

PERSPECTIVE OF INTERIOR DESIGN STUDENTS TOWARDS ONLINE CLASSES AMID COVID-19 PANDEMIC IN INDIA

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ABSTRACT

Currently, the entire world is gripped by the dangerous novel coronavirus. It impacted the education system. Interior designing education, mingle creativity with meticulousness, and technical skills are taught to design space practically, distinct from another stream. This study focuses attention on online learning in interior design education. This research aims to find out the interior design students' perspective and discovered online learning to be profitable and the student's experience was more leaned towards positive aspects. The outcomes of this research hopefully allow institutions to appraise their curriculums on the ground of the findings and the suggestions by this study, as online classes are our future and best solution during COVID-19.

Keywords: COVID-19; Online Classes; Interior Design Students; Education; Perspective

INTRODUCTION

Today the entire world is affected by the COVID-19. In December 2019 disease appeared in China, known as the *Wuhan virus*, that mutated from an animal, it outbreaks (when an infection happens in surprisingly high numbers and don't remain in one area spread widely.) till late December. Named as COVID-19 by the World health organization, an extremely contagious disease spread from one human being to another (Das 2021). The outbreak from COVID-19 is termed a pandemic by the WHO. A Pandemic implies any disease that is severe outbreak spreads quickly crossways nations and continents, infects and takes the lives of many people. SARS and COVID-19 both diseases are due to "Coronavirus" it affects the respiratory tract, SARS is by SARS-CoV, while COVID-19 by SARS-CoV2, is an enclosed and sphere-shaped unit having a rough diameter of 120 nm and comprising a definite -sense specific RNA stranded genome (Liu, Kuo, & Shih 2020). SARS-CoV2 is considered as beta-corona virus which belongs to the *Coronaviridae* family. Covid-19 is an extremely contagious disease as it is transmitted from one to another person (Chatterjee, Nagi, Agarwal, Das, Banerjee, Sarkar, Gupta, & Gangakhedkar 2020). This disease has affected humankind. Symptoms and Indications of corona virus disease (COVID-19) can emerge between two to fourteen days subsequently the person gets infected. Standard symptoms are cough and cold, fever, tribulation in breathing, aching throat, extra mucus from the nose, and few patients affected with COVID-19 also having the deficiency of fragrance and taste. The time after infection and before the symptoms appears to be so-called the period of incubation. Indeed, in the incubation period person can infect another person. Symptoms are broadly like a viral infection which can trigger critical conditions and mortality (Kachroo, 2020).

The study established, Coronavirus spread from one human being to another via the droplets, produced by the sneeze and cough of an infected person. It can also be transmitted if a person comes in contact with the surface used by an infected person (Jamwal, Bhatnagar, & Sharma 2020). So, swift spread through infected person to others. All age groups can be infected by COVID-19 (Kumar, Kumar D., Christopher, & George 2020). The spread can be reduced by stopping the human-to-human transmissions, so mass gathering must be avoided. The report suggested, human beings don't have immunity to this virus. It is challenging to prevent the transmission of this virus. So, social distancing and lockdown were merely methods to slow down the spreading speed of the COVID-19 (Madiope, & Mendy 2021). It will break down the transmission chain and so the government implemented a lockdown. By the mid of April 2020, almost 186 countries have implemented lockdown nationwide.

Subsequently, numbers are increasing drastically all over the world. Total 223 countries are affected by Coronavirus, confirmed cases are 121,278,482 from which 97,817,867 recovered, 2,682,258 casualties and 17,933,724 are active cases, according to the WHO report, till 16th March 2021. India second largest populated country, with a 1.34 billion population having 11,409,831 confirmed cases from which 11,045,284 got recovered, 158,856 deaths and 236008 are active cases (UNESCO, 16th March 2021). "WHO" had given clear instructions like to keep physical distance, wear a mask, good ventilation, clean hands frequently, and avoid crowded places to stop to spread in the community. But in the educational system to follow this rule is nearly impossible, so in

lockdown and even in the unlock process education institutes were not allowed to open (Gurung, 2021). There will be no relief from an erratic enemy in India in the future too. So, in the future also not possible to start the education system as it can trigger conditions, life will not be the same as before the pandemic and at this point, online learning will continue (T.Muthuprasad, Aditya, & Jha 2020). During this odd phase of the Covid-19 pandemic, the traditional education (face to face) technique is not suitable. The circumstances led to the forced inclination of learners towards online learning. To persist in education and learning in institutions, our educational organization has resorted to an online learning model (Jena, 2020), an imperfect yet swift alternative to the crises.

