

**A SOCIOLOGICAL STUDY ON THE IMPACT OF
ONLINE CLASSES ON SCHOOL STUDENTS IN
KOCHI CITY**



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**A SOCIOLOGICAL STUDY ON THE IMPACT OF ONLINE CLASSES ON SCHOOL
STUDENTS IN KOCHI CITY**

Thesis submitted to St. Teresa's College (Autonomous), Ernakulam in *fulfillment of the
requirements for the award of the degree of Master of Arts in Sociology*

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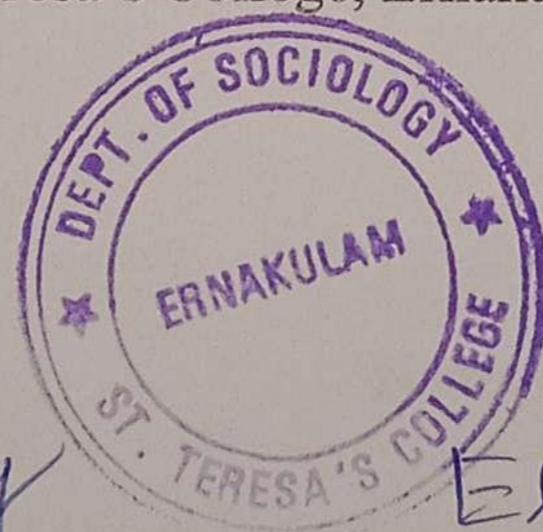
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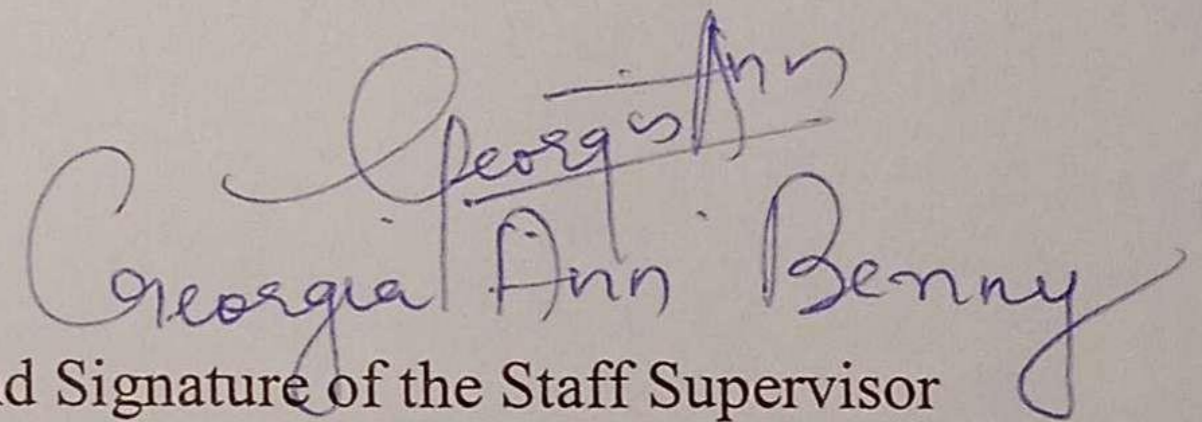
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CERTIFICATE

I certify that the thesis entitled "A SOCIOLOGICAL STUDY ON THE IMPACT OF ONLINE CLASSES, ON SCHOOL STUDENTS IN KOCHI CITY" is a record of bonafide research work carried out by AISWARYA SOMAN, under my guidance and supervision. The thesis is worth submitting in fulfillment of the requirements for the award of the degree of Master of Arts in Sociology



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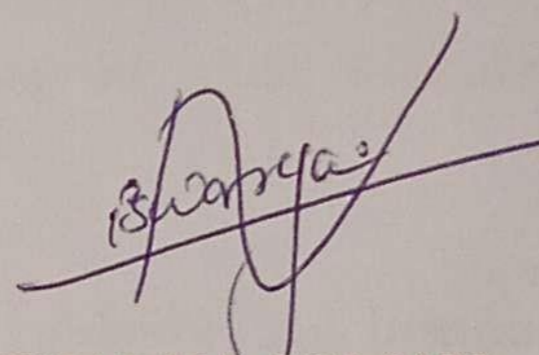
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DECLARATION

I, **Aiswarya Soman** hereby declare that the thesis entitled “**A SOCIOLOGICAL STUDY ON THE IMPACT ON ONLINE CLASSES ON SCHOOL STUDENTS IN KOCHI CITY**” is a bonafide record of independent research work carried out by me under the supervision and guidance of **Smt. Georgia Ann Benny** I further declare that this thesis has not been previously submitted for the award of any degree, diploma, associateship or other similar title.

ERNAKULAM

MARCH 2022



AISWARYA SOMAN

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CHAPTER- I
INTRODUCTION

INTRODUCTION

An online classroom is an environment created through use of a learning management system that allows students and teacher to connect either synchronously real-time, with teacher and students meeting at the same time or asynchronously with interaction between teacher and students occurring intermittently with a time.

A student is a person who goes to school and is learning something. Students can be children, teenagers, or adults who are going to school, but it may also be other people who are learning

Amid rising COVID-19 cases, the Kerala government on Friday decided to make the classes online for students of standard 1 to 9 from January 21. The decision was taken at a COVID-19 evaluation meeting chaired by Chief Minister Pinarayi Vijayan

The name of online class in Kerala - The Kerala Infrastructure and Technology for Education (KITE) has rolled out the G-Suite for Education platform that will be used in the first phase of online learning in school

Online Classes are a combination of video recordings and live lectures with course reading and tests. They are generally conducted using a virtual portal through which students gather reading materials, interact with teachers and classmates, view grades, and monitor progress.

The COVID-19 has meant schools across the globe have closed and students, attending classes.

There's a good side to online classes and a bad side too. Schools that are able to provide engaging online classes along with co-scholastic activities and regular peer-to-peer interaction have seen better mental health among students. For others, it has become monotonous, which has led to a rise in anxiety and hyperactivity among children. In this regard, Education World spoke with a few child experts to know why they think this is happening and how it can be addressed.

For classes 1 to 5, schools can conduct two sessions-- 1.5 hours per day, for not more than 5 days in a week. For class 6 to class 8, screen time has been limited to 2 hours and for class 9 to class 12, classes will be limited to a maximum of 3 hours per day.

