"Digital literacy: The impact of online learning amid covid-19"

A report submitted to Department of Commerce, Higher And Technical Institute, Mizoram (HATIM) for the academic year 2022-23

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CERTIFICATE

This is to certify that the dissertation entitled "Digital literacy: The impact of online learning amid Covid-19" submitted to the Mizoram University for the award of the degree of Bachelor of Commerce, is a record of research work carried out by Mathews FC Beirangiasa, Roll No. 2123BCOM034, IV Semester B.Com. He has fulfilled all the requirements laid down in the regulations of Mizoram University. This dissertation is the result of his investigation into the subject. Neither the dissertation as a whole nor any part of it was ever submitted any other University for any degree.

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DECLARATION

I, *"Mathews FC Beirangiasa",* hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form to anybody else, and that the dissertation has not been submitted by me for any research degree in any other university or institute. This is being submitted to the Mizoram University for the degree of Bachelor of Commerce.

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ACKNOWLEDGEMENT

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CHAPTER-1

INTRODUCTION

1.1 Conceptual framework

E-learning is an inclusive terminology for all forms of educational technology that electronically or technologically support learning and teaching. Bernard Luskin advocates that the "e" should be interpreted to mean "exciting, energetic, enthusiastic, emotional, extended, excellent, and educational" in addition to "electronic." This broad interpretation focuses on new applications and developments, and also brings learning and media psychology into consideration.

The worldwide e-learning industry was estimated to be over $48 billion in 2000 according to conservative estimates. Developments in internet and multimedia technologies are the basic enabler of e-learning, with consulting, content, technologies, services and support being identified as the five key sectors of the e-learning industry. Information and communication technologies (ICT) are used extensively by young people.

E-learning has given people in college accessibility to data, wherever one looks data of e-learning is there, there are many different sometimes mobile devices as well as their many ways that these benefit people around the globe anytime, anywhere access to data. This can improve interactions between students and their instructors for their classes, this can allow students with tools which they can use for different purposes and use independently supports problem base actions. There are also ways that it can deter people from actually learning as pointed out, it may make it easier to chat taking someone away from learning and into talking to someone through Face book it also gives them the ability to cheat through online test and quizzes having the ability to look for the 3 answer using Google it always a possibility. This also can give tech-savvy students an advantage over non-technical students. Over all e-learning through technology will most likely be seen more and more in today's college environment. Approaches to e-learning require a focus on students providing them with tools to support their shared activities and problem-based activities

1.2 Literature review

Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement **(Basilaia & Kvavadze, 2020).**

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place**. (Sumitra Pokhrel and Roshan Chhetri,2021)**

In between, movements were allowed, offices began functioning, schools and college reopened for selected levels and continued with online class for others. More than 170,000 children in Bhutan from classes PP–XII are, today, affected by the school closure. The impact is far reaching and has affected learning during this academic year or even more in the coming days. Several schools, colleges and universities have discontinued face-to-face teaching. There is a pressing need to innovate and implement alternative educational and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning **(Dhawan, 2020).**

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Reopening of schools after relaxation of restriction is another challenge with many new standard operating procedures put in place. **(Dr.M.PALANISAMY,2020)**

In order to understand the impact of the COVID-19 pandemic on higher education, we surveyed approximately 1,500 students at one of the largest public institutions in the United States using an instrument designed to recover the causal impact of the pandemic on students' current and expected outcomes. Results show large negative effects across many dimensions. Due to COVID-19: 13% of students have delayed graduation, 40% lost a job, internship, or a

job offer, and 29% expect to earn less at age 35. Moreover, these effects have been highly heterogeneous. One quarter of students increased their study time by more than 4 hours per week due to COVID-19, while another quarter decreased their study time by more than 5 hours per week. This heterogeneity often followed existing socioeconomic divides; lower-income students are 55% more likely to have delayed graduation due to COVID-19 than their higher-income peers. Finally, we show that the economic and health related shocks induced by COVID-19 vary systematically by socioeconomic factors and constitute key mediators in explaining the large (and heterogeneous) effects of the pandemic. **(Esteban M.Aucejo, Jacob F. French,Maria Paola Ugalde Araya,Basit Zafar,2020)**

1.3   Rationale of the study

Students in online learning courses incorporating multimedia content learn five times more material than students in traditional face-to-face classes. Because online courses provide students with full control over their studies, they can work at their own pace. Pupils, on average, work faster and absorb more information in online courses than they would otherwise. They can move faster through parts of the course that they are familiar with, but they must move slowly through areas that need more time. Online learning(e-learning) facilitate communication between people who share common interests and learn collaboratively using networked technologies. Researchers and designers have to understand social practices in order to explore and develop technological tools for such collaboration and communication.

1.4 Statement of the problem

Student in tertiary institution suffers a lot of setback in external exams due to the type of teaching system which they receive. They don't have access to the internet and lack knowledge of what is obtainable in the society. These problems include the quality of instruction, hidden costs, misuse of technology, and the attitudes of instructors, students, and administrators. Each one of these has an effect on the overall quality of online learning as a product.

1.5 Objectives of the study

The purpose of research objectives is to drive the research project, including data collection, analysis and conclusions.

1. To identify the benefits/challenges faced in online learning

   This objective tries to identify the benefits and challenges faced by the respondents in online learning. By attaining the knowledge, the researcher will be able to propose suggestions in order to overcome the challenges faced. Moreover, identifying the benefits will also be helpful in this study.

2. To identify the factors affecting students' attitudes towards online learning

   To attain this objective, the researcher asked questions results showed that students online learning are affected by 4 factors in the descending order, respectively, learner characteristics, perceived usefulness and course content

3. To identify the impact of online learning within Lunglei town.

1.6 Research methodology

❖ **Research Design:**

The researcher uses Descriptive Design. On the basis of descriptive research design in this study, comprehensive study of the problem is made in order to procure overall knowledge of it. A self- structured questionnaire was prepared in such a way to learn and explore the conditions and practices of the respondents in order to accomplish the objectives of this study.

Population of the study:

A population is any group of humans or non-human elements, such as items, educational institutions, time units, geographic areas, wheat prices, or individual wages. It's also known as the universe by certain statisticians.

The population of this study includes any investors from different age categories residing within Lunglei town .The respondents are assumed to be investors in any field given in the questionnaire. It includes the population from both genders.