Education originated from the Latin word “Educatum” which means the action of educating or training. Education is the procedure to facilitate learning or the gaining of knowledge, skill, values, and principles. Online classes were the most satisfactory option, it has given new soaring to education amid the COVID-19 Pandemic in India, it reduced students and teachers' distance. There are many “streams” or branches in the Indian education system, Science, Arts, Engineering, Medicine Stream, and many more. Ahmad & Rahi (2020) studied the perspective of students regarding online classes from the Arts, Science, and Commerce stream. Malley, & McCraw (2000) surveyed management, accounting, and finance courses and that students perceive that Online Learning as significantly beneficial than the traditional method. After studying the perception of undergraduate students of English Literature, Psychology, and Communication. Bali, & Liu (2018) concluded that satisfaction, perceived online and traditional are almost the same. Linjawi, & Alfadda (2018) done a study to know the perspective of dental students, but students perceive online tools as not user-friendly. Forsyth, Yovkova, & Aleksieva (2018) their research shows positive result towards online classes for students of educational fields like history, Philology, Mathematics, Computer Science, Economics, Biology, and Mass Communication. Chick, Clifton, Peace, Hale, & Alseidi (2020) paper suggested online education and teleconferencing bridge the gap which occurred in surgical education during the lockdown, they believe there is no alternative face to face learning. Different education stream students having different perceptions of online classes (Pokhrel, & Chhetri 2021).

Interior design is the skill and knowledge of enriching the interior of an area to accomplish a vigorous and aesthetically delightful atmosphere for an individual utilizing the space. An interior designer is a person who plans, designs, organizes, and accomplishes projects. Haddad (2013) stated Interior design is a multi-dimensional profession that embraces conceptual expansion, planning of space, and site examinations. Be in contact with the contractors on a project, construction supervisors, and implementation of the design. According to Bilda, & Demirkan (2002), the planning of interior areas is similar to the provisional and the blunder process that the designer picks out from the options of dimension, planning areas, and arrangement of essentials conferring to requirements of customers, specialized and emotional factors.

It is universal that interior design education training is different, As Behm, (2016) stated Interior design is predominantly implicit as a ‘proficiently managed practice-based development of the design and understanding of interior areas and all the essentials within. The study emphasizes, the sentiments and feelings should be a part of education in interior design. According to Hildebrandt (2005), interior design education explains the objective of design, and a design methodology, and how to define the problem and solve the problem. In his research Tural, (2006) defined, that individuals trained by the education of interior design, understand, how to augment the purpose and excellence in the interior areas. The designer should know, to enhance the eminence of an area, intensifying productivity (Attiwill 2002), and even guarding the users' security, comfort, and endeavors to accomplish the desires and requirements of clients (Key 2004; Tural, 2006).

In a nutshell, interior design education focuses on how area and interior must appear and changes effects on the well-being. Interior design is entirely about human being’s behavior and how they interact. For interior designers, ethical criteria are guideline standards. The biggest challenge for an interior designer is to understand the client’s requirements and delivering them according to their desire and need, these things are taught to interior students in their education.

It can be concluded that interior design education is slighter different. Moreover, it demands exclusive education (Hall, & Landström 2015) than other streams undoubtedly because of more practical studies, it mingles creativity with meticulousness and technical skills are in the curriculum. An interior design is termed valuable when it ponders all the objective, conservation, and analyze all the elements and harmonize them to create space that gives a functional, emotional, and veracious atmosphere. Education in interior design differs from other streams. So, the perception of students towards online will be different from those of students of another stream. Till now, no study had been done to know the perspective of interior design students towards online classes in India. This study tried to fill up that gap, concentrating attention on online learning in interior design education.

Every disaster arrives with great challenges despite prospects for revolution. This research aims to find out the perspective of interior design students' regarding online classes, the outcomes of this study could play a significant role in deciding what will be the future of the studying environment not only of interior designer education but other related design and creative streams like Fashion designing, Industrial designing, Product Design, and Architecture stream and whether online classes elevate learning, this research hopefully allows institutions to appraise their curriculums on the ground of the findings and the suggestions by this study.