With educational institutes closed due to the COVID-19 pandemic, the government has been encouraging online education to achieve academic continuity. Most high-end private and public institutions have made the switch smoothly using online platforms such as Zoom, Google classrooms, Microsoft teams etc, while many still find it a herculean task. The challenges of online education are multifaceted. It is time that we Indians, as a society, understand the realms of online education.

The Kerala government has allowed the reopening of schools and colleges across the state from February 7, 2020. As per the guidelines released by Chief Minister Pinarayi Vijayan office, classes have been allowed to reopen in a phased manner following a decline in the number of Covid-19 cases, An online classroom is an environment created through use of a learning management system that allows students and teacher to connect either synchronously (real-time, with teacher and students meeting at the same time or asynchronously with interaction between teacher and students occurring intermittently with a time.

Students need to visit the official website of Victors — victors.kite.kerala.gov.in — to attend the live class. The classes will also be made available on Victors YouTube channel after the transmission.

Typical online course lengths can range anywhere from 30 minutes to 4 hours, depending on the type of course and complexity of the information you're teaching. For example, if someone wants to learn about Photoshop so they can create a simple graphic to share on social media, they might take a one-hour course.

Instead of distinct class sessions, then homework and preparation, your online courses will usually be divided into week-long modules where you will have: a major topic or task. Supporting materials (videos, reading, or other media) ongoing discussion and collaboration with your professor and classmates.

E-Learning allows the students to interact with their teacher only through the internet. Online, on the other hand, allows the students to use a virtual conferencing software like Cloud Meeting etc. to interact with their teacher face-to-face along with learning online through the internet.

Advantages of Online Courses

Online courses are convenient.

Online courses offer flexibility.

Online courses bring education right to your home.

Online courses offer more individual attention.

Online courses help you meet interesting people.

Online courses give you real world skills

Online education allows for learning something beyond the norm. A learner has access to unlimited topics and global experts in niche subjects – something otherwise not affordable or imaginable for many. Online programs allow people of a wide age group to learn at their own pace, without inhibitions, and without compromising on their other responsibilities.

With the emergence and spread of COVID-19 in India, online education has trickled down to the most basic level — schools and colleges! The experience with online teaching, a student from a college “The online option is a need in this pandemic situation. It has brought education to us without us going anywhere, and it is more flexible”. Probably, students are finding it a welcome change from strict schedules and long-distance commutes to attend classes. For some others, who find learning in large classes intimidating, this may be a less stressful option. Many teachers are making the best of the situation by exploring new methods of teaching and assessment.

This is encouraging. But the moment online education moves from an optional to the only form of learning, and that too long term, the bad and the ugly slowly become evident. India is beginning to get a taste of this now.

Using the internet for entertainment is common, but for online lessons is a big challenge. Teachers may not be well-versed with creating digital content, and conveying it effectively online. A sudden expectation from them to upgrade, and from students to adapt, is unfair.

Body language and eye contact, which are important cues for the teacher, are difficult to perceive in an online class.

Even college students seem to value the in-class physical learning experience much more than a virtual one. Many acknowledge that phones can be very distracting. In addition, science and technology programs often include hands-on laboratory sessions, dissertation projects and field trips to complement theoretical studies. This aspect of learning is severely limited in online education.

Education is not just about subject knowledge but also about developing social skills and sportsmanship among the students, which is built over years. Relying solely on online education may hinder the holistic development of children, and many may underperform later in their professional and personal lives.

The COVID-19 pandemic has changed education forever. This is how

The COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the classroom.

As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms.

Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay.

Even before COVID-19, there was already high growth and adoption in education technology, with global tech investments reaching US\$18.66 billion in 2019 and the overall market for online education projected to reach \$350 Billion by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID19.

Is learning online as effective?

For those who do have access to the right technology, there is evidence that learning online can be more effective in a number of ways. Some research shows that on average, students retain 25-60% more material when learning online compared to only 8-10% in a classroom. This is mostly due to the students being able to learn faster online; e-learning requires 40-60% less time to learn than in a traditional classroom setting because students can learn at their own pace, going back and re-reading, skipping, or accelerating through concepts as they choose.

Nevertheless, the effectiveness of online learning varies amongst age groups. The general consensus on children, especially younger ones, is that a structured environment is required, because kids are more easily distracted. To get the full benefit of online learning, there needs to be a concerted effort to provide this structure and go beyond replicating a physical class/lecture through video capabilities, instead, using a range of collaboration tools and engagement methods that promote “inclusion, personalization and intelligence”, according to Dowson Tong, Senior Executive Vice President of Tencent and President of its Cloud and Smart Industries Group.

Impact of online learning on school education

Online education has gained immense popularity among working professionals and students

Pursuing higher education. These categories of online learners find immense benefit in the autonomy and flexibility that these courses offer. Online courses can be planned around their schedule which may include full-time employment, internships and caring for family. Online learning can also help them take out some quiet time to study.

Distance learning has been around for a long time, even before technology made it extremely accessible. Traditional schooling is now seeing an increased proliferation of virtual training materials and online courses. Even in a world of tried and tested schooling systems and curricula, the most successful schools are the ones who adapt to the changing times, as well as to the expectations of students, parents and the society. If online education is here to stay, then what are its implications for traditional learning? Instead of focusing on pros and cons, the conversation we should be having today is about leveraging online education to make our education systems more conducive to learning.

Online courses call for a greater amount motivation and self-discipline than a classroom-based course. A classroom has one or more instructors and peers, who can hold a student accountable for their course-work. In contrast, online courses involve setting our own goals, tracking progress and meeting deadlines. One does not learn effectively in isolation so online courses do offer discussion forums, email and one-on-one support. Technology also adds on to the visual experience by incorporating animations that can be used interactively for effective learning and communication.

The classroom advantage

A school provides structure, support, and a system of rewards and penalties to groom its students. Traditional classroom education offers the benefit of face-to-face interactions with peers which are typically moderated by a teacher. It provides children, especially those in their early developmental years, with a stable environment for social interactions, helping them develop skills like boundary setting, empathy and cooperation. It also allows plenty of room for spontaneity, unlike a virtual learning setup.

