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PROBLEMS FACED BY STUDENTS TOWARDS ONLINE CLASS

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> **"Tell me and I forget**
> **Teach me and I remember**
> **Involve me and I learn"**
>
> -   **Benjamin Franklin**

Abstract

Online education changes all components of teaching and learning in higher education. Many empirical studies have been conducted to examine issues in delivering online courses; however, few have synthesized prior studies and provided an overview on issues in online courses. A review of literature using Cooper's framework was conducted to identify such issues. Three major categories of findings were identified: issues related to online learners, instructors, and content development. Learners' issues included learners' expectations, readiness, identity, and participation in online courses. Instructors' issues included changing faculty roles, transitioning from face-to-face to online, time management, and teaching styles. Content issues included the role of instructors in content development, integration of multimedia in content, role of instructional strategies in content development, and considerations for content development. To address these challenges in online education, higher education institutions need to provide professional development for instructors, trainings for learners, and technical support for content development.

Introduction

Higher education is a very important tool to gain knowledge in India. It is growing in technology, management and reaching beyond geographical boundaries. The success of education always depends on how effectively it is implementing and adapting to modern technology. Human beings and all subjects related to mankind always grow with modern technology. Online classrooms are becoming unavoidable in this pandemic situation many universities and colleges are depending on virtual classrooms to connect to students and teaching. Current COVID-19 pandemic situation conduction of online classes at college and university level has been made mandatory by the educational boards.

The present education system is now witnessing a paradigm shift from classroom chalk and talk method to a new approach classroom called as 'virtual learning'. Covid-19 has brought out a drastic change in the educational system not only in India but rather the entire world. This transition has been a mixture of both positive and negative impact on teaching learning. Still the universities affiliated and autonomous colleges are struggling to adapt new methods of learning and finding new and easier ways to connect students and teachers.   Especially in the pandemic situation like Covid 19 the virtual classroom are most challenging for teachers as well as for the students in higher education system. The purpose of this paper is to identify and discuss the modified classrooms challenges faced by both teachers and students.

The basic problems identified and discussed in this paper is

- Shifting classroom method
- Lack of Technical Training for both teachers and students
- Dealing with Connectivity issues

What is virtual Class Room?

It can be defined as an online learning platform using a web or internet support classrooms. Even few learner friendly applications from Google play store like Math board, Khan Academy, Teacher assistant pro helps teaching learning process. Just like a real world classroom a student and teacher participate and logged into virtual teaching environment at the same time. Virtual classroom are reflection of real classrooms, via internet support just like a conventional classrooms, which creates a convenient platform for teaching learning. Virtual classroom employs manifold techniques to teach and in most effective ways.

Types of class activities through virtual classrooms

Virtual classrooms facilities students and faculty with the following activities

➢ Syllabus completion through online.
➢ Assignments, activities and Surveys.
➢ E-discussions and presentations.
➢ Group and individual learning activities.
➢ Test, quiz and internal assessments.

Major features of virtual classrooms

➢ Live audio video enabling
➢ Auto attendance marking
➢ Virtual classroom
➢ Screen and PPT sharing
➢ Recording sessions
➢ Flexible problems
➢ Economic friendly

REVIEW OF LITERATURE:

Jena Pravat Kumar (2020) opiniated that though COVID 19 has created many challenges, various opportunities are also evolved. The Indian Government and different stakeholders of education have explored the possibility of open and distance learning (ODL) by adopting different digital technologies to cope up with the present crisis ofCOVID-19. There are some positive impacts of COVID 19 on education be like, The system had moved towards blended learning. Use of Learning Management systems by educational Institutions. Enhanced digital literacy and also rise in use of various online platforms. Increased responsibilities of parents to educate their wards.

Adnan Muhammad and Anwar Kainat (2020) Conducted online survey about the attitudes of Pakistani Higher education students regarding online teaching. 38 item questionnaire was used to assess the effectiveness of online learning. Survey was done on 126 UG and PG students between 16-24 years of age range which generated following results. 73% have proper access to the internet. 9.5% reported no proper access, while 17.5% (n = 22) reported that they have limited access tothe internet through a mobile phone or handheld device.51.6% students reported that signalsavailability/strength are the major problems behindlimited internet access, 11.1% consider internet services too expensive for regular online connectivity, 34.9%reported other reasons for limited internet access.Only 10.3% of students feel that online learning is more motivatingthan conventional learning, while the majority of the students (71.4%) feel voted against the notion that onlinelearning is more motivating than conventional learning.

Gurukkal Rajan (2020) opinioned that COVID induced virtual mode will bring about a series of transformation in the concept of higher education institutions their clientele and practices. The concept of competence, outcome, teaching, learning, evaluation, quality, access, equity and excellence will be different. Higher education will become more and more personal and self-directed rather than general and institutionally administered through fixed requirements and procedure. Online mode is going to stay as a new normal and as the most important complementary to the

present mode; incorporation of the online tools will not be optional anymore. Webinars and teleconferencing will become a regular practice. We have to design training programs suitable foe mobilizing the resources of teachers by providing them a wide range of holistic solutions to the challenge of online teaching, which can make them professionals essential for higher education sector

Dhawan shivangi (2020) had made SWOC analysis of online learning during crisis. SWOC= Strengths, Weakness, Opportunities, Challenges. Strengths are as follows, Time flexibility, Location Flexibility, Catering wide audience, Wide availability of course and content, Immediate feedback. Weakness is as follows, Technical difficulties, learner capabilities and conference level, Time management. Distraction, Frustration, anxiety and confusion. Opportunities are as follows, Scope for innovation and digital development, designing flexible programs, strengthen skills. Challenges are as follows, unusual distribution of ICT infrastructure, Quality of education, Digital literacy, Technology cost.