METHODOLOGY

Method

A researcher had used a survey technique, and online structured questionnaires, to check the accurateness and understand the perspective and experience of interior design students, towards online classes in a much better way.

Research Questions

The questions were designed according to Patton, (1990) who designed six distinctive kinds of questions that aided useful data in the research study and help to understand the state of affairs or event in a much better way. The questionnaire survey consisted of 22 questions distributed into five prominent groups.

- **Student's awareness of technology:** How much interior design students are aware and user friendly with technology.
- **Student's experience and interaction in online classes:** What interior design students sense, experience and feel about online classes.
- **Student demographics:** Do gender, geographical location, and qualification level affects the perspective of Interior Design students.
- **Student's problems and opinion during online classes:** What problems are interior design students facing during online classes
- **Student's satisfaction:** Are interior design students satisfied and what they desire in the future.

Study Sample

Interior Design students were picked as the respondents for this study as interior designing is a different discipline that comprises subjects varying from design to material sciences, students work from workshop to field. The study confined to 189 students pursuing diplomas, degrees, and masters from different universities and colleges of India. A total of 189 students (Male 90, Female 99) Wittingly random gender and demographics sampling were done for analysis.

Study Domain

Initially, key-informants from different interior design colleges and universities were identified in an online survey. The Google form link was forwarded to the key- informants by WhatsApp. The respondents, circulated the questionnaire to other students, as snowball sampling. (Naderifar, Goli, & Ghaljaie 2017) they stated, snowball sampling should be adapted for enlisting contestants in educational agendas or research surveys. The link was disabled after a week after distributing the Google forms. A total of 189 students responded from different interior designing universities and colleges in India.

Data Collection and Analysis:

The information was gathered employing a questionnaire, Likert scale of 1–4 (varying from “strongly disagree” (SD) to “strongly agree” (SA)), closed questions like Yes/No, and open-ended questions, on that basis result and data were checked and compared. Data were analyzed on an Excel spreadsheet via different statistical methods like percentages, mean, and standard deviation. Statistics were represented through pie charts, graphs, and tables.

RESULT

Results from analysis of data congregated from the study are presented beneath.

Students' awareness of technology: The aspects that could extremely influence students' perspectives toward online classes are their proficiency and awareness of the technology. Lack of skills can lead to obstacles and will trigger nervousness and demotivation for online education, on the other hand, awareness and proficient skills generate self-confidence in operating modern technology and establish an optimistic approach regarding online classes. Among the 189 of which 99 were females and 90 males who responded to this questionnaire. As shown in **Chart.1** 85% of female students used the internet regularly, 15% sometimes and 80% of male students used the internet regularly and rest 20% sometimes total 83% of the students using the internet regularly. There was not a single student who had not used the internet. Google (3%), e-mail (7%), and 90% of the females used all the web applications. Males used google (3%) and YouTube (1%) and 96% used all the web applications So, 93% of the total students used all the web applications as shown in **Chart. 2.**