Online education in the context of schooling

As students' progress to higher classes in school, they seek more autonomy and intellectual freedom. Online learning can help them pursue highly individualized learning programmes, possibly even college level courses. These, combined with hands-on exercises, real world exploration, and thorough assessments, can be highly beneficial to their learning progress. They can explore their options by trying.

Out introductory topics from different fields, before committing to a specialization. Online learning platforms can help these students become more independent learners, before they make their way into college. I believe that we must not hold back students from pursuing an online course but instead provide them guidance as they navigate through it.

Mobile apps that provide enhanced learning opportunities for school children have become quite popular as of late. Since mobile phones have already found their way into their hands, these apps are being used to supplement classroom learning. Teachers and parents need to act as anchors and mentors, curating the kind of educational content students are exposed to, during this tricky phase of exploring the right career to pursue.

They even offer a combination of the traditional system with online education. There are programmes that provide support to families that wish to home-school their children in the form of online course material. These programmes bring parents and teachers into the fold, by involving them in their child's education from the get go. However, their effectiveness in the long term needs to be studied.

Online learning programmes will also open up opportunities for children from the weaker socio-economic communities who have limited access to learning resources i.e. teachers, text books and infrastructure. It will connect them to a global network of online learners, exposing them to new perspectives. The ideas that they receive will not be limited by the number of heads in one classroom.

Online education for educators

Online education can also be designed to accommodate a variety of learning styles among students. As educators, it is likely that we will have to put in additional efforts to incorporate online learning programs into the curriculum.

Online training programs are helping teachers advance their skills in curriculum implementation, policy, education systems and leadership, both independently and with the support of their institutions. It lets them collaborate with their peers and learn new instructional skills that are relevant to their career. These programs can help them develop new skills and capabilities in their students with the help of technology and interdisciplinary approaches. As the overlap of the traditional and online modes of education is becoming more and more inevitable, we owe it to our students to make their education relevant to their future through ingenuity, passion and careful planning.

Strengthening online learning when schools are closed: The role of families and teachers in supporting students during the COVID-19 crisis

The COVID-19 crisis has forced education systems worldwide to find alternatives to face-to-face instruction. As a result, online teaching and learning have been used by teachers and students on an unprecedented scale. Since lockdowns – either massive or localized - may be needed again in the future to respond to new waves of the infection until a vaccine becomes available, it is of utmost importance for governments to identify which policies can maximize the effectiveness of online learning. This policy brief examines the role of students' attitudes towards learning in maximizing the potential of online schooling when regular face-to-face instruction cannot take place. Since parents and teachers play a fundamental role in supporting students to develop these crucial attitudes, particularly in the current situation, targeted policy interventions should be designed with the aim of reducing the burden on parents and help teachers and schools make the most of digital learning.

A good online course is engaging and challenging. It invites students to participate, motivates them to contribute and captures their interest and attention. It capitalizes on the joy of learning and challenges students to enhance their skills, abilities and knowledge.

A good online course is effective yes, and in many ways online learning is more effective than face to face learning. As research shows 80% of organizations believe their use of digital learning will remain the same, increase or decrease only slightly as restrictions on live training ease

According to recent research, more than 75 percent of academic leaders feel that online education is equal or superior to on-campus learning. Online classes also give students more autonomy over their learning, and allow them to work at an individualized pace.

One of the greatest advantages of online classes is their accessibility from anywhere around the world. Students can simply log in from anywhere and gain access to learning material from the convenience of their home. However, offline classes require students to travel to the location of their educational institution.

The students also shares some challenges that they faced during their online classes. These include anxiety, depression, poor Internet service, and unfavorable home learning environment, which were aggravated when students are marginalized and from remote areas.

Online classes are usually for independent students. You do not have any classmates. It's just you and the teacher. While in traditional classes you will have classmates and peers, you will also have different teachers, and you will be spending the whole day in school depending on your age.

Better online class or face to face

In many ways online learning is more effective than face to face learning. As research shows 80% of organizations believe their use of digital learning will remain the same, increase or decrease only slightly as restrictions on live training ease.

An online class is a course conducted over the Internet. They are generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor.

According to recent research, more than 75 percent of academic leaders feel that online education is equal or superior to on-campus learning. Online classes also give students more autonomy over their learning, and allow them to work at an individualized pace.

Online Learning encompasses a range of technologies such as the worldwide. Web, email, chat, new groups and texts, audio and video conferencing delivered. Over computer networks to impart education. It helps the learner to learn at their. Own pace, according to their own convenience. One of the greatest advantages of online classes is their accessibility from anywhere around the world. Students can simply log in from anywhere and gain access to learning material from the convenience of their home. However, offline classes require students to travel to the location of their educational institution.

Some of the biggest challenges in online learning and how to solve them.

Socio Economic Disparities.

Technical Difficulties.

Passiveness among Students.

Lack of Control and Discipline.

Isolation.

Lack of Motivation.

Data Security.

You can access more information and richer understanding through teacher and other students' body language and voice. You have the opportunity to connect with, problem-solve, and network with other students from a wide range of backgrounds.

Traditional bricks-and-mortar schools, online school offers parents the ability to control their child's Learning environment. In addition, learning at home may offer fewer distractions than a traditional classroom setting, allowing students to focus more easily and get the most out of their time.

Regular attendance in classes helps them interact with other individuals of their own age, be better disciplined, follow a regular schedule, and improve their physical fitness and mental alertness. Classroom learning helps students and teachers know each other in a better manner.

the duty of the government to provide free and compulsory elementary education to all children till the age of 14. But the government had not taken any steps to provide necessary infrastructure facilities to the students to attend online classes. Majority of the students were studying either in government or aided schools and most of these students were rural or urban poor. The parents of these children could not afford to buy costly devices such as television, internet, smartphone, and computer to enable their children to attend online classes.

The government had come out with a policy to purchase laptops with the cooperation of Kerala State Financial Enterprises by providing loans. Of the 60,000 laptops initially ordered through Kudumbasree units, only 5,000 laptops were made available and there was no answer to the needs of the remaining students, who were in need of a computer to follow online classes

Digital tools are increasingly being applied to support the response to the ongoing COVID-19 pandemic in India and elsewhere globally. This article draws from global frameworks to explore the use of digital tools in the state of Kerala across the domains of communication, surveillance, clinical management, non-clinical support, and core health system readiness and response. Kerala is considered India's first digital state, with the highest percentage of households with computers (24%) and the internet (51%) in India, 95% mobile phone penetration, 62% smartphone penetration and 75% digital literacy.