❖ **Sample size:**

The sample size of the study was 43 respondents in Lunglei. The sample was selected using likert scale.

❖ **Criteria for sample size:**

- The respondents should be an investor with any experiences in the field.
- Respondents should be from Mizoram.

❖ **Sources of data:**

At the initial stage a survey of review of literature was undertaken to become familiar with the main aspects of the study and to develop the theoretical framework.

Primary Data: It is collected through a structured questionnaire which was sendto the respondents with the help of Google forms.

Secondary data: It is gathered from research articles, websites and published journals.

❖ **Design of questionnaire:**

For the purpose of this study a questionnaire method was used to collect data which included questions related to the following aspects:

- Benefits & challenges faced in Online learning
- The factors affecting students' attitudes towards online learning
- The impact of online learning with lunglei town

❖ **Period of the study:**

The present study was conducted from March to April 2023. The entire study was completed and data was analyzed within this time period.

❖ **Data analysis procedure:**

Data analysis is a critical component of any research project. It's the stage of the study where the acquired data is evaluated to come up with the final results. Any study's foundation is data analysis. It contributes to the study's meaning. It aids in the definitions of the study's goal.

The study investigates students' perceptions of e-learning, with a focus on the Lunglei district. The study's data gathering approach was primary data, which was acquired via a structured questionnaire in Google Forms. For this study, 43 respondents who were willing to participate and give their thoughts contributed on the subject. The survey was performed online utilizing a Google form and Likert scale questions. A number of questions were drafted to meet the study's objectives. Various techniques, including graphs, bar graphs, pie charts and tables were

1.7 Limitations of the study

❖ The source of the data collected is primary data, which is based on the questionnaire distributed through google forms and could be biased.

❖ The study is purely based on 43 respondents only.

❖ The area of the study is confined only in Lunglei district and hence only applicable to Lunglei district.

❖ The primary data collection and interpretation were found to be time consuming

❖ Also, the respondents considered were educated and from the urban area of Lunglei district. Additional research can be done on a rural sample where respondents may not be as well educated or digital literate and there may be additional infrastructure issues like inadequate internet connectivity and a lack of smart phones. These elements might offer this research a fresh direction.

Chapter II
ANALYSIS & INTERPRETATION

2.1   Demographic profile

Demographic data gives information about the research participants and is required to determine whether the people in a study are a representative sample of the target population for generalisation purposes.

Demographic profile	Classification	No. of respondents	Percentage
Gender	**Female**	**22**	**51.2%**
	Male	21	48.8%
	Prefer not to say	0	0%
Age	Below 18	3	7%
	18-21	**25**	**58.1%**
	21-23	11	25.6%
	Above 23	4	9.3%
Stream	Arts	16	34.9%
	Commerce	**15**	**37.2%**
	Science	7	16.3%
	Others	5	11.3%

Source: Primary data

INTERPRETATION:

Out of the 43 respondents, majority of them i.e., 51.2% are female while 48.8% of them are male. The table also shows that 58.1% of the respondents belong to the age group between 18-21 while 25.6% falls under 21-23 age group followed by 9.3% of above 23 age and 7% below 18 age group.

It was observed that majority of the respondents i.e 37.2% are commerce students, followed by 34.9% of arts student,16.3% of science students and proximity of others stream with 11.6%

2.2   Overall online learning experience

The respondents are asked to rate their overall online learning experience with the help of Likert scale such as excellent, very good, good, fair and poor.

Table 2.2 Overall online learning experience

Experience	Percentages
Excellent	9.3
Very good	34.9
Good	**37.2**
Fair	7
Poor	11.6

Source: Primary data
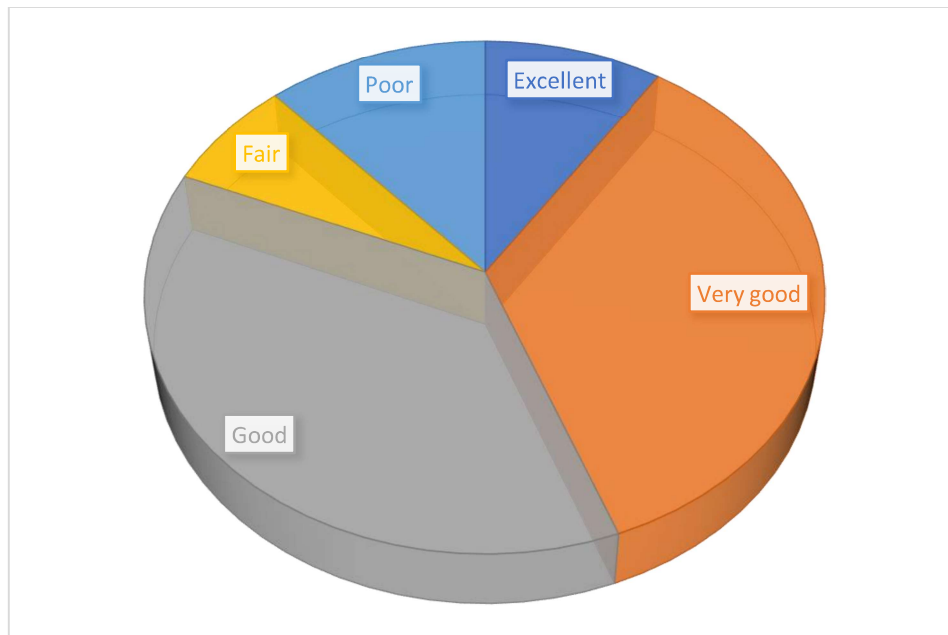
INTERPRETATION:

The data explains that 37.2% of the respondents had good experience followed by 34.9% with very good and 11.6% of them poor while 9.3% of them excellent followed by 7% fair.

