

AWARENESS AND SATISFACTION OF COLLEGE STUDENTS TOWARD E-LEARNING

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Abstract

In view of complete lockdown in the entire country to combat spread of COVID-19 by maintaining social distancing, the govt. of Himachal Pradesh has also issued different advisories to stay home and stay safe. In this direction Director of Higher Education, Himachal Pradesh issued guidelines regarding digital learning initiative for college students. It is advised to initiate technological efforts to continue teaching and learning from home. To facilitate virtual teaching and learning it is directed that college faculty may use social media platforms i.e. Whatsapp/You tube/e-mail etc. In this regard UGC has also requested the academic community to make productive use of the lock down period in the wake of the COVID-19 outbreak. UGC and MHRD has requested to create awareness among academic fraternity about e-learning and appeal for ideas/suggestions for Bharat Padhe Online campaign (F No 1-4/2020(CM)). It is to ensure teaching and learning at home to minimize academic loss of students by leveraging the potential of ICT. Considering these facts the study has been undertaken to examine the awareness and satisfaction of college students about e-learning being instigated in Himachal Pradesh colleges in general and Bilaspur college in special during covid-19 locks down.

Keywords: Covid-19, virtual teaching, social media, e-learning

Introduction

E-learning is a formal teaching system which is based on electronic resources. E-learning offers opportunity to share information in all kinds of

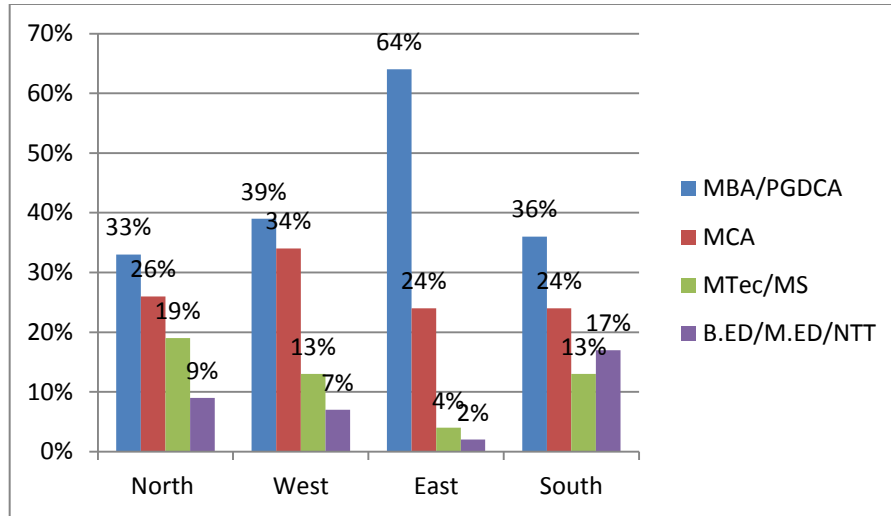
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formats i.e. text, video, slide shows, PDF etc. Computer and internet plays a significant role to form main components of e-learning. Earlier this system was not popular but today with the advancement of technology, it has become common to all. Computer and internet has brought revolution in human life. Now books and other study material have been replaced with electronic material i.e. pen drive, audio, video etc. Knowledge in electronic form can be accessed by any one anytime and anywhere. E-learning is flexible and cost effective. Now most of the people are competent in using internet and smart phones. It has made running an online course a simple task. Moreover, social media and other forms of online communications permit people to keep in touch and interact on related matters. Social media refers to different applications and websites that are developed to share information in real time. It is assumed that traditional teaching is expensive and takes a long time with delayed feedback, due to this most of the corporate houses are conducting training and development programs through e-learning.

Theoretical Framework

In India the market for online education is expected to grow eight times in next three years. It is expected to grow from USD 247 million in 2016 to USD 1.96 billion in 2021. This growth rate is projected as outcome of 9.5 million paid online education users in 2021 than 1.57 million users in 2016. Further report reveals that demand for PG courses like MBA and MCA is dominated as compared to graduation and diploma courses. (Report released by KPMG India and Google, Online Education in India: 2021)

Course wise preference of online higher education across geographies



Source: KPMG Report: Online Education in India: 2021

According to WHO Corona virus disease (COVID-19) is an infectious disease caused by a newly discovered corona virus. Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people and those with underlying medical problems like cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illness. Speaking at the COVID-19 media briefing, WHO's Director-General stressed that our "commitment to public health, science and to serving all the people of the world without fear or favour remains absolute." Despite it, Steven Solomon, Principal Legal Officer, WHO stressed that Our mandate is to work to promote the health of all people everywhere...without distinction of race, religion, political belief, economic or social condition." Presently there is no specific vaccine or treatment for COVID-19. It spread by the droplets of saliva when an infected person sneeze or cough. It also spreads when a person touches a surface or objects that has the virus on it, and then touches their eyes, nose, or mouth, so social distancing is only the measure to keep one safe. Despite it, it is advised to protect from corona virus wash hand with soap regularly, use hand sanitizer and keep 3-6 feet distance to contact with suspicious person.