Kerala has long been a model for the early adoption of digital technology for education and health. As part of the pandemic response, technology has been used across private and public sectors, including law enforcement, health, information technology and education. Efforts have sought to ensure timely access to health information, facilitate access to entitlements,

The COVID-19 pandemic's unprecedented global spread and impact has accelerated interest in digital innovation. Kerala's experience showcases the diverse and innovative ways that digital tools can build on a strong underlying health system to support pandemic response across the domains of communication, surveillance, clinical management, non-clinical support and core health system readiness. Digital tools in Kerala were able to proliferate rapidly and help meet diverse citizen needs due to high levels of collaboration and intersectional response that brought together different levels of government and multiple state departments, engaged the private sector, and harnessed the energy of civil society organization's and community volunteers. Digital technology has great potential to strengthen public health measures during pandemics, including to rapidly link citizens to food and mental health support. Adequate oversight and community participation remains essential to safeguard citizen privacy and ensure equity.

Two weeks into the lockdown, 75% of students reported that their life had become more difficult and 50% felt that learning outcomes would be harder to achieve due to the sudden shift to online education. Twelve weeks into the lockdown, the corresponding numbers were 57% and 71%, respectively. The most pressing concerns among students were a lack of social interaction, housing situations that were unfit for home office purposes, including insufficient data bandwidth, and an overall sense of reduced motivation and effort. The students collaborated well in digital groups but wanted smaller groups with students they knew rather than being randomly assigned to groups.

Most students agreed that pre-recorded and streamed lectures, frequent virtual meetings and student response systems could improve learning outcomes in future digital courses. The

preference for written home exams over online versions of previous on-campus exams was likely influenced by student's familiarity with the former. The dropout rate remained unchanged compared to previous years.

The sudden shift to digital teaching was challenging for students, but it appears that they adapted quickly to the new situation. Although the concerns described by students in this study may only be representative for the period right after campus lockdown, the study provide the student perspective on a unique period of time in higher education.

"Students have already lost the majority of two years of their schooling due to the pandemic. Due to the time lost this year, the schools are completing only 60 per cent of the syllabus for this academic year. If the medium shifts back to online, then even that number would be set to go down. This would mean that those preparing for higher studies and competitive exams would suffer a lot. The parents I know are also interested in classes continuing in offline mode,

"Compared to online classes, physical sessions are far more beneficial for children. I have personally seen the kind of frustration and lack of concentration that comes along with offline classes. If the cases rise beyond any control, then maybe we could start online classes once again. But until that time.

As the third wave of the pandemic sweeps through the state, private educational institutions are reverting to online classes. This is when the state government itself has deferred the closure of schools and going back to the online mode to January 21.

It would have been understandable had the government decided to promptly shut the schools and switch to online mode due to the rapid rise in Covid cases. "As of now, many schools and colleges are closing on their own due to the development of Covid clusters in their institutions,"

The infection is not spreading among primary and upper primary students. This is because these kids are not coming into contact with the general public. They are being picked up and dropped

off either by their parents or the school buses. However, in the case of high school and higher secondary sections, the students come in contact with the general public every day, online learning comes in many forms and has been developing with the introduction of new technologies. Most of the universities, high schools and other institutions in the world have all instituted this form of learning and the student population in the online class is increasing fast. There has been a lot of research on the impacts of online education as compared to the ordinary classroom education. There are considerable differences between the online learning environment and classroom environment. In the online environment, teachers and pupils don't meet physically as opposed to the classroom environment where teachers and pupils interact physically. In this study, the impact of the online learning on the students, teachers and institutions involved was examined. Online learning or E learning is a term used to describe various learning environments that are conducted and supported by the use of computers and the internet

Unity Studies is a global sero-epidemiological standardization initiative, which aims at increasing the evidence-based knowledge for action. WHO, in collaboration with technical partners, has developed several standardized unity studies generic epidemiological investigation protocols branded as UNITY studies. These studies aim to support national public health and social measures, promote the international comparability of research and address gaps in current knowledge regarding the COVID-19 pandemic. The emergence of a new virus means that our understanding of the transmission patterns, immunity, severity, clinical features, and risk factors for infection is still limited. The WHO UNITY Studies can be adapted to local settings and implemented rapidly to collect robust data on key epidemiological parameters to understand, respond and control the COVID-19 pandemic. The UNITY Studies promote standardized epidemiological, molecular and serological methods to facilitate international comparisons so that both countries and the global community can collectively address knowledge gaps and inform an evidence-based COVID-19 response.

UNITY Studies enable countries, regardless of their resource setting, to conduct local investigations and are thus an invaluable tool for research equity. The widespread interest in the

UNITY Studies underlines their value. More than 100 countries have signaled their intention to implement one or more UNITY protocols and studies are underway in over half.

While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the pandemic.

In Denmark, children up to the age of 11 are returning to nurseries and schools after initially closing on 12 March, but in South Korea students are responding to roll calls from their teachers online. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market.

Even before COVID-19, there was already high growth and adoption in education technology, with global tech investments reaching US\$18.66 billion in 2019 and the overall market for online education projected to reach \$350 Billion by 2025. Whether it is language apps, virtual tutoring, video conferencing tools, or online learning software, there has been a significant surge in usage since COVID19

CHAPTER - II
REVIEW OF LITERATURE

Berge (1998) studied the difference between distance education and distance learning. Distance education was seen as the formal process of distance learning, with information being broad in scope, for example, college courses. While, distance learning was seen as the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance.

Hall & Snider (2000) studied and, characterized distance learning with three criteria; they are: a geographical distance separates communication between the trainer and the participant; the communication is two way and interactive, and some form of technology is used to facilitate the learning process.

Willis (1994) studied the distance learning identified the acquisition of knowledge and skills as another criterion and supported the former three criteria by saying that distance learning occurred through mediated information and instruction, and encompassed all technologies and other forms of learning at a distance.

Porter (1997) studied that distance learning was education or training offered to learners who are in a different location than the source or provider of instruction. Porter went on to say that the technologies used in distance learning, the structure of a course or program, and the degree of supervision for a distance learning course can be varied to meet a particular's group's needs or interests.

