

STUDENTS' PERSPECTIVE ON THE EFFECTIVENESS OF ONLINE LEARNING: EVIDENCE FROM ASSAM, INDIA

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ABSTRACT

Application of technology has revolutionised the system of education today. New emerging technologies are changing the way we learn and interact with the world. Online learning has created a new dimension in education. It has made educational content and information accessible to anyone at their own pace and convenience around the world. The recent COVID -19 pandemic has affected educational system worldwide. Closure of educational institutions due to COVID-19 pandemic have brought significant transformation to teaching learning process across the world. Due to prolonged closure of educational institution most educational institution shifted to online mode of learning to keep the academic activities going as a result there is a trend of increasing use of educational technology by both teacher and students. However, the questions about the advantages, potential challenges and drawbacks, students' motivation and effectiveness of online learning is still not clearly explored and understood particularly for a developing country like India. It is still a significant barrier to integrate technology into education. A large section of students does not have access to device or high-speed internet connection. They are disproportionately impacted by the digital divide. This study is basically conducted to understand the perspective of students on effectiveness of online learning. This study also explores the student's motivation towards online learning along with its benefits and drawbacks. In this study, the data were collected from the students of different backgrounds pursuing higher education.

Key words: Students' perspective, effectiveness, online learning, Assam, India

Introduction:

Today the word "Education" itself is undergoing a re-defining process. From the narrow limitations of the four walls of the classroom, it has encompassed everything in the universe and has taken a holistic outlook beyond time and space. In the backdrop of such rapid changes, it is important that the methods and approaches to education also are subjected to the demands of changing times.

The use of technology has enriched the world in all walks of life including that of education. One can see and feel the change in air as classrooms are becoming modern and teachers and students are benefiting with gadgets such as computers, Smartphones, tablets etc. The advent of internet has made a sea of change in the way teachers can demonstrate concepts and ideas to children and make learning almost fun. Information today has been encapsulated in internet which can be beautifully used to allow learning to be a fun rather than being a drudgery. Application of technology in education also includes use of other tools like Cameras (both still and video), overhead projectors, LCD projectors, computer, smartphones, internet, various software (like Power Point) to make presentations, sound recorder, and acoustic system etc. to augment classroom instruction. Overhead projectors and PowerPoint software enhance lectures by emphasizing key points and incorporating photos, graphs, and cartoons into presentations that would otherwise lack visual interest. Slides and transparencies are of great help for instructors as those can be prepared in advance to save time. Application of technology has revolutionized the system of education today. Now there is a trend of increasing use of technology by both teachers and learners. It has been contributing a lot to the improvement of products and processes of education at all levels and stages of planning, implementation, and evaluation.

Since the Internet was developed as a means of communication by educational institutions in the 1970s. Academics have become increasingly aware about the possibilities of online learning to deliver cost effective, easily accessible, and ever-current education to all ages and social backgrounds, regardless of time and geography. Online learning means the learning process that takes place by using a computer that is connected to the internet. The internet is an electronic communication network that connects computer network and organizational computer facilities around the world. The internet consists of the collection of billions of interconnected web pages that are transferred using HTTP and is collectively known as World Wide Web. If someone wants to surf the Web using browser, i.e., move from one page or one website to another, then they must be online.

Online learning and classes are increasingly becoming part of the education system worldwide. Online channel has made education convenient and easily accessible by one and all. Education sector in India has been an ever-growing entity. India has been one of the largest sectors in the world when it comes to higher education. Though online and distance courses have been there from a long time, introduction of the online mode of taking classes in comparison to the traditional face to face classroom approach in universities and colleges have been considered only in the last few years in India. When it comes to the Indian educational system, face to face classroom approach has always been the most prominently used.

Recently the ministry of human resource development has been renamed the ministry of education and this education ministry has released a new education policy with a vision to reshape the education system of India. They aim to transform the education standards of India by the end of 2040. One of the key tenets of the National Education Policy (NEP) 2020 is the acceptance of online education as a mainstream delivery mechanism.

In the age of the internet and the personal computer, the phrase "online education" is heard regularly regarding schooling at nearly every level. It has changed the concept of teaching and learning as we know it. In today's world, the internet can be used as the primary means of instruction and assessment. online classes are synchronous events organized in a live virtual meeting room where students and teachers meet to communicate with voice, video, whiteboard. It is a set of instructional experiences using the digital network for interaction, learning and dialogue. An online learning does not require any face-to-face meetings in a physical location. Online classes are the delivery of a series of lessons on a web browser or mobile device, which can be accessed anytime and anyplace.

Educational institutes across the world have closed due to the COVID-19 pandemic jeopardizing the academic calendars. Most educational institutes have shifted to online learning platforms to keep the academic activities going. However, in the wake of current COVID-19 pandemic situation conduction of online classes at college and university level has been made mandatory by the educational boards. Covid-19 has brought out a drastic change in the educational system not only in India but rather the entire world. Universities across India as well as around the globe have moved to the virtual classes suspending physical classrooms. University faculties are setting up accounts on online video conferencing platforms such as Zoom, Skype, Google Classroom, Meet, among others to engage with students. Online education in India is at an early stage of development.

Significance of the study:

The use of technology has enriched the world in all walks of life including that of education. Most of the learners who may not have time and resources for getting access to the class-bound learning experiences may get it easily at their convenience in the form of e-learning. E-learning covers a wide set of electronic educational applications and processes such as web-based learning, computer-based learning, virtual classroom etc. It includes delivery of content via network, audio, and video recordings, satellite broadcast, interactive T.V and CD-ROM etc. Which made it possible to help the to access information and educational contents at any time and any place.

Technology is changing the face of teaching-learning and education. Teachers have more resources available to present the content and learning experiences, and students have more opportunities to engage themselves in learning. The teaching and learning are increasingly becoming more and more effective with the intervention of technology.