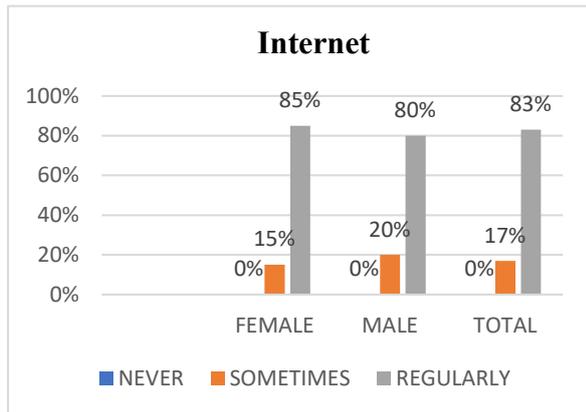


Chart 1:USE OF INTERNET

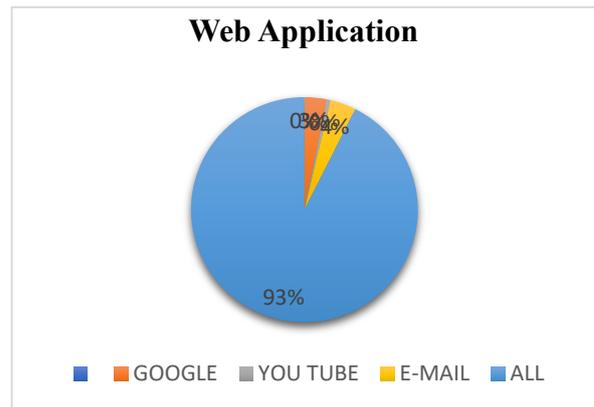


Chart 2: USE OF WEB APPLICATION

Chart 3 investigate which of the most popular device commonly used by the students in online classes indicates, almost 64% of females using smart phones, 35% using laptops, and hardly 1% operating PC. 60% of males using smart phones, 34% laptops, and only 6% using a PC. Total 62% of students using smart phones. Another Likert-scale question inspects the students had ever done online classes before the lockdown It is shown in **Chart 4**, which indicates females never (49%) sometimes (36%) and regularly (14%) done online classes before the lockdown. Males never (60%) sometimes (33%)and regularly (7%) done it before. Total 54% of students had never done online classes before the pandemic.

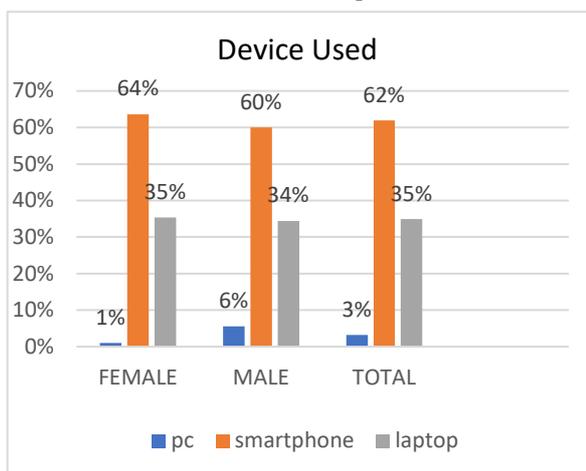


Chart 3: Device Used

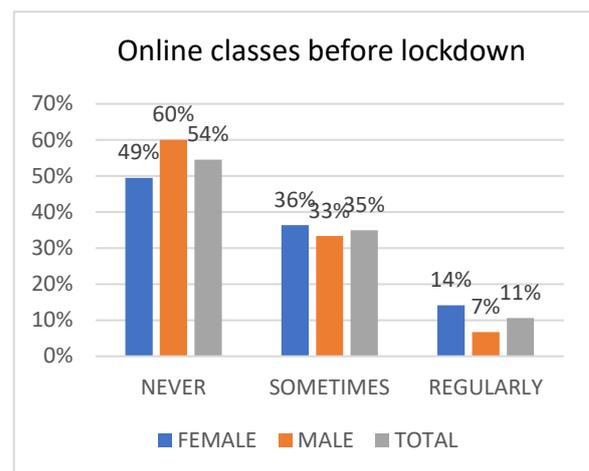


Chart 4:Online classes before lockdown

Students' experience and interaction in online classes: To understand students' perspectives towards online classes and the interrelation of the online in the stream of interior design education and the attitude of designing the students towards it. Examined, if there any statistically substantial relationship between the experience of interior design students and their approach to particular modules of online classes like understanding, submission, communication, support from the teacher during online classes. Respondents in this study total (n=189) were students pursuing interior design. The study used a four-point Likert scale from 1 to 4 ((SD) strongly disagree, (D) disagree, (A) agree, (SA) strongly agree to evaluate students' perspective toward online classes and face-to-face. As shown in **Table1**, interior design students' perspective towards online classes show significantly higher than the face to face. Interior students rated online learning higher in all aspects. Understanding the subject (M=2.91, SD=2.46) communication (M=2.95, SD=2.49), support (M=2.99, SD=2.53), Doubts clearance (M=2.90, SD=2.46), submission (M=2.94, SD=2.49), online exams (M=2.95, SD=2.52), save time (M=3.34, SD=2.87), save money (M=3.33, SD=2.87), management of classes and other work (M=3.24, SD=2.81). **Table 1** shows that the average Perspective level of interior students of online classes is 3.05, mean values is greater than the midpoint.