2.3   Time span for online learning every day

The respondents are asked to rate their time span for online learning every day with the help of choosing such as 0-3 hours, 3-5 hours, 5-7 hours, 7-10 hours and 10+

Table 2.3 Time span for online learning every day

Particulars	Percentages
0-3 hours	**39.5%**
3-5 hours	30.2%
5-7 hours	23.3%
7-10 hours	7%
10+ hours	0%

Source: Primary data
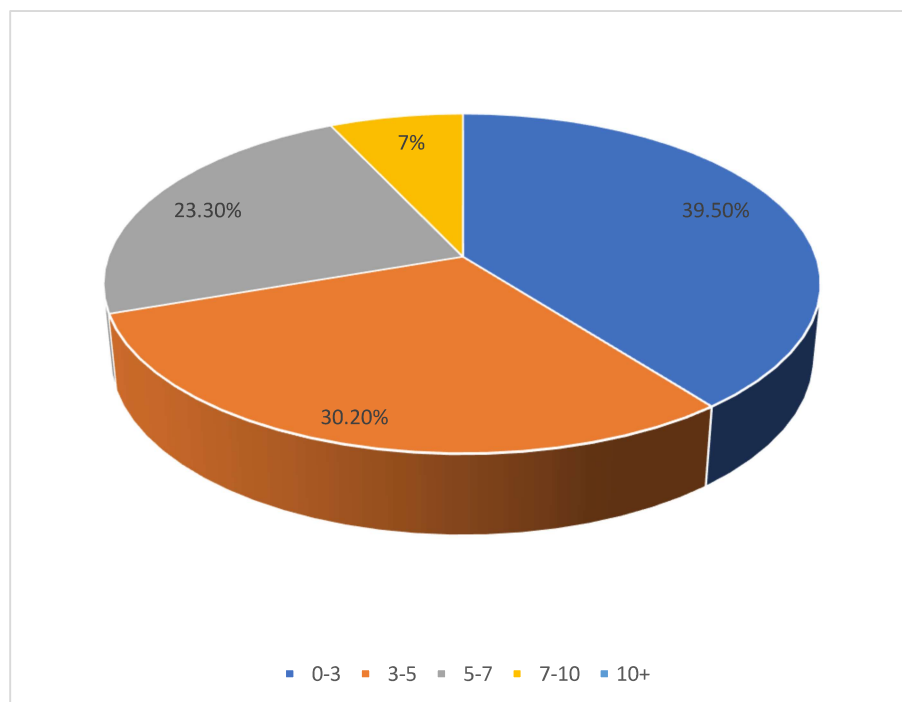
Figure 2.3 Time span for online learning every day

INTERPRETATION

The data indicates that majority of the respondents i.e 39.5% have spending only 0-3 hours of their online learning each day , 30.2% spend 3-5 hours of their each day while 23.3% have span 5-7 hours each day ,another 7% of them spend 7-10 hours .Only 0% of them 10+ hours

2.4   Device used for online learning

The respondents are asked to rate their device used for online learning with the help of device select model such as Laptop, Desktop, Smartphone, Tablet and others

Table 2.4 Device used for online learning

Particulars	Frequency	Percentage
Laptop	4	9.3%
Desktop	1	2.3%
Smartphone	**36**	**83.7%**
Tablet	2	4..7%
TOTAL	43	100%

Source: Primary data
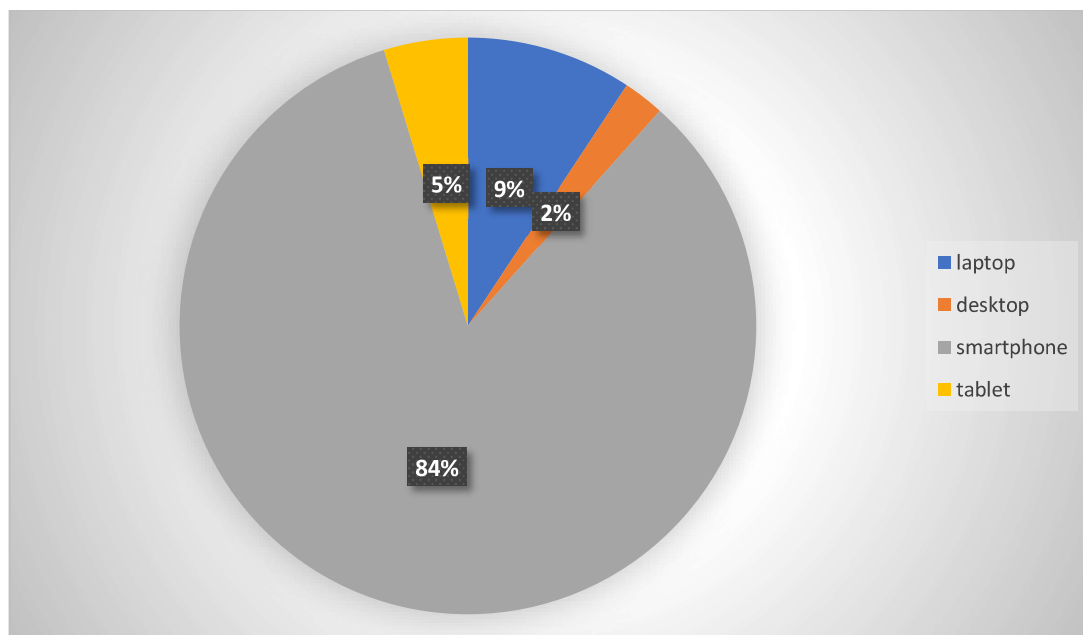
Figure 2.4 Device used for online learning

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INTERPRETATION:

The data explains that 84% of the respondents using for online learning is smartphone and 9% of them laptop while 5% of them using tablet followed by 2% that desktop.

2.5   Preferred for online learning platform

The respondents are asked to rate their preferred for online learning platform with the help of E-learning platform such as Zoom, Google meet, Moodle, YouTube and others.

Table 2.5 Preferred for online learning platform

Particular	Frequency	Percentage
Zoom	25	16.3%
Google meet	**7**	**58.1%**
Moodle	5	11.6%
YouTube	5	11.6%
Others	1	2.3%
Total	43	100%