At present era, many educational institutions resorted to online mode of learning due to COVID 19 crisis. The prolonged closure of educational institution during the COVID-19 pandemic made online mode of learning a necessity these days. The rapid shift to e-learning prompted by the pandemic has resurfaced long-standing issues of inequality and a digital divide in India due to which certain section of learners who are not privileged enough to have access to technology are deprived of getting education through online mode. This is one of disadvantages of online mode of learning

This study attempted to study the perspective of students on the effectiveness of online learning.

Objectives: The objectives of the present study are:

1. To study the student's perspective on effectiveness of online learning.
2. To study the benefits and drawbacks of the mode of online learning from the perspective of students.
3. To know the motivation level among students using online learning.

Research methodology

Method used:

This study focuses on the perspective of students on effectiveness of online learning. In order to achieve the objective of the study, the researcher used the descriptive research method of research which was best suited to the study.

Sampling technique:

In the present study, random sampling has been used to draw sample from the desired population.

Population

The target population for the present study has been defined as post graduate students of Guwahati city aged 21 to 24 years who have attended online classes to attend their course of study during Covid-19 pandemic.

Sample:

Since it was not feasible to include all the students of Guwahati city in the study for data collection, a representative sample was drawn comprising of 84 U.G and P.G students belonging to different educational institution such as K.C das commerce College, Arya Vidyapeeth, Cotton University and Guwahati University of which 16 were males and 68 were females. The technique used to select the sample was random sampling.

Tool used:

In this study a questionnaire was used as it was considered most favourable tool for data collection.

Questionnaire

For this study a questionnaire was prepared in google forms consisting of 29 questions on the topic of the study was set according to the objectives of the study.

Data Collection

Data used for this study are both primary and secondary data.

Primary data: To collect primary data a questionnaire was prepared containing number of questions and distributed among the respondents via online platforms.

Secondary data: The secondary data was collected from numerous sources such as newspaper, articles, journals, book research, reviews, online websites etc.

Analysis and Interpretation of Data:

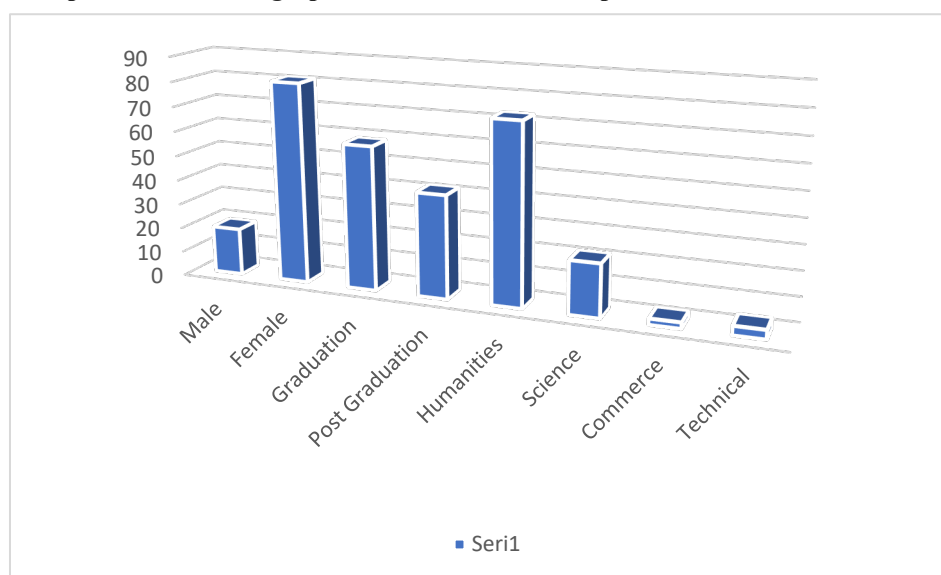
Table I. Demographic characteristics of respondents

| | Frequency | Percentage |
|-------------------------------|-----------|------------|
| Gender | | |
| Male | 16 | 19 |
| Female | 68 | 81 |
| Total | 84 | 100 |
| Education | | |
| Graduation | 49 | 58.3 |
| Post-graduation | 35 | 41.7 |
| Total | 84 | 100 |
| Educational background | | |
| Humanities | 61 | 72.6 |
| Science | 18 | 21.4 |
| Commerce | 2 | 2.4 |
| Technical | 3 | 3.6 |
| Total | 84 | 100 |

Graphical representation of table no.1

Title: Demographic characteristics of respondents

Figure:1
Interpretation of demographic characteristics of respondents:



1. From the given table and figure it can be interpreted that out of 84 respondents 19% respondents were males and 81% respondents were females

2. The education level of the students were Graduation (58.3%) and post-Graduation (41.7%)

3. In this study data was collected from the students of Guwahati city from different backgrounds. The education backgrounds of the respondents were Humanities (72.6%), Science (21.4%), Commerce (2.4%), and Technical (3.6%). It can be interpreted that most of the respondents are from Humanities background.

Table 2 Analysis of the first objective

i) To study the student's perspective on effectiveness of online learning.

Tabular representation of objective number one "Student's perspective on effectiveness of online learning"
Statements **Responses**
N (%)

Student's perspective on effectiveness of online learning

| | |
|---|---------------------|
| 1. Have you ever participated in online learning? | Yes 84(100) No - |
|---|---------------------|

| | |
|--|---|
| 2. Which platform are you using for online learning? (You can select multiple options) | Zoom 28(33.3) Google Meet 81(96.4) YouTube 27(32.1) Other 13(15.5) |
|--|---|

| | |
|--|--|
| 3. What gadget do you use for the practice of online learning? | Mobile 79(94) Tablet - Laptop 4(4.8) Desktop 1(1.2) |
|--|--|

| | |
|--|------------------------------------|
| 4. Which type of learning do you prefer? | Online 9(10.7) Offline 75(89.3) |
|--|------------------------------------|

| | |
|--------------------------------|-----------------------------|
| 5. Do you prefer online class? | Yes 29(34.5) No 55(65.5) |
|--------------------------------|-----------------------------|

| | |
|---------------------------------------|--|
| 6. Why do you prefer online learning? | Easy access 20(23.8) Time saving 17(20.2) Flexible 28(33.3) Others 3(3.7) |
|---------------------------------------|--|

7.What problems do you encounter to attend online class?