Table 1: Perspective of students towards online classes

| QUESTIONS | (SD) | (D) | (A) | (SA) | TOTAL | MEAN | SD |
|--|------|-----|-----|---------------------|-------|-------------|------|
| Online classes are user friendly | 11 | 10 | 133 | 35 | 189 | 3.02 | 2.56 |
| Understand your subject perfectly | 9 | 28 | 123 | 29 | 189 | 2.91 | 2.46 |
| Good communication with professors | 8 | 26 | 123 | 32 | 189 | 2.95 | 2.49 |
| Full support of teachers | 8 | 19 | 128 | 34 | 189 | 2.99 | 2.53 |
| Doubts are properly cleared | 11 | 26 | 122 | 30 | 189 | 2.90 | 2.46 |
| Syllabus going on time | 9 | 15 | 139 | 26 | 189 | 2.96 | 2.49 |
| Better way for submission | 12 | 18 | 128 | 31 | 189 | 2.94 | 2.49 |
| Online exams are better | 10 | 28 | 112 | 39 | 189 | 2.95 | 2.52 |
| Online classes save time (travelling) | 1 | 12 | 97 | 79 | 189 | 3.34 | 2.87 |
| Online classes save money (travelling, rent) | 2 | 14 | 92 | 81 | 189 | 3.33 | 2.87 |
| You can manage your classes and other work in better way | 10 | 16 | 82 | 81 | 189 | 3.24 | 2.81 |
| | | | | Average Mean | | 3.05 | |

Student demographic profiles: Interior design students, demographic profile were analyzed to study whether the demographic particulars and attitudes of students were interdependent and affect approach towards online classes. **Table 2** shows, 52% were female and 42% were male. From which (15.3%) masters, (11.6%) diploma and the majority of the respondents (73%) were pursuing a degree in interior designing. Regarding the Homeplace, (58%) respondents were from urban areas and (42%) from rural areas.

Rendering the acquired data, the utmost considerable dependencies were among the gender and geographic areas. According to **Chart 5** (66%) of Females from urban areas from which (39%) supported online and (26%) face to face rest (34%) were from rural areas, who responded (13%) for online classes and (21%) face to face. Whereas in the case of the male respondents (56%) from urban areas from which (30%) supported online and (20%) face to face rest (44%) from rural areas who responded (33%) online and (17%) face to face.

| Particulars | | Respondents | Percentage |
|-------------------|----------------|-------------|-------------|
| | | | |
| | Female | 99 | 52% |
| Gender | Male | 90 | 48% |
| | Total | 189 | 100% |
| | | | |
| | Masters | 29 | 15% |
| Education | Degree | 138 | 73% |
| | Diploma | 22 | 12% |
| | Total | 189 | 100% |
| | | | |
| Home place | Urban | 110 | 58% |
| | Rural | 79 | 42% |
| | Total | 189 | 100% |