Source: Primary data
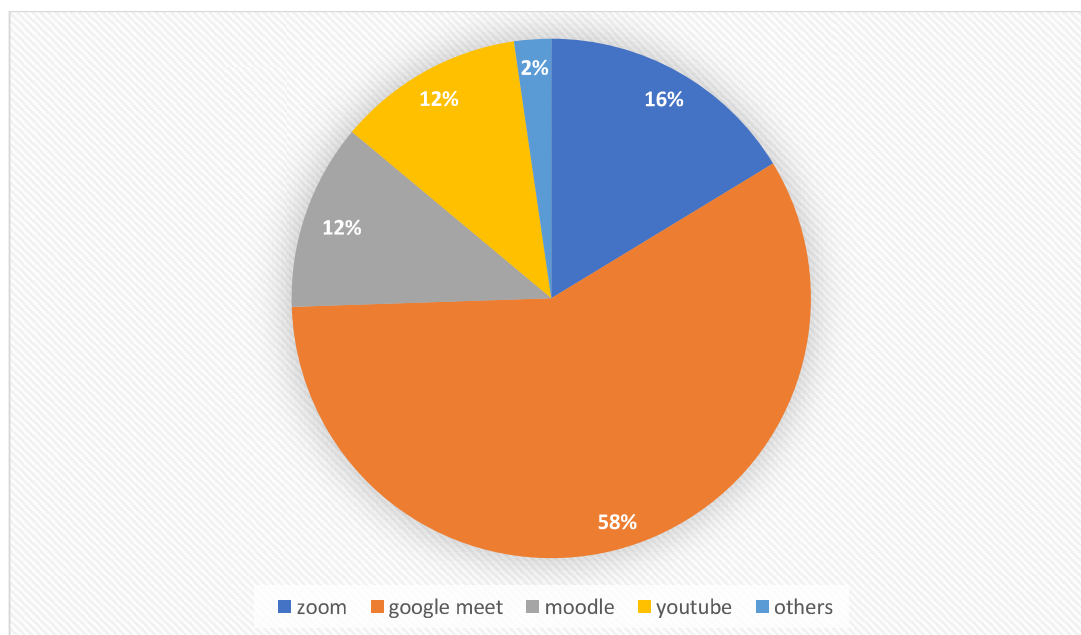
Figure 2.5 Preferred for online learning platform

INTERPRETATION:

The data explains that 58.1% of the respondents preferred google meet ,16.3% of them using zoom, while 11.6% each using them YouTube and Moodle followed by 2% that others platform.

2.6 Overall online learning helps

The respondents are asked to rate their overall online learning experience with the help of Likert scale such as excellent, very good, good fair and poor.

Table 2.6 Overall online learning helps

Particulars	Frequency	Percentage
In clearing the basic understanding	15	16.3%
Acquire subjective knowledge	**12**	**34.9%**
Exposure to practical applications	9	20.9%
All of the above	7	27.9%

Source: Primary data

Figure 2.6 Overall online learning helps

INTERPRETATION:

From the following data, we have found that 34.9% acquire subjective knowledge which is the highest,27.9% answers all of the above,20.9% Exposure to practical applications and the remaining 16.3% in clearing the basic understanding.
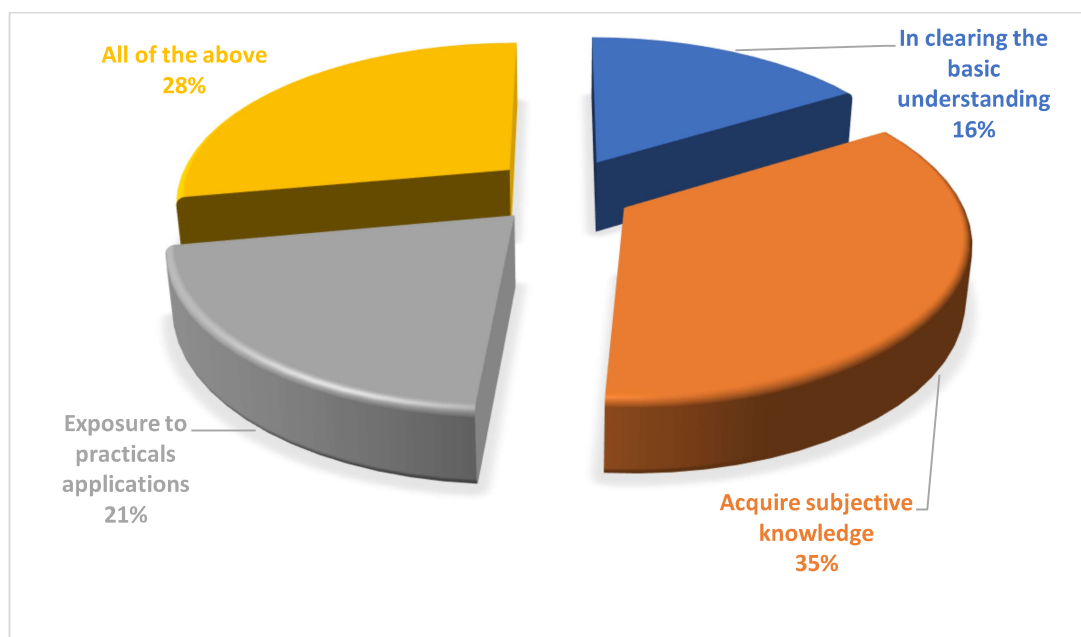
2.7 Benefits and advantages faced in Online learning

The respondents are asked to rate their benefits/advantages faced in online learning with the help of Likert scale such as excellent, very good, good fair and poor.

Table 2.7 Benefits and advantages faced in Online learning

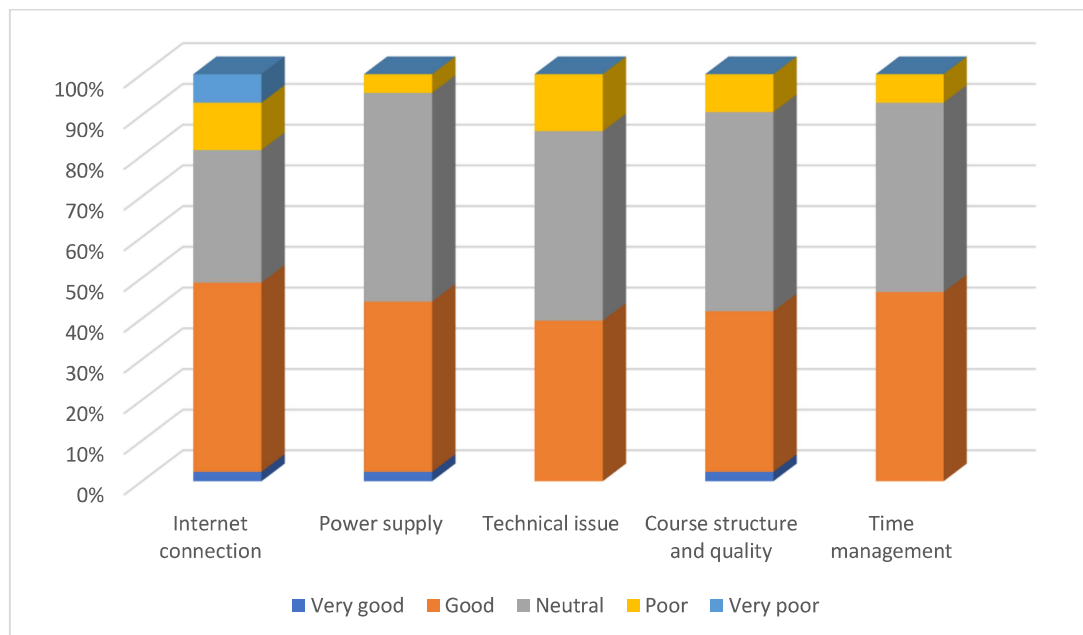|	**Very good**	**Good**	**Neutral**	**Poor**	**Very poor**	**No. of respondents**
Internet connection	1	20	14	5	3	43
Power supply	**1**	**18**	**22**	**2**	**0**	**43**
Technical issue	0	17	20	6	0	43
Course structure and quality	1	17	21	4	0	43
Time management	0	20	20	3	0	43