Lack of device availability at home -
Lack of internet connection 40(47.6)
Lack of technological knowledge 2(2.4)
Lack of motivation 38(45.2)
Others 4(4.8)

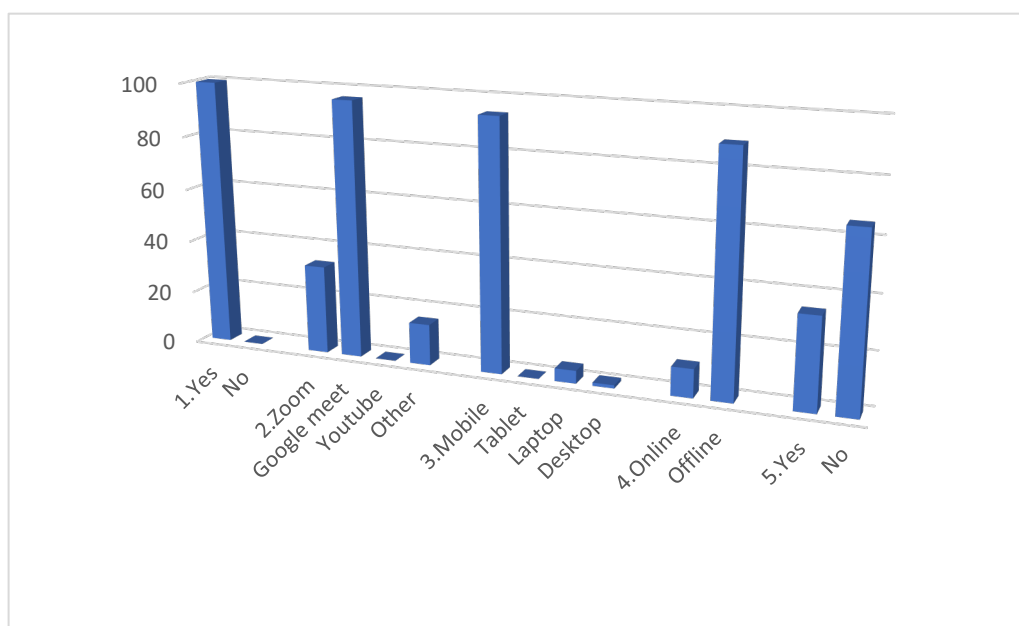
| | |
|--|--|
| 8.Rate your understanding level of the topics during online class | Excellent 3(3.6) Good 24(28.6) Average 53(63.1) Poor 4(4.8) |
| 9.Do you experience stress attending the online classes during the time of COVID-19 pandemic? | Yes 23(27.4) No 8(21.4) Partially yes/no 43(51.2) |
| 10.Do you think online learning has made teaching learning process easy? | Yes 56(66.7) No. 28(33.3) |
| 11. Do you think online learning increases learner's engagement in learning? | Yes 25(29.8) No 59(70.2) |
| 12 .Do you think online learning is essential during COVID 19 pandemic? | Yes 84(100) No – |
| 13.Has online learning fully satisfied your learning objectives? | Yes 5(6) No 29(34.5) Partially yes/no 50(59.5) |
| 14.Do you think Online learning help you to comprehend the course material compared to offline classroom learning? | Yes 10(11.9) No 32(38.1) Partially yes/no 42(50) |
| 15.Overall, online learning is the best learning experience you have ever had | Yes 11(13.1) No 29(34.5) Partially yes/no 44(52.4) |

Graphical representation of first objective (Statement 1 to 5)

Title: Student's perspective on effectiveness of online learning

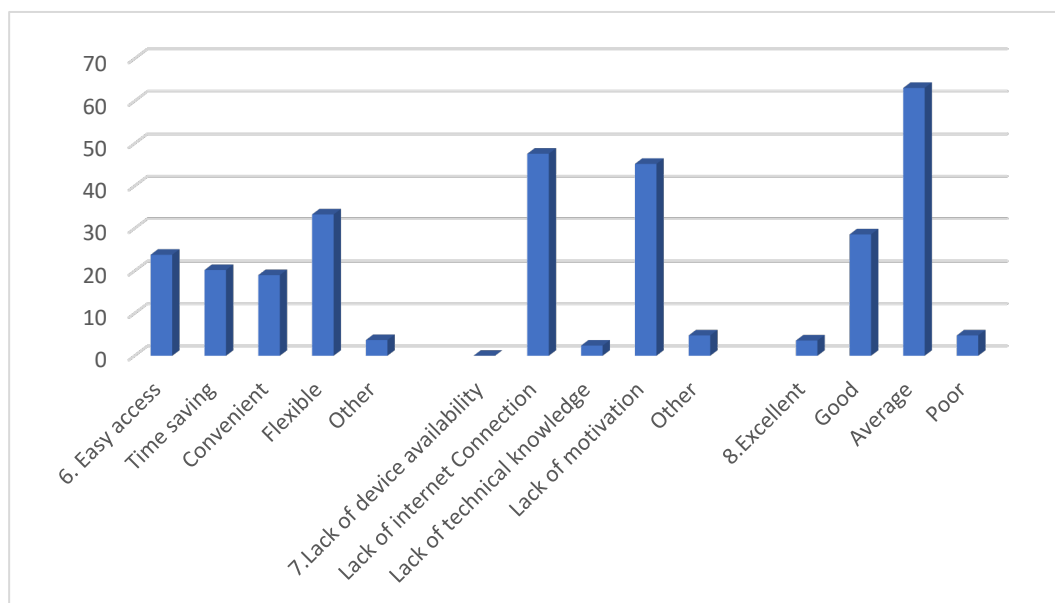
Figure :2

Graphical representation of first objective (Statement 6 to 8)