Keeping in view the seriousness of COVID-19, necessity of social distancing and to ensure minimum academic loss of students, the Hon'ble Minister of HRD Sh. Ramesh Pokhriyal Nishank has initiated a campaign 'Bharat Padhe Online' inviting suggestions and sharing ideas from the academic fraternity including students and teachers to boost e-learning. Thus, considering these facts the Govt. of India declares complete lock down in the country. Among other side effects, it is affecting the learning process of school and college students adversely. In this direction E-learning can play an important role which requires no face to face interaction. As per the direction of govt. online education is being started during lockdown to minimize academic loss of students. Thus, this paper has been presented to know the awareness and satisfaction of college students towards e-learning which has been commenced by the colleges to facilitate the learning of the students.

Hypothesis

The study analysis the awareness and satisfaction of college students towards e-learning and it attempts to check the validity of objectives with the following hypotheses:

H0 1: Opinion of the respondents towards e-learning is equally distributed.

Ha 1: Opinion of respondents towards e-learning is not equally distributed.

H0 2: Opinion of the respondents towards use of e-learning mode is equally distributed.

Ha 2: Opinion of respondents towards use of e-learning mode is not equally distributed.

H0 3: There is no association between gender of students and their satisfaction level towards e-learning.

Ha 3: There is significant association between gender of students and their satisfaction level towards e-learning.

H0 4: There is no relation between students' domain of study and their satisfaction level towards e-learning.

Ha 4: There is significant relation between students' domain of study and their satisfaction level towards e-learning.

H0 5: There is no relationship between residential area of students and their satisfaction towards e-learning.

Ha 5: There is significant relationship between residential area of students and their satisfaction towards e-learning

H0 6: There is no correlation between students' level of study and their level of satisfaction towards e-learning.

Ha 6: There is a significant correlation between students' level of study and their level of satisfaction towards e-learning

Objectives of the Study

This study focused on awareness and satisfaction of college students towards e-learning. Further it attempts to know that 1. are students aware about e-learning? How satisfied were students with e-learning 3. What factors contributed to students' satisfaction with e-learning? 4. What factors contributed to students' dissatisfaction with e-learning? Therefore this study has following objectives:

1. To analyze the satisfaction level of college students towards e-learning being followed by the college during COVID-19 lock down.
2. To examine the relationship between selected demographic variables of college students and their level of satisfaction.
3. To study the overall awareness of college students towards e-learning system.

Methodology

The present study was confined to Govt. College Bilaspur, Himachal Pradesh only. To find the answer of the research questions and to test the hypotheses a Web-based survey was conducted. Descriptive statistics were used to summarize demographic data and survey results. Response of college students was sought using dichotomous questions and 5 point

Likert scale. In this scale one was equal to “strongly disagree;” and five was equal to “strongly agree.” SPSS was used to analyze and compute different statistics. Further data has been analysed with the help of percentage and chi-square test of independence and goodness of fit to answer the research questions.

Sampling Plan

Stratified (disproportionate) cum convenience sampling was adopted to conduct Web survey. The population for the study comprises of 3,273 students of different streams (Arts, Commerce, Science and Vocational) who have been enrolled in Govt. College Bilaspur during 2019-20 academic session. Out of total, 381 students have been enrolled in commerce, 1089 in arts, 1066 in science and 628 in different vocational courses. Despite it, 109 students have been pursuing their post graduation from this college. At college level subject wise different whatsapp groups were already framed, so it was convenient to conduct web survey during COVID-19 lockdown. However, total 215 questionnaires were received initially. Out of them eight questionnaire were rejected after preliminary screening, hence total 207 questionnaires have been considered for analysis purpose. A detail of sampling plan is given as below:

- Population: 3,273 Students of Govt. College Bilaspur
- Sampling frame: Students’ college attendance registers
- Sampling unit: Govt. College Bilaspur’s boys and girls students
- Sample size: 207
- Nature of study: Descriptive as well as explorative.
- Nature of survey: Web survey
- Instrument used: Structured questionnaire in Google form

Analysis and Result

This section represents the analysis of students’ view towards e-learning. It is well known fact that demography of the respondents influences their

behaviour significantly. Thus, in the survey both boys and girls students from rural as well as urban background were included to know their opinion regarding e-learning. Despite it, endeavours have been made to incorporate students of under graduation and post graduation level along with different domain of study i.e. arts, commerce, science and vocational. The demographic characteristics of the respondents whose opinion were considered in the survey have been summarised in table1.