Source: Primary data

Figure 2.7 Benefits and advantages faced in Online learning

INTERPRETATION:

According to the respondents, power supply during online class is good and net condition is the main problem. The quality of course and it structure is still okay.

2.8 Student's attitudes towards the new teaching pattern (e-learning)

While it is assumed that the education system is going smoothly through the internet, it is essential to know the effect and outcomes in students i.e., the learner. To understand the student's perception from their observation and experiences are highly needed. In order to attain this objective, different factors are measured on a scale of 1-5, where1-strongly disagree and 5-strongly agree.

Table 2.8 Student's attitudes towards the new teaching pattern (e-learning)

| Perception	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I prefer e-learning over traditional teaching	2.3%	51.1%	37.2%	9.3%	0%
I feeling that quality of e-learning	2.3%	16.3%	74.4%	7%	0%
Workload is high	**2.3%**	**46.5%**	**48.9%**	**2.3%**	**0%**
E-learning is less stimulating	2.3%	21%	72.1%	4.6%	0%
Interactive impact of E-learning is comparatively less than that of traditional teaching	4.6%	44.1%	46.5%	4.6%	0%

Source: Primary data
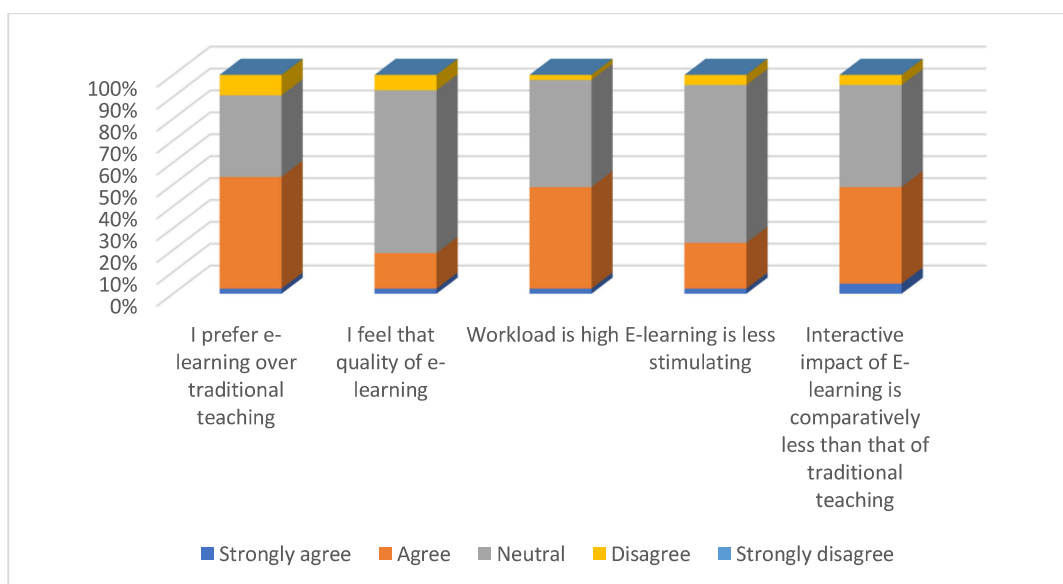
Figure 2.8 Student's attitudes towards the new teaching pattern (e-learning)

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INTERPRETATION:

According to the study, majority of the respondents feel that 'workload is high' when it comes to e-learning. Students feel that they are given assignments and tests more comparatively greater than they were given in physical class; next to this they feel that e-learning is not interactive that classroom teaching. It can be assumed that paying attention to e-learning is harder than listening efficiently in classroom because majority of them do not prefer e-learning over classroom teaching

2.9 Useful feature of e-learning components.

Data is derived from the study conducted based on this. The respondents are asked about their perception and observation on the features of e-learning. An attempt has been made of measure the perception of students among the given variables in the order of usefulness, from1-5 where 1: extremely useful and 5: not useful.

Table2.9 Students preferred Useful feature of e-learning components.