Mishra Lokanath, Gupta Tushar, Shree Abha (2020) had conducted a survey using both quantitative and qualitative methodologies to study the perceptions of state holders on the online teaching learning process in HEIs during lockdown period. The sample of study was taken for the faculty and students of Mizoram University results are as follows, University needs more technical preparedness itself with necessary online education resources and training programs for teachers and its challenging to manage it on a long-term basis. University ICT center has conducted several online sessions for familiarization with online tools, techniques, processes and platforms with Q&A sessions. FDPs and technology-based teaching programs conducted by different university in collaboration with UGC during the lockdown.

OBJECTIVES:

1. To study the perceptions of students on the effectiveness of online learning during pandemic COVID-19
2. To observe and identify various challenges faced by students and teachers in adapting online learning methods.
3. To provide suggestions for improving the online learning methods.

METHODOLOGY:

This current study provides an investigation of the question of how students experience online learning and what are the problems faced by the students. It can help to manage and make sense of the growing sea of research reports. The major research questions were: How do students describe their online learning experiences? This question allowed for a broad initial search for studies. The study begins with online databases like Educational Resources Information Center), Academic Search Elite, and Google Scholar, and specifically searched for the terms "online learning" and "online courses." We appraised the quality of articles through application of a question set to examine congruence of research question to design; methods of data collection, handling, and analysis in the original studies; as well as an indication of researcher. A predesigned questionnaire was used to collect the data by the researcher through a Online survey using Google forms. The collected data was analyzed using simple percentages. For easy understanding of results pie diagrams are used. Primary data is collected from 106 students of various colleges affiliated to Bangalore University using google forms.

LIMITATIONS OF STUDY:

Due to lack of time and financial resources the researcher was able to collect data from only 106 students studying in colleges affiliated to Bangalore University. In the secondary data, the limitation of secondary data applies to the present data also.

RESULTS AND DISCUSSIONS:

➢ Sample of 106 students was collected from 6 affiliated colleges of Bangalore university

➢ Majority of students are from final years 40.6%, 26.4% of students are from 2nd year where as 33% are 1st year students

➢ 77.4% of student's parent/guardians are literate where as 22.6% students' parents are not literate.

➢ Majority of students (94.3%) have basic computer knowledge about online classes, where as 6% are lacking basic knowledge.

➢ 36.8% of students are using Learning management systems provided by college for online classes where as 32.1% are comfortable using zoom platform, 27.4% are preferring Google meet platform for online classes.

➢ Most of the students (95.3%) use mobile phone to attend online classes. Only 5% of students use laptop for online classes.

➢ 84.9% of students feel that their teachers are familiar with the online platforms of teaching.

➢ 60.4% of students are not interested in attending online classes. Whereas 39.6% of students are having no issues with online classes

➢ As the reasons for not interested in online classes, 66% mentioned lack of personal interaction, 19.8% opinioned that it was difficult to adapt to unfamiliar technology, 17.9% mentioned other reasons.

➢ 76.4% of students have difficulties in attending online classes. When asked the reasons, Majority (78.3%) are facing difficulties due to technical and network issues. Distractions and time management issues are creating difficulties to 12.3% of students, the remaining 7.5% of students are facing difficulties in attending classes as the internet services are expensive where as 2% are having adaptability issues acting as difficulties to attend online classes.

➢ Majority of the students (72.6%) opinioned that offline platform is more beneficial for them whereas only 12.3% think online classes are more beneficial. 9% are in opinion that both are equally beneficial to them. 7% cannot tell which platform is more beneficial.

➢ On questioning whether they could effectively complete the entire course in online platform, majority of students (61%) are not in a belief that they can complete the entire course through online platform only. whereas 39% responded that they can effectively complete the course through online platforms.

Conclusion

Online learning is a type of education system which allows students to learn about any particular course or subject from practically anyplace by just having access to a good internet connection and digital technology. There are many challenges which students face when it comes to online learning. And some of those challenges are the lack of a proper instructor, the temptation for procrastinating, easily being distracted, and other challenges. These are some of the biggest challenges which are faced by students when completing higher education through online learning. Apart from these challenges, there are also other challenges which students would have to face. And some of those challenges are the lack of a proper instructor, finding difficulty in setting a personal path to learning, dealing with extra responsibilities than usual for a student, and many other challenges. Online learning is a growing and exciting new way to learn about almost anything. If there is a course you have always wanted to take or a skill you have always wanted to learn, but you have not had the time to attend a traditional face-to-face class or there hasn't been an opportunity near you, then online learning might be your answer.

Today's online learning opportunities offer everything from one-hour live workshops to online degrees. There is virtually something for everyone; all you have to do is find it. However, learning online is different from learning in a face-to-face setting, and it is important to think about your goals, your needs and your interests before committing yourself to something. You also need to think about the time you have available, your comfort level with using technology and the equipment

that is at your disposal. As we all become more familiar with computers and computer access becomes increasingly common, online learning will continue to open doors and offer learning opportunities for those who are interested.

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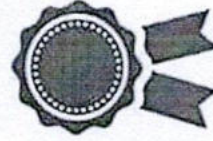*Authored By*

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