Table 2: Demographic profile

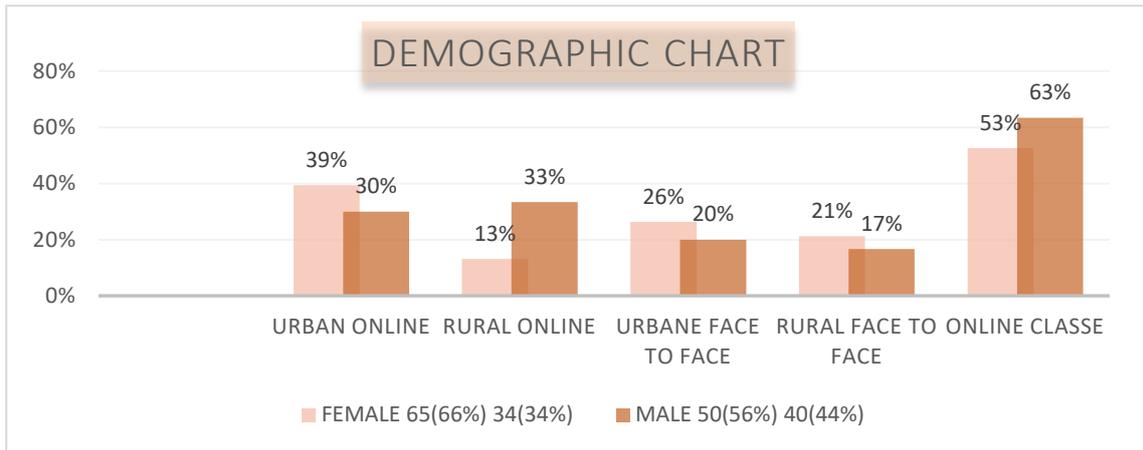


Chart 5: Demographics Chart

Student's problems and opinions during online classes: From the results of the survey problems were analyzed which students facing during online classes. According to the result, shown in **Chart. 6** 48 % of respondents are extremely influenced by the Poor internet connectivity, 23% Poor interaction with teachers, 12% felt Poor companionship, 5% faced all the above, 4% experienced that time is not fixed during online classes and 9% felt no technical support during online classes.

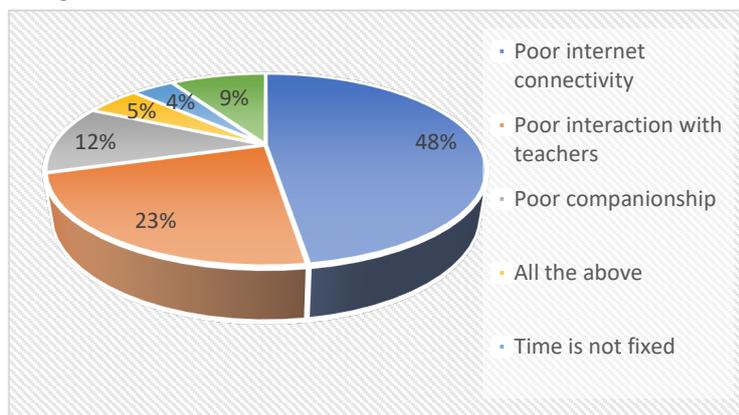


Chart 6: Problems during online classes

Student satisfaction: Among 189 respondents from interior design **109** respondents were satisfied by online classes and 80 wants a face to face, which is 58% supported online classes and the rest of the students (42%) wanted face-to-face. As shown in **Chart 7**

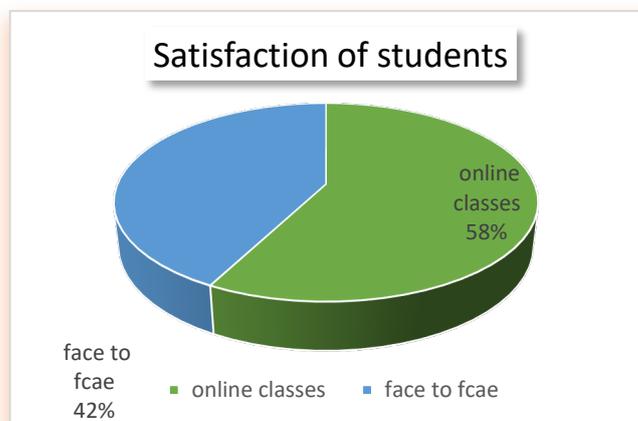


Chart 7: Satisfaction of student

DISCUSSION

The objective of this study was to understand the Perspective of interior design students towards online classes amid the COVID-19 pandemic in India.

Students' awareness of technology: The perspective of students highly shaped by their awareness and their user-friendliness with technology (Mensah, Mensah, Gyapong, & Taley 2021). A good foundation of technology supports online learning (Linjawi, & Alfadda 2018). The study reveals that more than 80% of students regularly use the internet. Liu (2012) stated, in the present scenario, the internet has become the biggest communication network in the whole world, it is a widespread language to communicate. Almost 90% of students using all the web applications. Beyond 60% of students using smartphones regularly. Tsai & Lin (2004) concluded, more proficiency in computer usage, awareness of technology and the internet plays an important factor in defining the efficiency of online classes. Users having more experience and awareness of technology the higher will their positive attitude towards online learning (Simmers, & Anandarajan, 2001). Practically 54% of students had never done online classes before the pandemic, despite this not influenced their perspective. According to the data round, about 80% of students make use of the internet frequently and 90% of them operating all the web applications like Google, YouTube, and E-mail. This indicates that interior design students are completely aware and user-friendly with technology while gender and demographic factor have no significant effect on their awareness. Interior design students expressed a progressive attitude regarding the technology they are extremely aware of the technology.