Title: Student's perspective on effectiveness of online learning

Figure:3

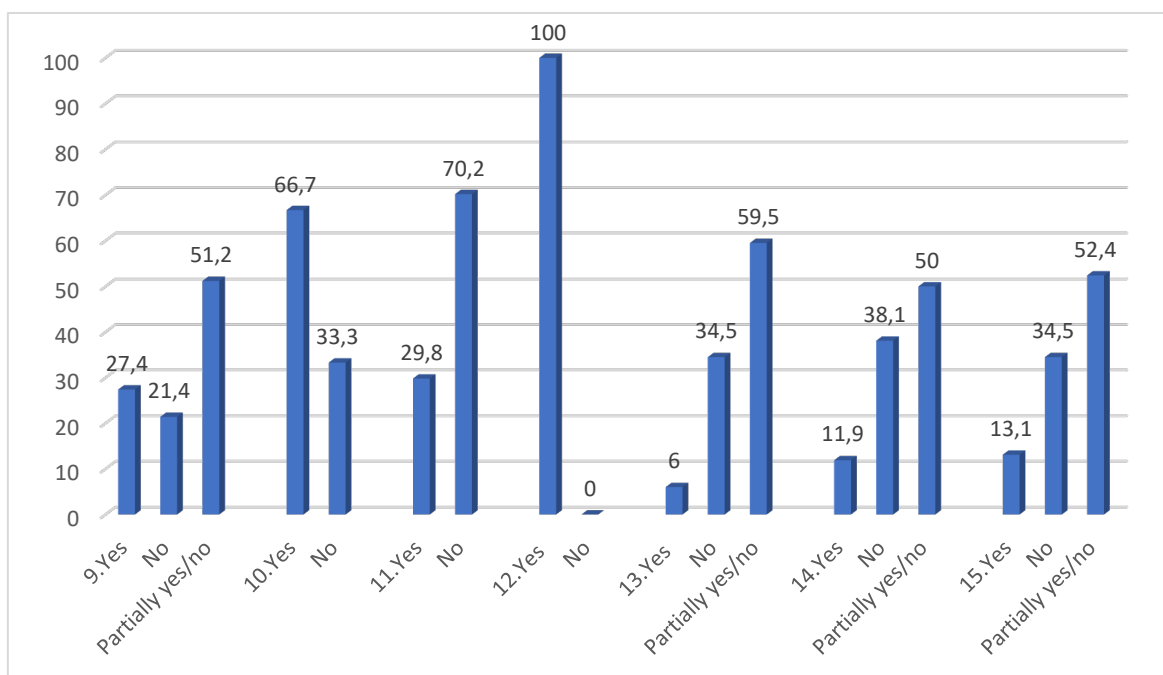


Graphical representation of first objective (Statement 9 to 15)

Title: Student's perspective on effectiveness of online learning

Figure:4

Interpretation of first objective: Student's perspective on effectiveness of online learning:



1. From the given tables and figures, it can be clarified that 100% of the respondents participated in online learning.
2. 33.3% of the respondents are using zoom platform, Google meet 96.4%, YouTube 32.1% and 15.5% of the respondents were using other platforms for online learning.
3. Majority of the respondents use mobile device for the practice of online learning. Whereas Laptop, desktop devices are used by. 4.8% and 1.2 %of the respondents respectively
4. 10.7% from the respondents preferred online learning, whereas majority of the respondents 89.3% prefer offline learning.
5. 34.5% of the respondents reported that they prefer online classes whereas 65.5 %of the respondents do not prefer online classes.

6. 23.8% of the respondents stated that they prefer online due to its easy access. Whereas, 20.2% of the respondents prefer it due to its time saving nature. Majority of the respondents 33.3% prefer online learning due to its flexibility.
7. 47.6% of the respondents stated that lack of internet connection is a problem they encounter to attend online classes. 2.4% of the respondents selected lack of technological knowledge and 4.8% of the respondents encounter other problem such as lack of interest, lack of teacher student interaction to attend online classes. Whereas majority of the respondents stated that lack of motivation 45.2 as one of the problems they encounter to attend online classes.
8. 3.6% of the respondents rated excellent on their understanding level of topics during online classes. Whereas 28.6% of the respondents rated good and 4.8% rated poor. Majority of the respondents 63.1% rated average on their understanding level of topics during online classes.
9. 27.4% of the respondents stated that they feel stressed attending online classes during COVID-19 pandemic. 21.4% of the respondents do not feel stressed. Whereas majority of the respondents 51.2% selected partially yes/no.
10. 66.7% of the respondents think that online learning has made teaching learning process easy. Whereas 33.3% of the respondents do not think so.
11. 29.8% of the respondents think that online learning increases learner's engagement in learning. Whereas 70.2% of the respondents do not think so.
12. 100% of the respondents think that online learning is essential during the time of COVID 19 pandemic.
13. 6% from the respondents were of the opinion that online learning fully satisfied their learning objectives. 34.5% from the respondents were of the opinion that online learning did not satisfy their learning objectives whereas 59.5% stated partially yes/no regarding the statement.
14. 11.9% of the respondents think that online learning helps them to comprehend the course material compared to offline learning classroom whereas 38.1% of the respondents do not think so. 50% of the respondents selected partially yes/no.
15. According to the 13.1% of the respondents, online learning was the best learning experience they have ever had. 34.5% of the respondents do not think so. Whereas 52.4% of the respondents selected partially yes/no regarding the statement.

