can say that online education and offline education has their own advantages and disadvantages according to the requirements of the student because some student want education while working and some students wants education full time so, both has different priorities.

BIBLIOGRAPHY

Websites:

1. www.google.com
2. www.researchgate.in
3. Scholarworks.waldenu.edu
4. Sersc.org
5. adamasuniversity.ac.in

APPENDIX

Students Preference with Online Classes

1. Gender

- ☐ Male
- ☐ Female
- ☐ Transgender

2. Educational Qualification

- ☐ School level
- ☐ UG level
- ☐ PG level

3. No. of persons studying online education in your family

- ☐ 1
- ☐ 2
- ☐ More than 2

4. Types of the School / College

- ☐ Government
- ☐ Private

5. Gadgets used for Online Class

- ☐ Mobile phone
- ☐ Tab
- ☐ Laptop
- ☐ Computer

6. Which Tool did you attend the Online Class

- ☐ Zoom
- ☐ Google Meet
- ☐ Microsoft team
- ☐ Others

7. How Many Hours do you spend for online classes?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ More than 3

8. No. of classes you have in a day

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ More than 3

9. Do you have break in between classes

- ☐ Yes
- ☐ No

10. How often do you spend time on learning from Online Class platform?

- ☐ Daily
- ☐ Once a week
- ☐ Quite often
- ☐ During exams

11. Do you have sufficient Equipment and facilities to attend the online teaching?

- ☐ Yes
- ☐ No

12. Do you like online class?

- ☐ Yes
- ☐ No

13. Which method of teaching do you prefer?

- ☐ Offline Class
- ☐ Online Class
- ☐ Both
- ☐ No comments

14. How many Stars do you give for your Online Classes?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
15	Are You happy with online teaching Methods & Materials					
16	Guidelines are provided before Starting Online Class					
17	Online education is more expensive than traditional learning					
18	Do you happy about the Student-Teacher interaction during Online Classes					
19	Do you have the Facility to ask questions and clearing doubts during Online Classes					
20	If home Environment is suitable for participating Online Classes					
21	Whether the possibility of distractions from family members during Online Class					

22	Internet speed and network represent some problems					
23	The online system made the lessons more interesting					
24	Online learning enables learning at anytime and anywhere					
25	Online education can help in improving the quality of higher education					
26	Online Class improves communication between students and teachers					
27	Online materials are sufficient for learning					
28	Your Staff gives time to explain your ideas					
29	The multimedia (audio & video) is useful in online education					
30	The timing is convenient for you					