Table 1: Demographic Characteristics of the respondents

S. No	Demographic variable	No. of respondents	Percentage
1	Age (years):		
	17-19	110	53.2
	20-22	84	40.6
	23-25	10	4.8
	25 and Above	03	1.4
	Total	207	100
2	Gender		
	Male	87	42
	Female	120	58
	Total	207	100
3	Resident Location		
	Rural	186	89.9
	Urban	21	10.1
	Total	207	100
4	Level of study		
	UG	167	80.67
	PG	40	19.33
	Total	207	100
5	Domain of study		
	Arts	64	30.9
	Commerce	46	22.2
	Science	51	24.7
	Vocational	46	22.2
	Total	207	100
6	Parent's income (Annual in Rs.)		
	Below Rs. 5 Lakh	176	85
	Between 5-10	27	13
	Between 10-15	3	1.5
	15 lakh and above	1	0.5
	Total	207	100

Source: Data compiled through web survey using structured questionnaire

Satisfaction of College Students towards E-Learning Being Initiated By College during Covi-19 Lock Down

Satisfaction level of college students' towards e-learning was studied with the help of 5 point Likert scale. To check the level of satisfaction towards e-learning some statements concerned to e-learning were developed and students were asked to express their free opinion in this regard. Further the response of the students was examined with the help of mean, SD, SK, CV and chi square test of goodness of fit. These statistics have been mentioned in detail in table 2 along with the original response of the students. It was observed from the table that 57% students were agreed and 12.6% were strongly agreed that they enjoyed the portion of syllabi which was made available to them through e-mode by their concerned faculty members. In the same manner 57.5% students were agreed and 10.6% were strongly agreed that learning through e-mode stimulate their desire to learn. Further it is revealed from the table that 53.1% students were agreed and 13.5% were strongly agreed that e-learning was reliable mean of communication. Regarding role of e-learning to make concept easy and understandable, it was noticed that 44.4% students were agreed and 20.3% were strongly agreed with the same. Like this more than half of the students were agreed that e-mode of learning helped them to ask and answer the questions and they were satisfied with the contents which was made available to them through e-learning mode. Finally students were asked whether overall e-learning system was useful to their study or not. In this regard it was noticed that 60.9% students were agreed and 14.5% are strongly agreed.

Table 2 Satisfaction level of college students toward e-learning

S . N	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean	SD	SK	CV %	Chi-Square
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1	I enjoyed the portion of syllabus made available through e-mode	26 (12.6)	118 (57)	47 (22.7)	11 (5.3)	5 (2.4)	207 (100)	3.72	0.84	-0.97	23	P<0.05
2	e-mode portion of learning stimulated my desire to learn	22 (10.6)	119 (57.5)	47 (22.7)	14 (6.8)	5 (2.4)	207 (100)	3.67	0.85	-0.96	23	P<0.05
3	e-mode of learning provide reliable means of communication	28 (13.5)	110 (53.1)	55 (26.6)	10 (4.8)	4 (1.9)	207 (100)	3.72	0.83	-0.75	22	P<0.05
4	e-mode of learning helps me to better understand the contents	42 (20.3)	96 (44.4)	51 (24.6)	12 (5.8)	6 (2.9)	207 (100)	3.75	0.94	-0.75	25	P<0.05
5	e-mode of learning help me to ask and answer questions	36 (17.4)	116 (56)	40 (19.3)	8 (3.9)	7 (3.4)	207 (100)	3.80	0.89	-1.09	23	P<0.05
6	I am satisfied with the content made available through e-mode	18 (8.7)	128 (61.8)	43 (20.8)	16 (7.7)	2 (1)	207 (100)	3.70	0.76	-0.92	21	P<0.05
7	Overall, e-learning system is useful in my study.	30 (14.5)	126 (60.9)	36 (17.4)	11 (5.3)	4 (1.9)	207 (100)	3.80	0.82	-1.07	22	P<0.05