Urban & Weggen (2000) studied that e-learning as a subset of distance learning, online learning a subset of e-learning and computer-based learning as a subset of online learning. Given the review of definitions on all these terms 'subset' does not appear to be the most likely word to describe the relationship among these words and their forms. The definitions show a great depth

of interdependence among themselves. While one person may narrowly define a term, another person could give it the all-encompassing power. This communicates that e-learning, if given the all-encompassing form, can be the larger circle of which all other terms would be overlapping at different times and extents given their user's intention. Another rationale for this choice is that "just-in-time" learning is a major advantage of e-learning but not of distance learning. Distance learning purports planned courses, or planned experiences.

McCrea, Gay & Bacon (2000) studied that related to today, corporate learning and the corporate learning organization have ascended to a position of strategic prominence in the context of managing and growing the enterprise.

Urban & Weggen (2000) studied the knowledge-based economy, the paradigm shift in the way education is viewed and delivered, and huge knowledge gaps as significant trends that have given rise to e-learning. In addition they mention that the second largest sector of the U.S economy is the \$772 billion education industry. The increase in complexity and velocity of the work environment brought about by technological changes are also major issues that have fueled the demand for e-learning.

McCrea, Gay & Bacon (2000) studied and presented the shift from the industrial to the knowledge era, rapid technological change, the ever shortening product developmental cycles, lack of skilled personnel, enterprise resource planning, and migration towards a value chain integration and the extended enterprise as being prominent contributors to the e-learning value chain.

McCrea, Gay and Bacon (2000) studied and recognized the robust economy and the increasingly competitive global business environment as central to the e-learning movement.

Ticoll, Lowy & Kalakos (1998) studied and related that the competitive environment requires companies to work together to create online networks of customers, suppliers, and value-added processes – that is, an e-business community (EBC).

A study by Cohen (1997), though, does not indicate a learning style change after one year. He investigated whether learning styles will change after a year of schooling in a learning environment where computers are used as cognitive tools and are dedicated to a constructivist approach to learning. Although the results failed to show a change after 16 one year, they suggested that learning style is clearly affected by factors within this technology- rich environment. It must be mentioned though that in this study, Cohen applied Dunn and Dunn's Learning Style Inventory instead of Kolb's LSI

Eatmon (1995) studied that and pointed out that self-directed learning is a desirable trait and function of not only learners but also of instructional facilitators and the sponsoring institution. Indeed, this is important if e-learning is to encompass formal, informal, planned and unplanned learning. For an organization to be conducive to the sharing of tacit knowledge, for example, self-directed learning is crucial. Self-directed learning is the impetus of organizational learning at all levels.

Khan (1997) highlighted that if learners are to employ these skills, the learning environment must be supportive and rewarding of these behaviors. Learners should be given full access to a wide range of information (i.e. objectives, learning strategies), and communication options, both synchronous and asynchronous that can be used in large group, small group, and one-on-one settings. In addition, learners should be given feedback and the opportunity to provide feedback on the learning process and content. This gives learners buy-in power and improves the learning architecture.

Thomas (2000) studied and related that potentially inadequate levels of human interaction should be considered as a critical factor in the success of technology-based learning. Development of

strategies for reducing the psychological distance and increasing interaction between participants in e-learning courses is very important. The need for communication and interaction can be analyzed from two primary perspectives, learner-to-learner and learner-to-instructor.

Thompson (2000) studied and also discussed the importance of social presence in distance education. Social presence is defined as “the degree to which an individual is perceived or experienced as a “real” person.” Thompson goes on to suggest that the instructor ability to create a high level of social presence contributes significantly to instructional effectiveness and learner satisfaction. Additionally, social presence can impact motivation and learning.

Urban and Weggen (2000) studied and indicated that e-learning solutions can provide more collaboration and interaction with peers and experts as compared to traditional instruction. They suggested that interaction is facilitated by the fact that the instructor does not monopolize student attention in an online learning environment.

They shared that “electronic learning solutions can offer more collaboration and interaction with experts and peers as well as higher success rates than the live alternative”. They identified case studies, role-playing, simulations, streamed video, project teams, chat rooms, bulletin boards, online references, personalized coaching, and email as some techniques that could help create an interactive online environment. The authors also argued that distance learning can be more stimulating and encourage more critical reasoning than traditional classroom instruction because when using the above mentioned activities it can allow for group problem solving

According to Neal & Ingram (1999) studied that distance learners do not receive the day-to-day feedback available in traditional classroom settings. Instructor-student feedback is important as it helps the instructor to gauge the level of student satisfaction regarding a topic or an entire course. Because of the loss of traditional classroom feedback in e-learning environments, other methods to assess learner satisfaction need to be administered.

Sherry, Fluor, and Zhang (1998) conducted studies on two different measures of distance learners' satisfaction with instruction. The studies were held at a major University known for its early consistent involvement in distance education. The courses were delivered via live two-way audio and video technology. The first study analyzed the accuracy of a short, written survey designed to obtain learner perceptions for opportunity to interact in the distance education course. The survey included questions regarding interaction between the instructor and learner-to-learner interaction. Results revealed that instructor-to-class interaction is positively and moderately correlated with perception of learner-to-learner interaction.

According to Thomas (2000), studied and success in technology-based learning programs is based on an orientation to the learner not the instructor. A strong focus on the learner and the learning environment is a shift from traditional instructional design and development techniques. Norton and Walberg (1998) believed that learner-based tools should be selected based on the way that they help students learn. The most important thing is how well the tool supports the learning process.

Smith (1998) studied and described several important characteristics of distance learning program in a university setting. First, he identified that the interconnection between satellite sites by two way audio/video systems does not provide the same type of interaction available to students in a regular face-to-face

Classroom environment. The experience of being at an off-site location, due to technological limitations, contributes to the perception of the distance learning experience. Second, the site location where learners are located contributes to learner perception and understanding of the

distance learning situation. This involves the level of constructed reality in distance learning situations.

Pall off and Pratt (1999) studied and suggested several ways to measure student achievement. First, they asked learners to submit a self-evaluation as part of the completion of the course. This type of self-evaluation should asks learners if they feel that they have met their own learning goals for the course and how they feel they have performed. Second, in a large course that has been divided into groups or teams, the group may be asked to appoint a leader who can assign grades based on member contribution to team projects

Hall (2000) studied and contended that evaluation and record keeping are important for ongoing assessment. He pointed out that in a quality course, mastery of each course section is required prior to moving onto the next section. He also stated that quizzes and final exams are used to assess learner achievement in quality programs. Finally, automatic recording of learner data, and tracking of time taken to complete courses are also checkmarks of quality courses.