Table 3. Analysis of second objective

1. To study the benefits and drawbacks of the mode of online learning from the perspective of students.

Tabular representation of objective number two "to study the benefits and drawbacks of the mode of online learning from the perspective of students".

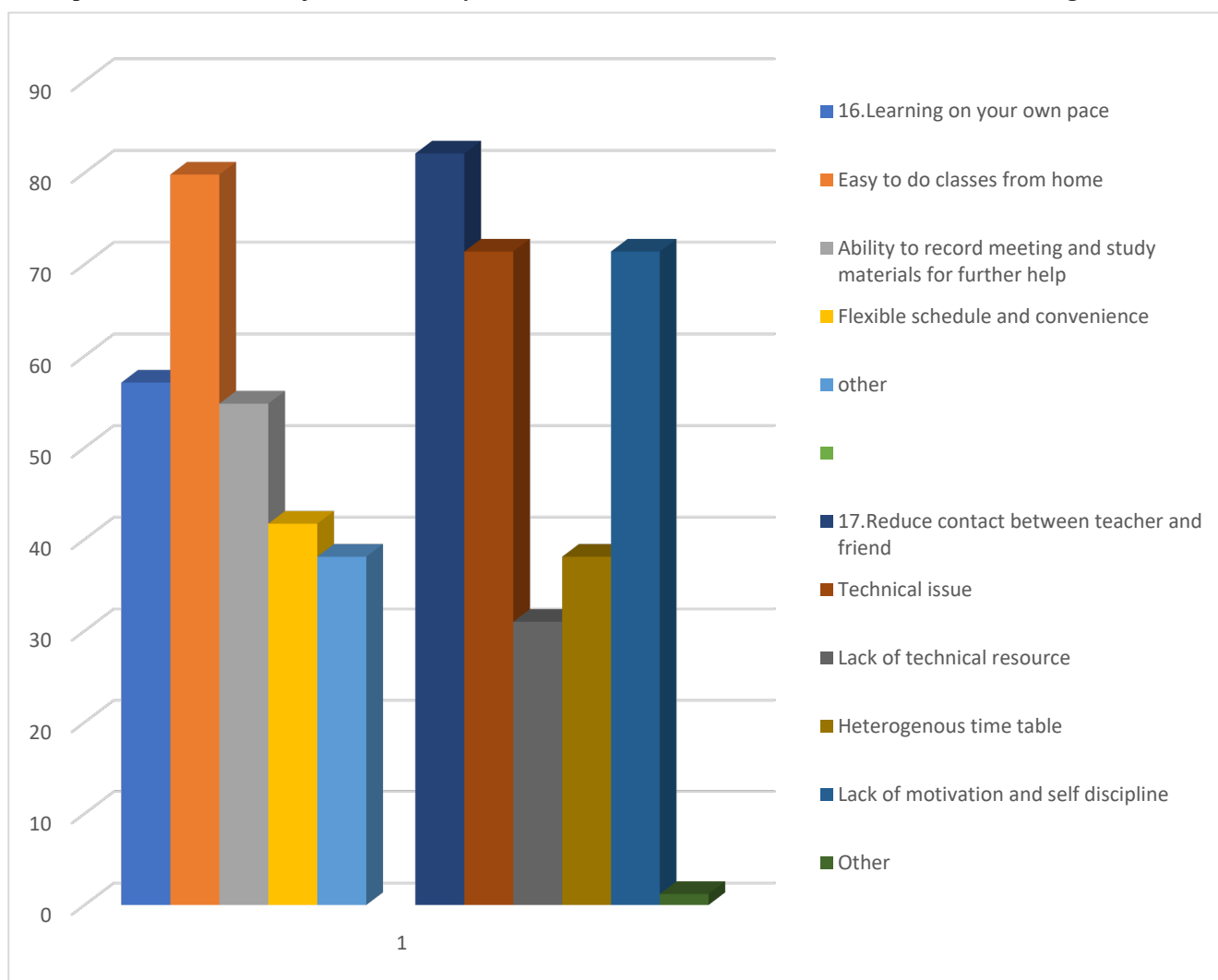
| Statement | N (%) |
|---|-----------|
| 16. Benefits of online learning | |
| Responses | |
| Learning on your own pace. | 48(57.1) |
| Easy to do classes from home | 67(79.8) |
| Ability to record meeting and study materials for further help. | 46 (54.8) |
| Flexible schedule and convenience. | 35(41.7) |
| Access to online materials. | 32(38.1) |
| Other. | — |
| 17. Drawbacks of online learning | |
| Responses | |
| Reduce physical contact between teacher and friend | 69(82.1) |
| Technical issue | 60(71.4) |
| Lack of technical resource. | 26(31) |
| Heterogenous timetable. | 32(38.1) |
| Lack of motivation and self-discipline | 60(71.4) |
| Other. | 1(1.2) |

Graphical representation of second objective (Statement 16 to 17)

Title: To study the benefits and drawbacks of the mode of online learning from the perspective of students.

Figure :5

Interpretation of second objective: To study the benefits and drawbacks of the mode of online learning from



the perspective of students:

1. From the above given table and figure it can be interpreted that 57.1 % from the respondents selected ability to learn at one's own pace as one of the benefits of online learning followed by easy to do classes from home (79.8%), ability to record meetings and study materials for further help (54.8%), flexible schedule and convenience (41.7%), and the access to online material (38.1%)

2. Regarding drawbacks of online learning, majority (82.1%) found it difficult due to reduced physical contact between teachers and friends, followed by technical issues and Lack of motivation (71.4%), Heterogenous time table (38.1%) and lack of technical resources (31%).

Table 4. Analysis of third objective

iii) To know the motivation level among students using online learning.