Source: Data compiled through web survey using structured questionnaire

Figures in parenthesis indicate percentage

Kaiser-Meyer-Olkin Measure of sampling adequacy=0.903

While analysing the opinion of students regarding e-learning with the help of statistical tools it was found that in all cases mean value was above to three and close to four which was higher to the standard normal average i.e. three at 5 point Likert scale with SD less than one. It showed that

opinion of students toward e-learning was above to neutral i.e. they were agreed or strongly agreed. It was also supported by negative value of SK. It revealed that opinion of the students was distributed towards higher end i.e. students were agreed or strongly agreed. Finally P value less than 0.05 in all cases indicated that the opinion of students was not equally distributed. Thus it rejected the Ho1 and accepted the Ha1.

In table 3 efforts have been made to examine the students' view towards use of different mode of e-learning. In this regard students' opinion was sought towards connectivity of network, difficulty in operating of diverse mode of e-learning etc. From the table it was evident that more than 50% college students were agreed that it was easy to operate different mode of e-learning. Moreover, they reported that e-learning was economic and time saving and there was no problem of connectivity.

Table 3: Satisfaction level of college students towards use of different mode of e-learning

S.NO.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total	Mean	SD	SK	CV %	Chi-Square
1	It is easy to operate different mode of e-learning	31 (15)	118 (57)	42 (20.3)	9 (4.3)	7 (3.4)	207 (100)	3.84	0.81	\bar{x} 0.86	21	P<0.05
2	It is economic and time saving	41 (19.8)	124 (60)	26 (12.6)	12 (5.8)	4 (1.9)	207 (100)	3.90	0.85	\bar{x} 1.14	22	P<0.05
3	There is no problem of connectivity	19 (9.2)	92 (44.4)	55 (26.6)	29 (14)	12 (5.8)	207 (100)	3.72	1.02	\bar{x} 0.60	30	P<0.05
4	Overall use of e-learning mode is easy	24 (11.6)	120 (58)	44 (21.3)	14 (6.8)	5 (2.4)	207 (100)	3.70	0.85	\bar{x} 0.98	23	P<0.05

Source: Data compiled through web survey using structured questionnaire

Figures in parenthesis indicate percentage

Kaiser-Meyer-Olkin Measure of sampling adequacy=0.844

While analysing students' views with the help of statistical tools it was found that mean, SD, SK and CV all these supported that students were agreed with use of different mode of e-learning. Moreover, application of chi-square test showed that P value was significant at 5% level of significance. Thus, it rejected Ho2 and accepted Ha2. Hence, it was concluded that opinion of college students towards use of different mode of learning was not equally distributed.

In order to test the validity of the hypothesis that gender of college students was not significantly correlated with satisfaction of the students, it was found that calculated value of chi square test was much higher than table value at 5% level of significance. Thus our Ho3 was rejected and Ha3 was accepted. Hence, it is concluded that there was significant relationship between gender of college students and their satisfaction level towards e-learning (table 4).

Table 4: Classification of respondents on the basis of their gender and their level of satisfaction towards e-learning

Gender	Satisfaction towards e-learning					Total
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	
Male	1(1.1)	5 (5.74)	17 (19.5)	62 (71.26)	2 (2.3)	87 (100)
Female	3(2.5)	6 (5)	19 (15.83)	64 (53.33)	28 (23.33)	120 (120)
Total	4 (1.9)	11(5.3)	36 (17.39)	126 (60.86)	30 (14.50)	207 (100)

Source: Data compiled through web survey using structured questionnaire

Figures in parentheses indicate percentage

Pearson chi-square test = 18.9888 and table value 9.488 (4 df, p-value = 0.00079)

The students' domain of the study was also significantly associated with level of satisfaction towards e-learning. Because from table 5 it was observed that P value was less than 0.05 and calculated value of chi

square test was too high than table value at 5% level of significance. It rejected the Ho4 and accepts Ha4.