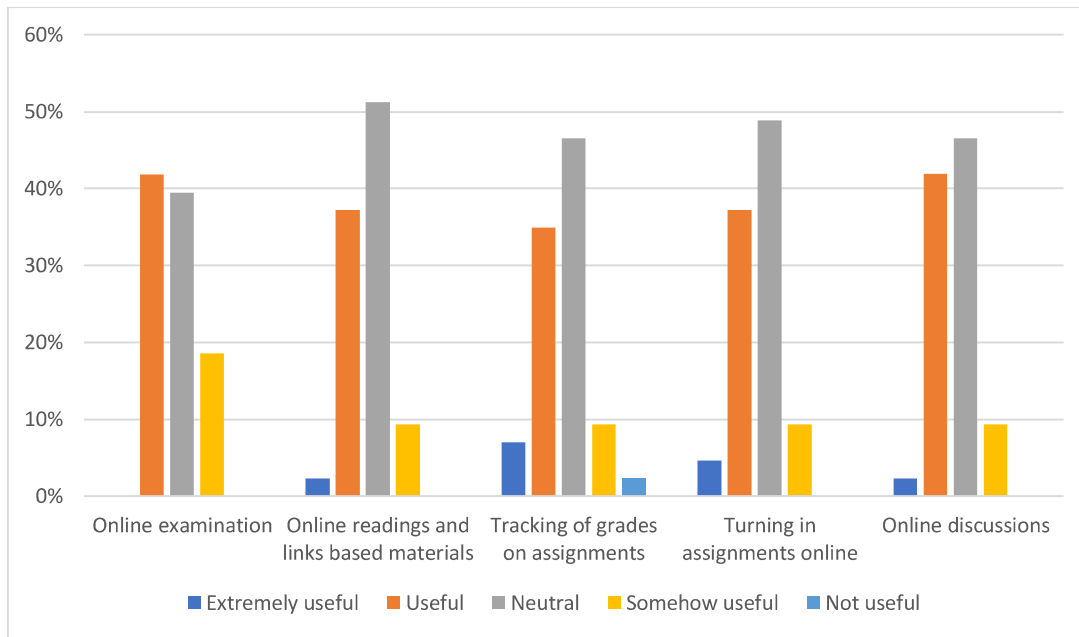| Usefulness	Extremely useful	Useful	Neutral	Somehow useful	Not useful
Online examination	0%	41.8%	39.5%	18.6%	0%
Online readings and links-based materials	2.3%	37.2%	51.2%	9.3%	0%
Tracking of grades on assignments	**7%**	**34.9%**	**46.5%**	**9.3%**	**2.3%**
Turning in assignments online	4.6%	37.2%	48.9%	9.3%	0%
Online discussions	2.3%	41.9%	46.5%	9.3%	0%

Source: Primary data

Figure 2.9 Students preferred Useful feature of e-learning components

INTERPRETATION:

From the above table, the study indicates that "tracking of grades on assignments" is the useful feature followed by "Online discussion" is the most useful features followed by "online readings and links based materials which is comparatively similar in nature. It implies that students are in favour of this feature because of its transparency to check their grades by themselves and that they can submit their assignments at their convenient time. The data shows that "online examination" is the least useful feature of e-learning amongst the components which implies that having interaction through online platform are not as effectiveness as face-to face discussions.

2.10 Effectiveness of e- learning

The research has tried to measure the effectiveness of e-learning in terms of three variables such as knowledge, skills and social competence using a Five-point scale (1-extremely ineffectiveness to 5- extremely effectiveness). The outcomes from the measurement of the student's perception on these three variables are deemed to be accurate for future reference.

Table 2.10 Effectiveness of e- learning

Effectiveness	Extremely ineffective	Ineffective	Neutral	Effective	Extremely effective
Knowledge enhancement	7%	32.5%	51.2%	7%	2.3%
Skills improvement	**7%**	**18.6%**	**37.2%**	**32.5%**	**4.6%**
Social competence	11.6%	14%	30.2%	28%	16.2%

Source: Primary data
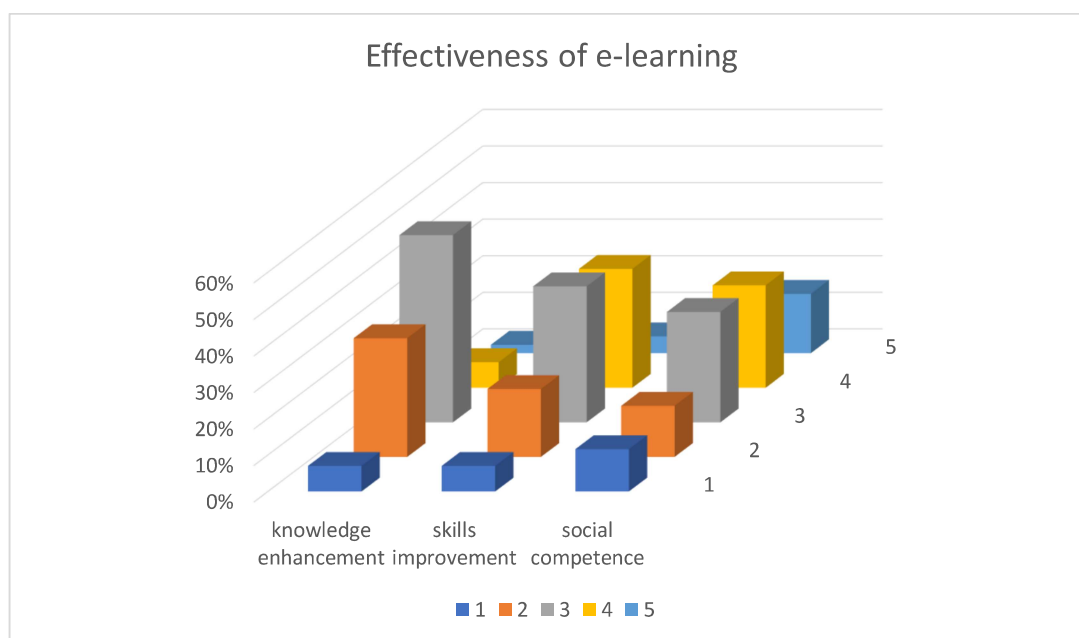
Figure 2.10 Effectiveness of e- learning

INTERPERTATION:

The above table indicates that "knowledge enhancement" is considered to be the most ineffective which implies that learning from home does not help the students increasing their ability to interact with others. On the other hand, social competence is considered to be more effective than "skill improvement. Students can access any data from different websites and journals rather than going to the library in their institutions and public places.

2.11 Students perception towards online learning.

The respondents are asked to rate their student perception towards online learning with the help of Likert scale such as strongly agree, agree, neutral, disagree and strongly disagree.