Students' experience and interaction in online classes: Data display that those statements in which mean score is more than the midpoint, are relatively positive perception and those statements which mean score is less than midpoint is a relatively negative perception of students towards the above-mentioned statements considering the perspective of students towards online classes. As per the **Chart. 8** (70%) interior students agreed that online classes user-friendly (Matsunaga 2016), (65%) a good understanding, communication and doubt clearance, (68%) get full support from teachers and a better way of submission, (74%) felt syllabus going on time this result is contrary to Smart, & Cappel (2006); Aboagye, Yawson, & Appiah (2020) and more than (80%) strongly agree and agree that online classes save time same as affirmed by Malley, & McCraw (2000); Linjawi, & Alfadda (2018), saves money, and offers great flexibility to manage the study and other work (Das 2021).

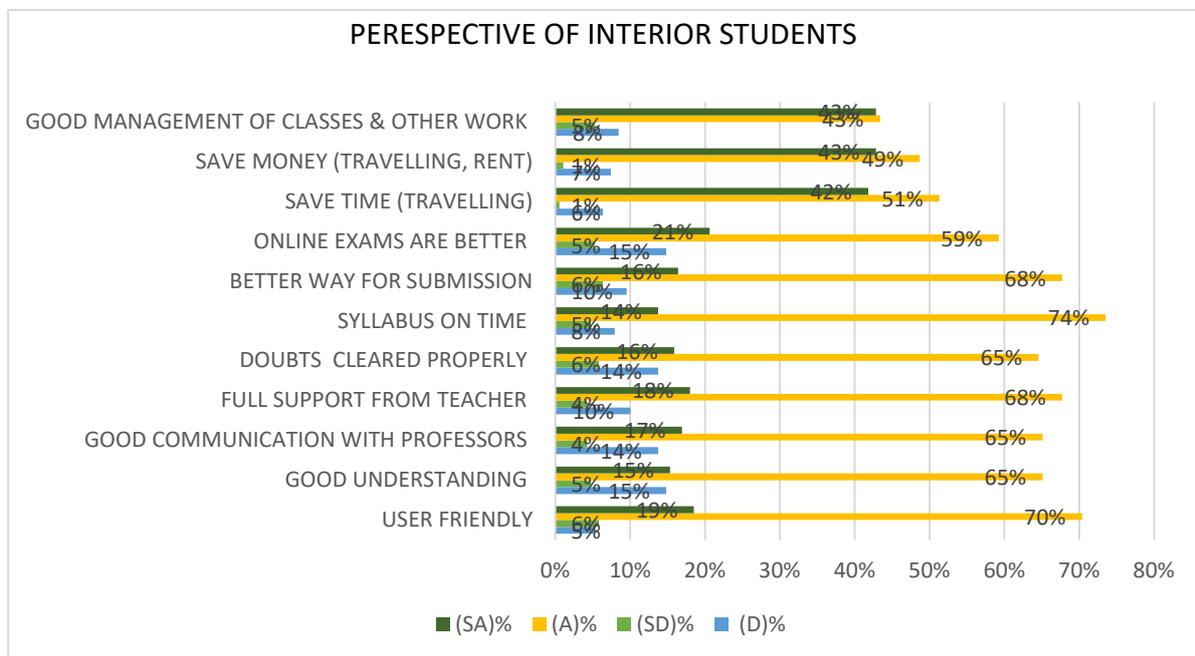


Chart 8: Perspective Of Interior Students

The analysis of the responses in the questionnaire delivers a positive attitude of interior design students towards the online classes more than 70% of students believe that the online method is better as good interaction, communication, and support from teachers. Lowenthal (2009) affirmed more that communication more satisfaction of students. Online classes give flexibility, students are learning in their own space getting more freedom to study and perform other work at the same time. No hassle's to drive to college and come back, it saves time (Fidalgo, Thormann, Kulyk, & Lencastre 2020), and easy to plan work with the class, save money on vehicle

or petrol (Forsyth, Yovkova, and Aleksieva 2018), and no hassles to leave in hostels or in-room other problems like food and traveling (Ahmad, & Rahi 2020). The findings show the positive perspective of interior design students towards online classes they find online learning superior as it saves time and money gives flexibility a good understanding, communication, and user friendly.