Table 5: Classification of respondents on the basis of their domain of study and their satisfaction level towards e-learning

Domain of study	Satisfaction towards e-learning					Total
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	
Arts	2 (3.1)	2 (3.1)	13 (20.31)	39 (60.10)	8 (12.5)	64 (100)
Commerce	-	1 (2.2)	7 (15.21)	32 (69.56)	6 (13.04)	46 (100)
Science	8 (15.68)	1 (1.96)	13 (25.49)	23 (45.09)	6 (11.76)	51 (100)
Vocation	1 (2.2)	-	3 (6.52)	32 (69.56)	10 (21.74)	46 (100)
Total	11 (5.31)	04 (1.93)	36 (17.39)	126 (60.86)	30 (14.49)	207 (100)

Source: Data compiled through web survey using structured questionnaire

Figures in parentheses indicate percentage

Pearson chi-square test = 26.4594 and table value 21.026 (12 df, p-value = 0.0092)

It is evident from table 6 that there was no relationship between residential location of students and satisfaction level towards e-learning, since P value was falling in acceptance zone at 5% level of significance. It accepted our Ho5 and rejected Ha5. Hence, it was concluded that residential location of students and satisfaction level towards e-learning are independent variables.

Table 6: Classification of respondents on the basis of their residential location and their satisfaction level towards e-learning

Resident location	Satisfaction towards e-learning					Total
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	
Rural	4 (2.15)	9 (4.83)	32 (17.20)	114 (61.29)	27 (14.51)	186 (100)
Urban	4 (19.04)	2 (9.52)	4 (19.04)	12 (57.14)	3 (14.28)	21 (100)
Total	8 (3.86)	11 (5.31)	36	126	30	207

			(17.39)	(60.86)	(14.49)	(100)
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Source: Data compiled through web survey using structured questionnaire

Figures in parentheses indicate percentage

Pearson chi-square test = 1.32193 and table value 9.48 (4 df, p-value = 0.857)

In respect of students' level of study and satisfaction towards e-learning it was found that chi square value was insignificant at 5% level of significance. As P value was much higher than level of significance (table7). Thus, Ho6 was accepted and Ha6 rejected.

Table 7 Classification of respondents on the basis of their level of study and their satisfaction level towards e-learning

Level of study	Satisfaction towards e-learning					Total
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	
UG	4 (2.40)	9 (5.39)	31 (18.56)	99 (59.28)	24 (14.37)	167 (100)
PG	-	2 (5)	5 (12.5)	27 (67.5)	6 (15)	40 (100)
Total	4 (1.93)	11 (5.31)	36 (17.39)	126 (60.86)	30 (14.49)	207 (100)

Source: Data compiled through web survey using structured questionnaire

Figures in parentheses indicate percentage

Pearson chi-square test = 2.01625 and table value 9.48 (4 df, p-value = 0.732)

Hence, it was summed up that there was no association between students' level of study and satisfaction towards e-learning (table 7)

Overall Awareness of College Students towards E-Learning

In table 8 efforts have made to examine the overall awareness of college students towards e-learning. From the table it is noticed that there were 59.4% students who had used e-learning earlier while there were 40.6% students who used e-learning mode first time. While students were asked whether they are interned to use e-learning in future then it was found that 49.3% students' wanted to use e-learning mode in future and 44.9% were

uncertain about it. Further it was observed that 68.1% students were of the opinion that class room teaching can be replaced with e-learning while 39.1% students were not agreed with it. However, there was mixed opinion of the college students about the degree to which classroom teaching could be replaced with e-learning.

Table 8: Awareness of college students towards e-learning

Sr. No	Awareness towards e-learning	No. of respondents	%
1	Have you ever used e-learning mode earlier?		
	Yes	123	59.4
	No.	84	40.6
	Total	207	100
2	Are you interested in e-learning mode in future?		
	Yes	102	49.3
	No	12	5.8
	May be	93	44.9
	Total	207	100
3	In your opinion can class room teaching be substituted by e-learning?		
	Yes	141	68.1
	No	66	31.9
	Total	207	100
4	If yes, then to what extent?		
	Up to 25%	41	29
	25-50%	34	24.2
	50-75%	50	35.7
	75-100%	16	11.1
	Total	141	100
5	If not, then why?		
	E-learning is not sensitive and live as face to face	18	26.6
	Due to flexibility of time learners become a bit lazy and procrastinate completion	17	25.6
	Generally lectures are provided in text forms and that require a lots of reading	25	37.2
	Face to face interaction allows nuances of expressions and other non verbal behaviour that help learners to know importance of the content.	26	39.1
4	What is your overall perception about e- learning?		