Table 2.11 Students perception towards online learning

| Perception	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Online learning distracts me	2.3%	55.7%	28%	14%	0%
Online learning is beneficial performance of students	9.3%	14%	72.1%	4.6%	0%
Online learning is harmful to the academic performance of students	4.6%	51.2%	41.9%	2.3%	0%
Online learning is good for the academic performance of students because it offers flexible	4.6%	32.6%	58.2%	4.6%	0%
Online learning ensures the effectiveness for presenting the work in class	4.6%	48.9%	46.5%	0%	0%
Students and teachers' interaction is weak through online learning	7%	39.5%	51.2%	0%	2.3%

Source: Primary data
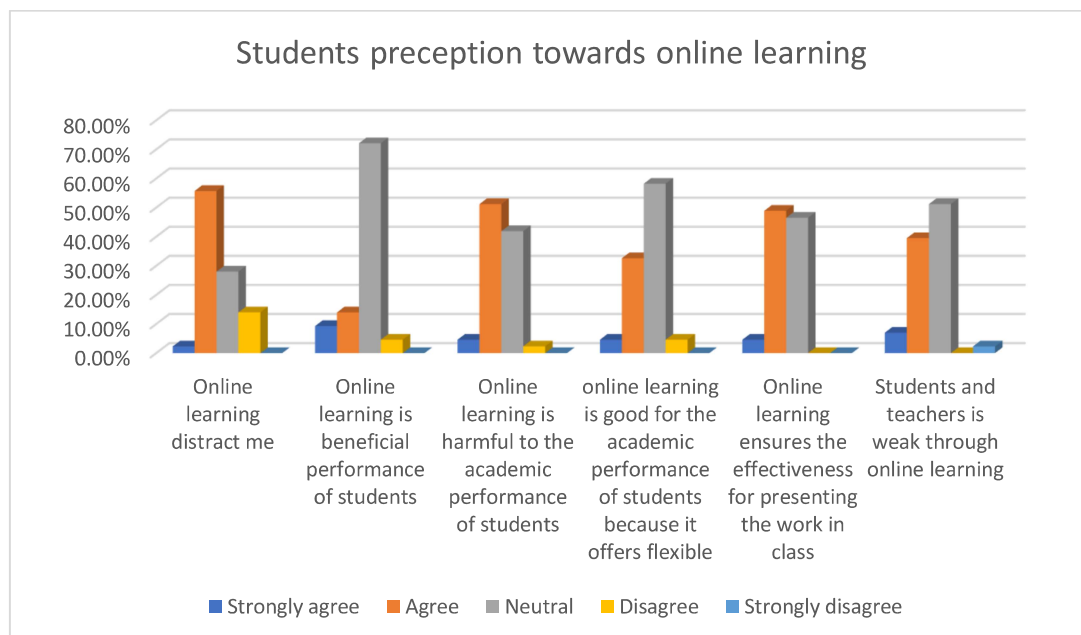
Figure 2.11 Students perception towards online learning

INTERPRETATION:

The above table indicates that 55.7% of the respondents agrees that online learning distracts students 72.1%of the respondents were unable to agree or disagree in the perception of online learning is beneficial performance of students. 51.2% of the respondents agrees that online learning is harmful for academic performed of the students. 58.2% of the respondents were unable to agree or disagree when it comes to online learning is good that online learning is effective for presenting work is class. 51.2% pf the respondents were willing to give answer that students and teachers interaction is weak through online learning.

2.12 Online learning experience

This table represents whether the respondents are enjoying online learning or not.

Table 2.12 Online learning experience

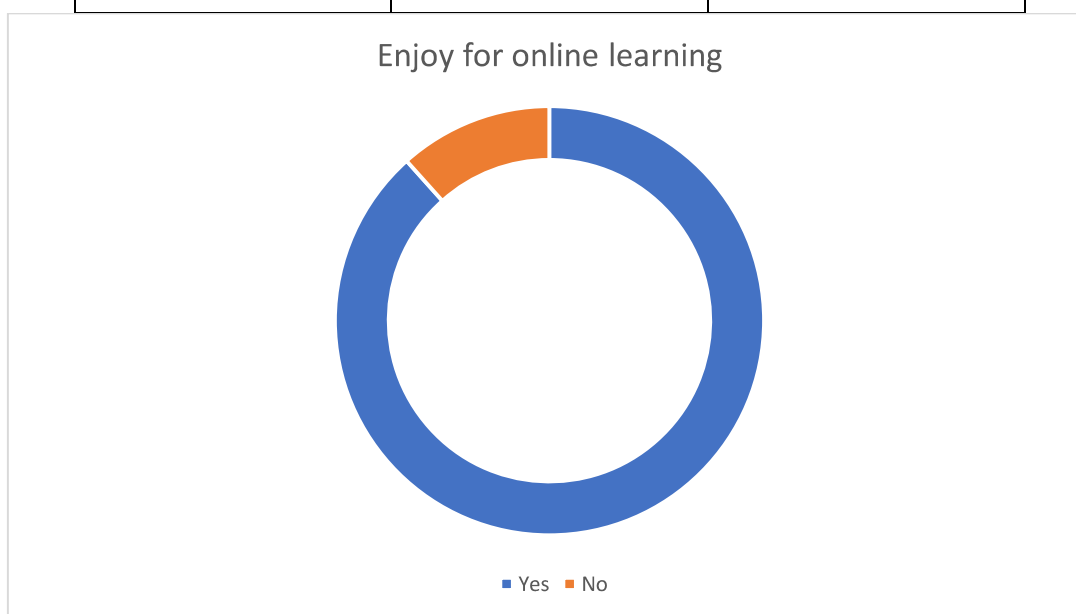| Particulars	Frequency	Percentages
Yes	**38**	**88.4%**
No	5	11.6%
Total	N=43	100%

Figure 2.12 Online learning experience

INTERPRETATION:

The above table it is show that 88.4% of the enjoy online learning of the respondents and 11.6% are not enjoying online learning.

CHAPTER-III

Results and Discussion

Majors Findings

The chapter finally highlighted the finding of the study from the data collected from 43 respondents:

i) Out of the 43 respondents, it was found that 51.2% are female while 48.8% of them are male. It was observed out of the respondents, 37.2% are commerce students, 34.9% arts student while the remaining 16.3% are of science students and proximity of others stream with 11.6%.

ii) From the respondents, we have found out that 37.2% of the respondents had good experience, 34.9% with very good experience, 11.6% of them are poor,9.3% of them excellent experience while the remaining 7% are fair.

iii) The following data shows the time span for online learning a day. 39.5% of the respondents have spent only 0-3 hours for online learning, 30.2% spend 3-5 hours in a day while 23.3% have spent 5-7 hours daily,7% of them spend 7-10 hours. Only 0% of them 10+ hours

iv) Out of the respondents,84% of the respondents are using their smartphone for online learning,9% of them laptop,5% of them were using tablet while the remaining 2% on desktop.

v) From the Data collected, we have found that 58.1% of the respondents preferred google meet ,16.3% of them using zoom,11.6% using YouTube and Moodle followed by 2% were using other platforms.

vi) It was found that 34.9% acquire subjective knowledge which is the highest,27.9% answers all of the above,20.9% Exposure to practical applications and the remaining 16.3% in clearing the basic understanding.