Gilliam, Buckner, and Butt (1998) studied and conducted a user-centered evaluation of Web-supported learning at Queen Margaret University College in Edinburgh, UK. The purpose of the study was to obtain information about a Web site that provided support material for a traditionally taught course and to ascertain learners' perceptions of the site.

Jewett (1998) studied learner satisfaction at the Education Network of Maine (ENM). In this study the ENM was a participant in the Flashlight Project, which is managed by Western Interstate Commission of Higher Education. The goal of the Flashlight Project is to evaluate the use of mediated instructional technologies in higher education. Using a special Flashlight Project Item Bank, the researchers created a survey to obtain information related to student satisfaction with courses delivered by the ENM using interactive television. Twenty three (23) courses were

selected for the study, each have four different audience locations. They are: broadcast (or sending) site, community sites, University Center sites, and individual student homes. A total of 1886 students were surveyed.

Payne and Payne (1998) studied and discussed the use of distance learning to reduce training costs in the Federal Aviation Administration (FAA). Due to government budget cuts the Federal Aviation Administration (FAA) had to cut cost in its training budget. The problem the FAA faced was how to reduce the overall cost of providing training while increasing training opportunities for employees. To meet the required budget cuts in training the FAA determined that it would convert 40 percent of its resident-based training for delivery by using some form of distance education technology to reduce overall training costs.

Wisher and Priest (1998) studied and conducted a study of cost effectiveness in a telelearning course in the U.S. Army National Guard. The study compared the costs of a traditional three-week Military Unit Clerk course to the identical course delivered via telelearning. The researchers described teletraining as a high quality conference call that allows learners at multiple locations to hear and speak to one another with standard telephone lines and a special switchboard called a bridge.

Hall (2000) discussed and studied three case studies that highlighted the cost advantages of e-learning compared to traditional instruction. The first case study, as mentioned before, was at Price Waterhouse, where they conducted a return on investment analysis for a multimedia training program. The total cost for development and delivery over five years was examined. The cost per learner for the multimedia-based program was \$106 –compared to \$760 per learner in the traditional course. Another cost benefit of this case study was that it took learners 50 percent less time to complete the course when compared to the traditional course. This is significant when considering opportunity costs of workers.

In the Berge and Mrozowski (2001) studied more than 100 studies focused on each of the three themes: (1) design issues, (2) learner characteristics, and (3) strategies to increase interactivity and active learning. By design issues, the authors focused on instructional systems design and focused on topics such as content requirement, technical constraints, interactivity, and feedback. The next theme, strategies to increase interactivity and active learning, were closely related to design issues and focused on students' modes of learning.

Talent-Runnels. (2006) reviewed research on online instruction from 1993 to 2004. They reviewed 76 articles focused on online learning by searching five databases, ERIC, PsycINFO, ContentFirst, and Education

Jacqueline Wong explores the connection between online learning and self-regulated learning. The study highlights the significance of supports for self-regulated learning such as the use of prompts or feedback in promoting the development and deployment of strategies for self-regulated learning, leading to better achievement in online learning Ruchan Us and Adem Uzun of 167 undergraduate students on a programming language course compared blended learning with a traditional learning environment. The study found that, for the purpose of developing self-regulated learning skills, blended instruction was more effective than traditional instruction.

Hayward. (2001) studied and measured the perceived impact on learning by students engaged in a tele-mentoring community. They also questioned whether learning is perceived differently by mentors and mentees. Hayward et al. found that, through reflection, co-op students became aware of personal growth and learning. Students indicated they had learned effective communication, problem-solving, self-assessment, reflection, and professionalism through participation in tele-mentoring. Mentors learned effective written communication skills and augmented their problem-solving skills. Therefore, some similarities and differences were found in perceived mentor/mentee learning through this experience, but no actual measure of learning was assessed.

Witmer, 1998) studied and examined learning used computer-mediated communication to enhance communication students' experiences during a summer internship. Findings discussed how the students' written assignments were greatly improved in both structure and conceptual understanding because of participation, and most students managed to apply concepts from the classroom to their work experiences. Connection with faculty also allowed for ongoing instruction in communication concepts and theories. No data or analysis was shared to show improvement in these factors or how they affected overall student education.

Canale & Duwart, 1999). Studied that after a qualitative analysis of the student assignments, the researchers found that students could make better sense of the differences between co-op learning and classroom learning due to co-op experiences and formal reflection, but again, no measure of actual learning was used. Canale & Duwart also raised a concern from students that too many "academic" responsibilities while at work could detract from overall co-op learning. This should be considered in the design of the community. Students should view the community as a learning tool versus as add-on assignment.

Xu and Ebojoh, 2007) studied that advent of the Internet and the world wide web has led educational institutions to change their learning techniques to meet the user demands in providing an ideal learning environment. An online class is a system where students can learn subjects, discuss issues with fellow students, clarify doubts with instructor and share material and check academic progress with help from internet-oriented technologies.

Heyneman and Loxley (1982) studied and also used multiple linear regression to show that in industrialized countries various student background variables (the father's and mother's education, the father's occupation, the number of books in the home, the use of the dictionary in

home, the sex of the student, and the age of the student) explained around 20% of total variance in science achievement (this constituted about 50% of explainable variance¹).

Velez (1993) studied and founded that in many studies in Latin America student achievement showed positive association with parental education or occupation, family income, access to books, attitudes toward study, previous cognitive achievement, access to TV, and IQ / ability. Family size and student's age were shown to be negative predictors. Since the vote counting cannot provide the effect sizes (and many primary studies do not supply effect sizes,

Salvador, 2008, studied and says that, now in the homes of their students, which they access through the Internet. The role of parents is also to educate, but from different perspectives, complementing those of teachers in the acquisition of children's learning. For these reasons, many families say that they do not know how to undertake these activities with their children for so long.

The study by Clemente-González (2016) of the University of Murcia highlights the relevance of grandparent–grandchild relationships and the role of the former in the social and emotional development of the child, which gives great significance to their grandparents for the appreciation observed in them, recognizing their importance in the family structure. At this point, it is also necessary to point out the lack of relationships between equals, which is so important for the correct emotional development of children.