Tabular representation of objective number three to "know the motivation level among students using online learning"

| Statement | Responses N (%) | | |
|--|-----------------|-----------|----------|
| | Agree | Undecided | Disagree |
| motivation level among students using online learning | | | |
| 18.I enjoy getting information through online learning. | 31(36.9) | 39(46.4) | 14(16.7) |
| 19.Online learning provides me different learning styles and can make my learning more fun | 37(44) | 33(39.3) | 14(16.7) |
| 20.I think I am more engaged in my online learning than that of offline. | 10(11.9) | 28(33.3) | 46(54.8) |

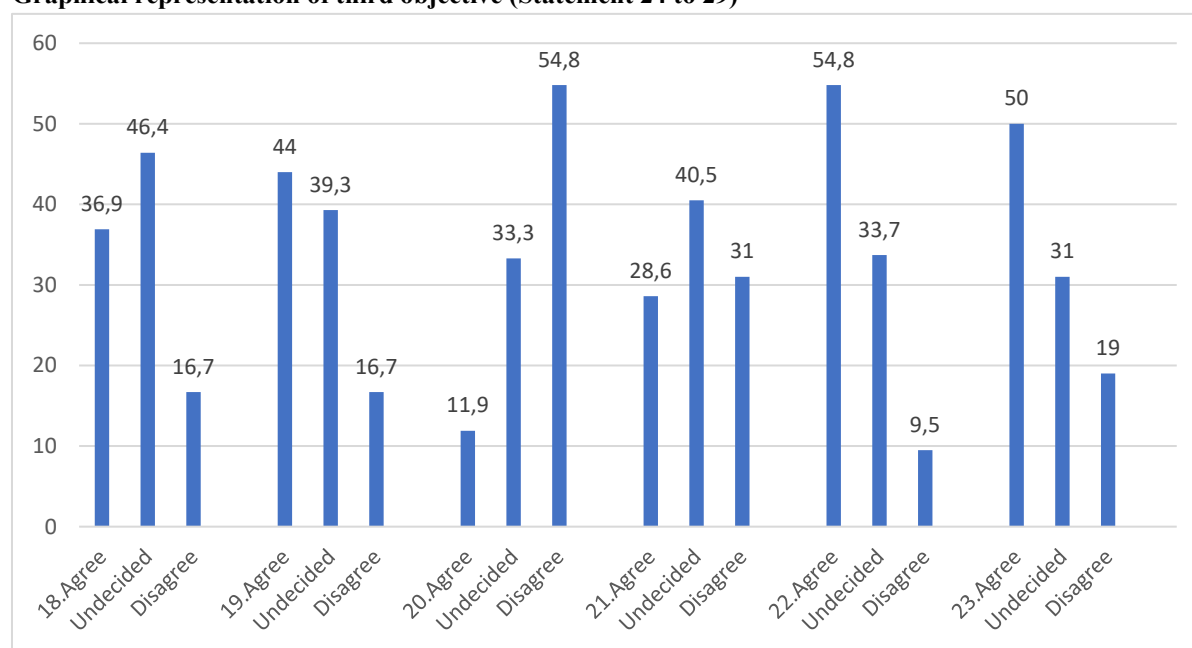
| | | | |
|---|----------|----------|----------|
| 21. I feel anxious during online classes. | 24(28.6) | 34(40.5) | 26(31) |
| 22. I think online learning environment is not inherently motivating | 46(54.8) | 30(35.7) | 8(9.5) |
| 23. I do not feel motivated to join in online classes | 42(50) | 26(31) | 16(19) |
| 24. I think online learning makes the participant less active than the offline learning | 69(82.1) | 10(11.9) | 5(6) |
| 25. I get easily distracted and have difficulty concentrating during online classes | 60(71.4) | 16(19) | 8(9.5) |
| 26. Online classes has encouraged me to develop my own academic interest as far as possible | 24(28.6) | 38(45.2) | 22(26.2) |
| 27. I am always eager to learn how to use e-learning resources | 59(70.2) | 22(26.2) | 3(3.6) |
| 28. Lack of technical skills make me uncomfortable during online classes. | 31(36.9) | 21(25) | 32(38.1) |
| 29. Online learning generally creates more problems than it solves. | 37(44) | 37(44) | 10(12) |

Graphical representation of third objective (Statement 18 to 23)

Title: To know the motivation level among students using online learning”