	Face to face learning is best	55	26.6
	e-learning is best	24	11.6
	Both are complementary and should be used simultaneously	128	61.8
	Total	207	100

Source: Data compiled through web survey using structured questionnaire

On its contrary when students were asked that why class room teaching can't be replaced with e-learning then majority of students revealed that Face to face interaction allows nuances of expressions and other non verbal behaviour that help learners to know importance of the content. Moreover, generally lectures are provided in text forms and that require a lots of reading. Finally, all the respondents were asked to express their overall opinion about class room learning and e-learning then 61.8% students revealed that both learning systems are complementary and both should be used simultaneously to facilitate learning process among teachers and students.

Findings of the Study

After analysing the college students' view about e-learning following findings have been extracted from the survey:

1. The survey revealed that 60.9 % college students were agreed and 14.5% were strongly agreed that overall e-learning program initiated by the college during COVID 19 lockdown was useful to their study whereas, 17.4% college students were neutral about the use of e-learning.
2. On its contrary 5.3% and 1.9% college students who were disagreed and strongly disagree respectively opined that e-learning programme was not useful for their study.
3. It was also found from the study that 69.6% (58% agree and 11.6% strongly agree) college students assumed that use of different mode of e-learning was easy and convenient

4. It was interesting to note that gender (male and female) and domain of study (arts, commerce, science and vocational) of the college students were significantly associated with satisfaction level towards e-learning.
5. It was observed that college students' location of residence (rural or urban) and level of study (UG or PG) were insignificantly associated with satisfaction level towards e-learning.
6. It was admitted by 40.6% college students that they had not joined any e-learning program earlier and it was first time they learnt through e-mode.
7. It was reported by 49.3% college students that they wish to learn through e-learning in future whereas 44.9% college students were undecided to adopt e-learning in future.
8. Majority of college students (68.1%) were of the opinion that class room learning can be replaced with e-learning but there was no consensus about its degree (i.e. to what extent it can be replaced). In this regard there were scattered views.
9. Lack of face to face interaction, which makes class room lecture/learning sensitive and live and more use of text lecture in e-learning were the main reasons for dissatisfaction about e-learning among the college students.
10. Finally 61.8% college students confirmed that both class room learning and e-learning are complementary to each other and both should be used simultaneously to make the learning process more effective.

Suggestions

1. It is observed from the study that there were 30% college students who found difficulty or not satisfied with the use of different mode of e-learning. Therefore, students as well as teachers should be trained for the use of ICT effectively. Moreover, e-learning facilities should be strengthened at college level. It will facilitate e-learning between students in specific and teachers in general.

2. It is also evident from the study that most of the students wish to follow both class rooms learning and e-learning simultaneously. Therefore, some part of the syllabi should be discussed through e-mode on essential basis. It will make students and teachers habitual about e-learning. It has also been suggested in the UGC committee report on examination and academic calendar April 2020, that in order to avoid such challenges (i.e. COVID-19) in future faculty members should be trained to use ICT and on line teaching tools so that they are able to complete 25% syllabus through online and 70% through face to face teaching.

Limitations of the Study

Even after sincere efforts while compiling and analyzing the material for study there might be possibilities of errors. The present study may suffer from the following limitations:

1. Since the study was conducted in Govt. College Bilaspur of Himachal Pradesh therefore, its results may not be generalised across the country.
2. The response of the students was collected using sampling technique, so the study may suffer from the limitations of sampling method. Further it may also influence the external validity of the study.
3. Since the study was conducted on college students, so its results cannot be generalised in schools and universities.

Conclusion

Computer and internet has brought dramatic changes in human life. They are key agent to replace old models with new models. E-learning is also the outcome of computer and high speed internet, which is possible through technological advancement in recent time. The scope of e-learning is very wide. Students can learn at their convenience through e-learning because it

is economic and flexible. MHRD India is also promoting colleges and universities to incorporate e-learning model in the institution. Now many colleges and universities in India are adopting e-learning system. E-learning is capable to provide detailed information than traditional education. But due to lack of sufficient infrastructure for digital learning in colleges and universities e-learning has not contributed expected result. However, students are agree with e-learning and want to adopt e-learning in future. But presently they are not ready to replace class room teaching fully with e-learning. Most of the students are looking e-learning as supplementary to class room teaching. Further Report released by KPMG India and Google, Online Education in India: 2021 reveals that demand for PG courses like MBA and MCA are dominated as compared to graduation and diploma courses. But it can be said that it is the beginning to replace class room teaching (traditional model) with e-learning and self pace (modern) model of learning. Finally, it has been suggested that it is the need of the time to adopt e-learning model simultaneously with class room learning to overcome COVID-19 like challenges in future.

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