Student demographic profiles: Rendering the acquired facts, the highly considerable dependency is those among the factors like gender and geographic location. As data shows, urban females support online classes are almost thrice the rural females, but the case is not the same for male's willingness towards online classes it is not affected by demographic location in both the urban and rural it is almost the same. Results revealed were Interesting regarding the study of the interrelationship between education level and the perspective of students, significant no correlations were found. Willingness or acceptance towards online classes are more in males compared to females, this result is contrary to Simmers, & Anandarajan (2001); Matsunaga (2016). An overall high percentage of students accepted online classes.

Students problems and opinion during online classes: Besides positive aspects, there were negative aspects also, the analysis exposes while they are learning in their own space they are not having direct interaction with their teachers and friends so students felt lonely (Jena 2020) and solitary, sometimes teachers don't solve their doubts properly and at right time and if they got stuck to any technical point students don't receive any technical support from their instructor or universities/college (Yang, & Cornelius 2004). Students must have full support and assistance for online learning (Linjawi, & Alfadda 2018) duration of classes is not fixed and major students are facing poor internet connectivity (Pokhrel, & Chhetri 2021). Due to low internet connectivity, many times students had to skip or fail to see a section of classes or found it hard to connect, and this factor possibly affects interior design students' opinion largely and they found it less beneficial (Aboagye, Yawson, Appiah 2020). To the same degree, it allows studying at its own pace and provides more flexibility but lacks in social presence, interaction, and communication (Bali, & Liu 2018). The experience of the students and perspective towards online classes could have been more favorable if this factor should be given special focus and overhauled.

Students satisfaction: After the survey analysis, it is observed that students are having both positive perspectives like good understanding, communication, doubt clearance, better way of submission, syllabus on time, and above all students strongly agree that online classes save time, money, and offers great flexibility to manage the study and other work. Negative perspective as students felt lonely and solitary, teachers don't interact properly and students don't receive any technical support from their instructor or universities/college and above all poor internet connectivity. Despite all these negative aspects, students' perspective regarding online classes was more leaning towards positive aspects and found online learning to be profitable, it is apparent that the majority of interior design students were satisfied with online classes as affirmed by Gurung (2021). Yet there are few factors, which should be worked out, but more percentage of students are satisfied and they desire the same, even in the future. (Agarwal, & Kaushik 2020) they believe it smashed monotonous schedule students are quite satisfied with online learning, suggest to bring online teaching a part of the education system in the future after this pandemic also.

CONCLUSION:

Interior design education is the skill and knowledge of augmenting the specific area and accomplishing a wholesome and aesthetically delightful atmosphere for an individual utilizing a particular space. Due to the covid-19 dark cloud was hanging over the student's future; so, the solution which arrived at this problem is online classes. Today's generation is more enthusiastic about using modern technology, as they are in touch with this technology by birth, they do not perceive it as an instrument, whereas for learning and entertainment. Research indicates positive results towards online classes, it is fruitful for students they can integrate studies with their work and personal schedules, save time and money, the better mode to deliver exams, assignment submission and syllabus is on time. But few students getting frustrated by poor internet deemed lonely and solitary without their friends, teachers don't interact properly and perplexed level boost while not receiving any technical support from their teachers or college /universities. The study uncovered both the advantage and the obstacles of online classes, from the perspective of interior design students.

Even though the study depicted a wider picture of the effectiveness of an online course, the study is not conducted to show its positive and negative aspects. As online technology holds great potential both for rising knowledge and for stimulating learning, and in the present scenario, this study is more significant in respect to India, as the online education system was certainly not tried before to this magnitude, it is gigantic social experimentation. Still, after unlocking, life will not be the same as before the pandemic and at this point, possibly the online learning will continue in the future too. To enhance online education the system should focus on internet services, must provide a better internet facility to students. Teachers play an important role as they are the one who links with students. So, it's their job to fill the gap and generate more interaction with students, the duration of the classes should be

fixed to increase the impact of online classes, and the administration should deliver the proper technical support to students. If this factor should be given special focus and overhauled, the efficacy of online classes will increase and flourish the satisfaction for online classes in interior design students. The study found online learning to be profitable and the student's experience was more leaned towards positive aspects. Online learning has emerged as the best and only option available to remove the dark cloud which was hanging over the student's future due to COVID-19 Pandemic. The outcomes of this research hopefully allow colleges/universities to appraise their curriculums on the ground of the findings and the suggestions by this study.

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