Fandino-Pérez studied and says that the pandemic has put us in front of the mirror to see a distorted and absurd image of the work of teachers as producers of programming and good

results, which turns them and their students into a kind of machine. We have forgotten the main thing: to be human beings capable of creating a better world and of overcoming ignorance, fear, and demagoguery.

Liu (2020) studied analyze the situation of children whose parents have been infected with the virus or have died;

Zhang. (2020) studied and observe the behavior of children with attention-deficit/hyperactive disorder (ADHD) during this period; and finally

Guan. (2020) studied and deal with the practice of childhood PA during confinement. Therefore, only one of them studies a type of activity in this period, the one dealing with PA coinciding with what is written by the Italians.

Italians Ricci. (2020) studied in the same line, Turks Yarimkaya and Esentürk (2020) who deal with the importance of PA in confinement for children with autism spectrum disorder (ASD). It is important to remember that World Health Organization (2010, 2019b) recommends a minimum of 1 h/day of moderate–vigorous PA in children.

Fandino-Pérez, 2020) studied that educators who are aware that the essence of being in the classroom and the immediate feedback that students offer in this situation has been lost. To this must be added the role of the WHO, overwhelmed by the health events that have occurred so quickly, as described in these lines.

Bozkurt, Ozbek, Yilmazland Others (2015) study “Trends in Distance Education Research: A Content Analysis of Journals 2009-2013” is a study about the current trends in the field of research in distance education. This study has been conducted to see the changing trends of the distance education and how to meet the challenges faced with the onset of the modern technology. This study has been conducted by a group of thirteen scholars. They identified the trends by reviewing 861 articles of the seven peer reviewed journals. They used the content analysis method to find out the trends of the research.

Mishra (2016) “A Study of Some Characteristics of Ph.D. Thesis Uploaded on Shodhganga” is about the characteristics of Ph.D. thesis uploaded on Shodhganga, a repository of theses of all the institutions of higher education in India. The study took hundred theses for quantitative and qualitative analysis. The analysis shows a variation and similarities among the theses in content, forms, methodology, research design etc. The common form of Ph.D. theses is the ‘introduction’, ‘review of the literature’, and ‘methodology’ etc.

M, HT and Trivedi (2018) “A Study on Research Trends in Central Universities of India” is about the trends of research in Central Universities of India in respect of number of published research, citation, affiliation of the authors, areas and subjects, productive author and publishers. This study also throws some light on the quality in higher education. Six objectives were set for the study relating the trends namely publication, affiliation, subjects, quality of papers and productive aspects of authors and publishers. Thirteen Central Universities which were established in 2009 have been chosen for study.

Unnikrishnan, (2008) studied and noted a significant relationship between the study and the purpose of Internet use. Majority of the students preferred internet over text books because it accessed the latest knowledge. Majority of the students wanted that computer and internet use among students should be encouraged in institutions. There searchers also observed that most of

the final year students spent less than three hours with their computer and went online in one week.

Adithya Kumari, H. and Mahadeva murthy, M. and Hydarali, (2013) argued that internet was a most common and useful instrument for all students. The results of the study showed that students used the internet for several objectives, and most of the students also faced many problems while surfing the Internet. A large population used the internet every day. The researchers recommended the teaching institutes to educate and advise students to use Internet.

Shashi Kumar (2012) discovered that internet use among students could stimulate their sexual attitude, behavior and influences their premarital sex position. Further, they also came to know that internet use influenced their study and academic performance. They also found a significant association between sexual interaction and use of internet. Most of the boy had an unmonitored internet service and they use it for sexual activity while no such relationship was found in girls. It was common for students to be exposed to sexual content on internet. The study showed not worthy relationship of having sexual interaction with academic performance and achievement specifically in boys. No significant relationship was found between the duration of watching television and using internet on academic achievement and sexual activity.

Rajeev Kumar and Amritpal Kaur (2006) revealed in their study that majority of students were using Internet for more than 2 years. They found that almost half of the respondents used internet for 2-3 times in a week while only 5 percent used it every day. Most of the respondents used the Internet for educational objective while half of the respondents used it for research purpose and least number of students used the Internet for entertainment aims. A majority of the students also faced some difficulty while surfing the internet such as slow internet speed, slow download speed, difficulty in getting relevant and reliable information and some privacy difficulties. The students found internet information more valuable and it helped them to improve their professional competence. Due to the update and instant availability of information, their

dependency on internet was increased and 44.8 percent respondents felt that theInternet had improved their professional aptitude. Whereas some students also claimed that no doubt internet had revolutionized their life but it could not replace library.

Fayez Ahmad Loan (2011) found that students from different disciplines used internet for communication, information, entertainment and academic purposes. But majority of the students accessed internet for knowing new things, chatting and emailing. Frequency of using internet was varied among the students one third of the students used it for 2/3 times in week while many users accessed internet daily basis. All students faced some problems while accessing the internet. Some of the students did not get reliable and valid information due to overload of information while others faced slow speed, downloading facility, language barriers etc.

Sam path Kumar and G. Manjunath, (2013) researched to find out the academic impact of internet on teachers and researchers. This study found a high use of the internet by teachers and research students in university. Most of respondents used internet service to support their study, research and teaching. They accepted that they learnt to use theInternet with the help of friends. The results of study also showed that internet use has improved their academic performance. The internet helped them write to good research papers and more papers. The researchers recommended that university should provide internet facility to its research scholars and motivated the students to use the internet for their research and academics. The study also advocated that there should be training on how to use the internet for academic and research.

Singh Dhyan and Nutan Sharma (2013) viewed that most of the students used internet on the direction of their teachers for educational purposes and the use of internet among college students was increasing swiftly day by day. The students who had no internet service at their homes, they used it at colleges and cyber cafes. It was also discovered that internet had changed the activities of playing, reading, outgoing, and watching television since they started accessing the internet. The authors also found some positive impacts of internet use in students. If the

internet was used for one-two hours in a day, it made students energetic and fresh. But, who spent much times on internet feel some anxiety, irritation in their behavior, pain in eyes, and other disorders. They also concluded that internet was making students dull, passive and uncreative because they found readymade information on internet.