Figure:6

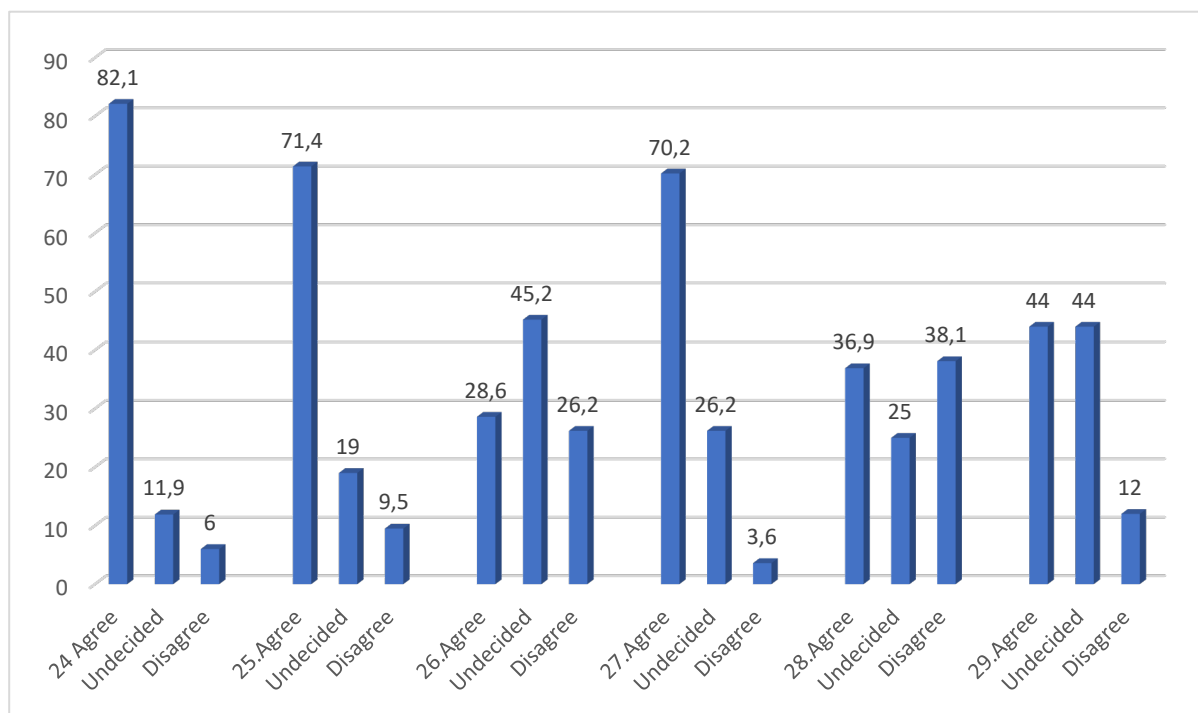
Graphical representation of third objective (Statement 24 to 29)



Title: To know the motivation level among students using online learning

Figure: 7

Interpretation of third objective: To know the motivation level among students using online learning



1. From the given tables and figures it can be interpreted that 36.9 % of the respondents agreed that they enjoy getting information through online learning and 16.7% from the respondents disagreed whereas 46.4% of the respondents were undecided regarding this statement.
2. 44% respondents agreed that online learning provides different learning styles and can make their learning more fun.39.3% of the respondents were undecided regarding the statement. Whereas 16.7%of the respondents do not agree with the statement.
3. 11.9% respondents agreed that they were more engaged in online learning than that of offline learning, 33.3% of the respondents were undecided whereas 54.8% disagreed that they were more engaged in online learning than that of offline learning.
4. 28 6% of the respondents agreed that they feel anxious during online classes,40.5% of the respondents were undecided with the statement. Whereas 31% from the respondents disagreed with the statement.
5. 54.8% of the respondents agreed that online learning environment is not inherently motivating.35.7% respondents were undecided whereas 9.5% of the respondents disagreed with statement.
6. 50%of the respondents agreed that they do not feel motivated to join in online classes.31%of the respondents were found to be undecided. Whereas 19% of the respondents disagreed with the statement.
7. 82.1 %of the respondents think that online learning makes the participants less active than that of offline learning.11.9% of the respondents found to be undecided regarding the statement whereas 6% of the respondents do not think so.
8. 71.4% of the respondents agreed that they get easily distracted and had difficulties concentrating during the time of online classes,19% of the respondents were undecided with the statement. Whereas 9.5 % of the respondents disagreed with the statement.
9. 28.6 % of the respondents agreed that online classes had encouraged them to develop their own academic interest as far as possible.45.2% of the respondents found to be undecided regarding the statement whereas 26.2% respondents disagreed with the statement.
10. 70.2% of the respondents agreed that they are always eager to learn how to use e -learning resources.26.2% of the respondents were undecided with the statement .3.6%disagreed with the statement.
11. 36.9%of the students agreed that lack of technical skills make them uncomfortable during online classes.25%of the respondent were undecided with the statement whereas 38% of the respondents disagreed with the statement that lack of technical skills make them uncomfortable during online classes.
12. 44% from the respondents agreed that online learning generally creates more problems than it solves.44% of the respondents were found to be undecided regarding the statement. Whereas 12% of the respondents disagreed with the statement.

Findings of the study:

The major findings of the study are as follows:

With regard to objective one the major findings are:

1. It was found that 100% of the respondents participated in online learning. Majority of the respondents are using Google meet (96.4%) platform for online learning. Majority of the respondents (94%) use mobile device for the practice of online learning. Whereas Laptop, desktop devices are used by 4.8% and 1.2 % of the respondents respectively.
2. 89.3% prefer offline learning whereas 10.7% respondents were of the opinion that they prefer online learning.
3. Majority of the respondents 33.3% prefer online learning due to its flexible nature followed by 23.8% of the respondents who prefer online due to its easy access. It was also found that 47.6% of the respondents stated that lack of internet connection is a problem they encounter to attend online classes. Whereas majority of the respondents 45.2% stated that lack of motivation as one of the problems they encounter to attend online classes.
4. 28.6% of the respondents rated good on their understanding level of topics during online classes whereas 63.1% rated average on their understanding level of topics during online classes. 27.4% of the respondents stated that they feel stressed attending online classes during the time of COVID-19 pandemic. 66.7% respondents think that online learning has made teaching learning process easy.
5. 70.2% of the respondents do not think that online learning increases learner's engagement in learning. 100% of the respondents think that online learning is essential during the time of COVID 19 pandemic.
6. According to 34.5% respondents, online learning did not satisfy their learning objectives whereas 59.5 % stated partially yes/no regarding the statement. 11.9% of the respondents think that online learning helps them to comprehend the course material compared to offline learning classroom whereas 38.1% of the respondents do not think so. 50% of the respondents selected partially yes/no.
7. It was also found that 13.1% of the respondents were of the opinion that online learning was the best learning experience they have ever had. 34.5% of the respondents do not think so.

With regard to second objective the major findings are:

1. With regard to the benefits of online learning majority of the respondents, 79.8% selected easy to do classes from home, followed by ability to learn at their own pace 57.1%, ability to record meetings and study materials for further help (54.8%), flexible schedule and convenience (41.7%).
3. Regarding drawbacks of online learning, majority (82.1%) found it difficult due to reduced physical contact between teachers and friends, followed by technical issues and Lack of motivation (71.4%), and lack of technical resources (31%).