vii) From the data collection have found out that in term of preferring e-learning over traditional teaching. Majority of the respondents agrees. In term of quality e-learning two-third of the respondents were in likely of agreeing disagreeing. In term of workload is high, majority of the respondents agrees. In term of e-learning is stimulating 72.1% of the respondents were unsure. In term of impact of e-learning is comparatively less than that of traditional teaching 46.5% we unsure

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viii) It was found out that online examination 41.8% of the respondents agrees that online examinations is preferred and useful. In term of online reading and linked based material 51.2% of the respondents is unwilling of whether to agree it or disagree in tracking of grades on assignments most of the respondents is questionable. On the basis of turning is assignment 48.9% is questionable. In term of online discussion majority of the respondents.

ix) It was found out that knowledge enhancement 51.2% answer it neutral. In the skill improvement performed by e-learning. Majority of them answer and proved to be effective. In terms of social competence, majority of them proved it to be effective.

x) It was found out that 55.7% of the respondents agrees that online learning distracts students 72.1%of the respondents were unable to agree or disagree in the perception of online learning is beneficial performance of students. 51.2% of the respondents agrees that online learning is harmful for academic performed of the students. 58.2% of the respondents were unable to agree or disagree when it comes to online learning is good that online learning is effective for presenting work is class. 51.2% pf the respondents were willing to give answer that students and teachers interaction is weak through online learning.

xi) It was found out that 88.4% of the respondents enjoys e-learning while 11.6% of the respondents

CHAPTER-IV
Conclusion and Suggestion

Conclusion:

COVID-19 impacted the conventional learning method of academic institutions across the world. The administrations of schools, colleges and universities opted for online lectures/classes as an alternative way to resume education. Although online learning is proving helpful in safeguarding students' and faculty's health amid COVID-19 pandemic, however, it is not as effective as conventional learning

From my study it was found that e-learning is a very effective things in our modern day's world. They play a very vital role in many ways. It includes improvement of skills, improvement of knowledge and social improvement. In other ways It also improved the Quality of the study through materials, online assignments, discussions and examination.

In today's world, doing things online is going to keep growing and growing, Traditional teaching is the best but now we need a little knowledge from e-learning. Studying from e-learning is also a very effective option. It discovers the person's quality. It was also found that main problems they've faced were lack of network and lack of electricity.

It was suggested that after COVID-19 pandemic, the teachers and students/learners should be oriented on use of different online educational tools. After the COVID-19 pandemic when the normal classes resume, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning.

Suggestion:

1.Based on my research, I have found that Online Class and Literacy is good in many ways such as activities and assignments. So I suggest making Assignments and Activities in Online.

2.I suggest that getting more knowledge about Online and e-learning should be teaches in many colleges and institution because of the growing technology.

3.I suggest having better Network in different localities so as to make better quality and better standard of living.

4.Having online e-learning is good as it is time consuming's suggest to take better e-learning in different INSTITUTIONS.

5.I found out that many of the respondents take 0-3 hours for online classes per day. So making online class is preferrable in some ways.

6.Moodle is a keyway of easy maintaining of records and note for the Online or Offline classes. So I suggests making Moodle's in every institutions.

7.Most of the respondents enjoys e-learning. So, awareness of e-learning is to be conducted in every Colleges.

APPENDIX

Digital literacy: The impact of online learning amid Covid-19

1. Gender:
a) Male   ( )
b) Female   ( )

2. Age:
a) Below 18 years   ( )
b) 18-21 years   ( )
c) Above 21 year   ( )

3. Stream:
a) Arts   ( )
b) Commercec ( )
c) Sciences   ( )
d) Others   ( )

4. How do you feel overall about online learning?
a) Poor   ( )
b) Below Average ( )
c) Average   ( )
d) Good   ( )
e) Excellent   ( )

5. What device do use for online learning?
a) Laptop   ( )
b) Desktop   ( )
c) Smart Phone ( )
d) Tablet   ( )

6. What is the most preffered online learning platform?
a) Zoom   ( )
b) Google Meet ( )
c) Moodle   ( )
d) YouTube   ( )
e) Others   ( )

7. How much time did you spend each day through online learning?
a) 0-3 Hours ( )
b) 3-5 Hours ( )
c) 5-7 Hours ( )
d) 7+ Hours ( )

8. How much online learning (E-Learning) helps?
a) In clearing the basic understanding ( )
b) Acquire subjective knowledge   ( )
c) Exposure to practicals applications ( )
d) All of the above   ( )

9. What are the problems/challenges faced in online learning?

Items	Very poor	Poor	Neutral	Good	Very poor
Internet connection					
Power supply					
Technical issue					
Course structure and quality					
Time management					

10. Please read the given statements and tick the one number that tells how true the statements is for you. 1- Never, 2- Rarely, 3- Sometimes, 4- Often,
5- Always

Benefits/advantages on online learning

Items	Never	Rarely	Sometimes	Often	Always
Solve many of educational problems					
Saves time					
Easy access to learning					
Help to reinforce my knowledge					
Increase my understanding concepts					
Help me to organize my work					

11. From the following items, please convey your perceived usefulness of these components on a scale if 1-5, (where 5 indicated extremely useful and 1 indicated not useful)

Items	Extremely useful	Useful	Neutral	Somehow useful	Not useful
Online examinations					
Online reading and links based materials					
Tracking of grades on assignments					
Turning in assignments online					
Online discussions					

12. From the following items, please express your attitude towards E-Learning on a scale of 1-5 , (where 5- Strongly Agree and 1- Strongly Disagree)

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I prefer e-learning over traditional teaching					
I feel that quality of e-learning					
Workload is high					
E-learning is less stimulating					
Interacting impact of e-learning is comparatively less than that of traditional teaching					

13. Student preception towards online learning :

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Online learning distract me					
Online learning is beneficial performance of students					
Online learning is harmful to the academic performance of students					
Online learning is good for the academic performance of students because it offers flexibility					
Online learning ensures the effectiveness for presenting the work in class					
Students and teachers interaction is weak through online learning					

14. Using a Five Point scale, (where 1- extremely ineffective, 5- extremely effective), rate the effectiveness of E-learning in terms of:

Items	1	2	3	4	5
Knowledge enhancement					
Skills improvement					
Social competence					

15. Do you enjoy online learning?

a) Yes ( )

b) No ( )

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