With regard to third objective the major findings are:

1. It was found that 36.9 % of the respondents agreed that they enjoy getting information through online learning. Majority of the respondents, 44% agreed that online learning gives different learning styles and it can make their learning more fun. 54.8% disagreed with the statement that they are more engaged in online learning than that of offline learning.
2. 28.6% of the respondents agreed that they feel anxious during online classes, whereas 40.5% respondents were undecided with the statement. Whereas 31% respondents disagreed with the statement. It was also found that 54.8% agreed that online learning environment is not inherently motivating. Majority of the respondents 50% agreed that they did not feel motivated to join in online classes.
3. It was also found that 82.1 % of the respondents think that online learning makes the participants less active than that of offline learning. This may be due to the lack of motivation, physical classroom interaction among the learners. Majority of the respondents 71.4% agreed that they got easily distracted and have difficulties concentrating during the time of online classes.
4. 28.6 % of the respondents agreed that online classes had encouraged them to develop their own academic interest as far as possible. Whereas most of the respondents 45.2% found to be undecided regarding the statement. 70.2% of the respondents agreed that they are always eager to learn how to use online learning resources.
5. It was also found that, 36.9% respondents agreed that lack of technical skills make them uncomfortable during online classes. whereas 38% of the respondents disagreed with the statement. It was also found that 44% of the respondents agreed that online learning generally creates more problems than it solves.

Suggestions:

The objective of the study was to get an understanding of student's perspective on effectiveness of online learning. As per the present study, it is clearly observed that majority of the students (89.3%) do not prefer the mode of online learning as they prefer offline mode. Majority of the respondents rated average on their understanding level of topics during online classes. To make online mode of learning understanding and interesting teacher should encourage students to ask for direct and honest feedback covering everything from content to teaching methods. In this way teacher can clarify student's doubts and can make online teaching learning process effective and fruitful.

While receiving online learning, students gained both positive and negative experiences although their experiences tended to more negative. Flexibility to attend classes, easy access, time saving nature contributed to participants' positive experiences as these are the benefits of online learning. It has various benefits. Online mode of learning is rapidly becoming one of the popular medium to provide education. In today's rapidly changing world with technological advancements digital education should be encouraged along with offline teaching learning mode.

Regarding the drawbacks of online learning majority of the respondents (82.1%) found it difficult due to reduced physical interaction followed by technical issue and lack of motivation. Developing positive attitudes towards online learning can help students overcome some potential challenges possessed by online learning such as remain focused during online classes etc. Students can take opportunities to engaged with fellow learners during online discussions or group activities. Another major drawback of online learning is technical issue, while internet connectivity has been growing over the past few years in smaller cities and towns, a good internet connection with regular speed is a problem because without a good internet connection, both the students and teachers cannot continue online learning smoothly.

Majority of the respondents agreed that they enjoy getting information through online learning. Majority of the respondents (44%) were of the opinion that online learning provides different learning styles and make learning more fun. Majority of the respondents also agreed that they are always eager to learn how to use e-learning resources. Online learning should be encouraged among students because it provides certain benefits like flexibility, learning at one's own pace, time saving and easy access.

Students in this study also agreed that they did not feel motivated to join in online classes. They also agreed that online learning makes the participant less active than that of offline learning. Most of the respondents agreed that lack of technical skills make them uncomfortable during online classes. From the findings it is evident that while some of the students are motivated to get education through online mode of learning but majority of the respondents do not feel motivated enough to join in online learning due to drawbacks of online learning such as lack of interaction, self-motivation, lack of technical skills etc. These problems can be solved through structured online learning classes where the problems of students can be solved through mutual interaction between the teacher and learner. Periodic feedback, assisting students when they encounter any technical problems, delivering organized contents. Teacher can also encourage students to involve in various activities such as webinars, projects, workshops etc. using e-learning methodologies to create awareness, interests and understanding about e-learning.

Conclusion:

E-learning has ample prospects to provide firm support to all types of academic tasks. Teaching-learning process, now-a-days is no longer limited to its traditional boundaries or ways and means. It has gradually become a subject of technical progress. E-learning is the demand of the time. In this rapidly moving world, students can be able to sustain only by making themselves capable of moving with the time and technological progress. Online mode of learning is becoming more and more a part of education system worldwide. Online mode of learning makes education convenient and easily accessible by one and all.

The present study was conducted to get an understanding of student's perspective on effectiveness of online learning. This study tries to discover the perspective of students on effectiveness of online learning, its benefits and drawbacks and motivation level among students using online learning. As per the study it is clearly observed that most of the respondents do not prefer online mode of learning as they prefer offline mode. Most of the respondents rated average on their understanding level of topics during online classes. Majority of the respondents (34.5%) agreed that online learning did not satisfy their learning objectives. While receiving online education students gained both positive and negative experiences. According to the respondent's flexibility to attend classes, easy access, time saving nature, are the few benefits of online learning. On the other hand, lack of physical interaction, technical issues and lack pf motivation are few drawbacks of online learning.

From the findings of the study, it is evident that majority of the respondents (100%) think that online learning is essential during the time of covid -19 pandemic. It was found that some of the students are motivated to get education through online mode of learning. But majority of the respondents did not feel motivated enough to join in online learning due to some of the drawbacks which comes with online learning. Due to the ongoing period of Covid -19 pandemic online mode of learning is much preferred as well as opted across the world to continue the teaching learning process in the educational institutions. Online learning is emerged as a powerful tool for achieving the goals of education. Research and exploration are continuous process. Therefore, more research needs to be done in this field so that new things emerge and contribute in the field of online learning.

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