Bar Thakur (2012) conducted a study to find out the connection between internet use and mental health problems. In the total 268 respondents, 24.6% testified frequent problems due to use of internet. The researchers found several negative effects of internet addiction. A large population from the sample accepted that excessive use of internet effected their work, social life and anticipation. Heavy users of internet felt loneliness, depressive, anxious and other disorders. The researchers recommended that internet users at the college and workplace should be screened and interventions should be planned to prevent mental health problems.

Anita (2013) summed up that there was a significant connection between residential background and emotional maturity of Internet users. The study also confirmed that there was an interactive influence between academic discipline and regularity of Internet use on emotional maturity of Internet users.

Sugata Mitra and Vivek Rana (2001) provided internet facility to the slum children in New Delhi. The researchers observed that children seemed to understand the things and could use the technology easily. Children did not find language and education any significant problem to learning. They also argued that internet technology had been spreading promptly in India like other countries of the world but internet users in India were mostly restricted to the urban areas.

Chetan Sharma (2012) discovered that almost 99% students of all the four universities accepted internet as a significant tool of research. Teachers and researchers used internet for establishing scholarly communication and they spent a heavy time on Internet and had adequate experience of

Internet use. Almost 51% of sample used internet every day while 33% respondents used it two-three times per week. Respondents faced many problems while surfing internet. Further, the researcher recommended that the university should take some adequate steps to make internet service properly so that both teachers and researchers could use it for their betterment.

The study of Chong ham Beda Devi & Nil Ratan Roy (2012) showed that the internet use had affected the research and academic work of Assam University. The study clearly showed that the younger generation had acknowledged the Internet as significant medium for gathering relevant knowledge and information for their academic and research work. The study also found that internet played an important role in their everyday life. Maximum respondents used internet at night for mostly their academic works. Out of 100 students, 24% used the internet less than for an hour in a day, 17% used for one hour, and majority of the students used two hour.

Manoj Kumar Sinha, Sudip Bhattacharjee and Sucheta Bhattacharjee (2013) carried out a study to investigate the impact of ICT and Internet use among the College students. The study revealed that the Internet use had generated a significant influence upon users in their research work, academic, teaching, practical work and assignments. The results of the study clearly showed that new students had claimed the internet as a great tool for obtaining to the needed information for academicians and researchers. The researchers suggested that the training should be provided to the college library users. Then they could use internet effectively for their research work and education. Majority of students went to library to keep them up to date but they did not access appropriate material there. There internet can be a good source for their curiosity. They also found that internet had attracted the students due to its easy access of providing information on any topic. Most of the students faced some problems to use it smoothly and slow speed on internet.

The results of Gualala Suri and Sneha Sharma (2012) study show that there is significant impact of internet use on respondent whereas the attitude towards e-learning has no significant effect of

internet use. A majority of respondents are interested to learn the computer and they have positive attitude towards e-learning also.

A research carried out by Preeti Mahajan (2006) explored that Internet had a great effect on the academic atmosphere of the students. The students of the sciences were using full Internet service provided by the university. Research students of humanities and social sciences considered their university library as the last choice for finding information. The study also concluded that most of the science research students nearly 90% preferred to use Internet instead of the library while the students of social sciences and humanities used library more than internet.

Dineshan Koovakkai and Muhammad P. (2010) revealed that the adolescents in rural areas used the internet for manipulating information, downloading obscene materials pictures and, pornography, and sending unwanted messages to their girl and boy fellows. They also found that the main objective of internet use was to do fun and entertainment. There were differences between rural and urban youth in understanding the internet ethics and laws. Urban youth were more knowledgeable than rural youth. Most of the students copied the internet information for their homework and assignments. It was also analyzed that internet abuse was more in rural youth than urban adolescents because rural youth were unknown and passive about the importance of the issues. They sometimes involved themselves in such activities because of their ignorance and innocence. The researchers advised to train and educate the adolescents about the dangers and benefits of internet use.

Debarati Halder and K. Jaishankar (2013) said that the use of internet among adolescents was satisfactory but the awareness and knowledge of cybercrime was less. They were not aware about privacy matters and plagiarism problems. The study found that students used YouTube and other sites for viewing obscene movies and clippings but at home they did not surf such sites due to the fear of knowing about it by their parents. Most of the students feared from police in doing something illegal on theInternet. The researchers hoped that students would know about the

cybercrime issues and it would help them to become a good citizen to spread the awareness about the cybercrime in the society.

Sumanjit Das and Tapaswini Nayak (2013) in their joint article concluded that cyberbullying was the worst fear among the teenagers now days. This fear has become common due to presence of internet everywhere. They argued that several reports inspected that the group of eighteen years had the more vulnerable and feared from cyber bullying. They also reported that female were the worst vulnerable section of the society. Many persons receive threats, negative comments or negative pictures or comments from other person by internet. This is done via online chatting, messaging, through Facebook and Twitter. They also analyzed that usually feared person could reach a limit of anxiety, depression, threatens and humiliation and to the level of self-harming.

Kumar and Kaur (2004) found that majority of the Internet users used it for educational and research purposes. The researchers suggested that the use of Internet among the teachers and students at Shaheed Bhagat Singh College should be improved and increased for more positive results.

Jain Nilesh, Patidar C, and Malviya Rajesh (2011) research that engineering student sin India use internet on daily basis for different purposes. Majority of the students consider internet a useful tool for their studies. They prefer online study materials and books. They discover internet supportive to increase their confidence for presentations and making reports. They suggest to promoting the use of internet among students. The researchers also observe that excess use of internet might cause some socialization problems. The students' dependency on internet has reduced the face to face among them. They also argue that internet has positive effect on learning but has bad influence on social sides of a student's behavior. They recommend that college should organize seminars to make students aware about the significance of internet as education tool. They conclude that college should inspire group learning via internet and should promote the use of weblogs.

The study of Singh Sanjeet, Sharma Gagan Deep and Kaur Simranjeet (2011) showed direct impact of the internet on the education. They argued that internet networking had shrunk the world boundaries. They also concluded that with the assistance of internet the distance education was growing speedily and the students were receiving more opportunities to learn from any part of the world and had reduced the pressure of writing. Today anyone can find any information on any topic on internet. With the help of internet the speed of education has also become fast, because the computer and internet take less time. Today rural students are also getting the benefit from the Internet. Nowadays, they can learn online without leaving their home, with the support of distance learning. They concluded that the computer and internet has transformed the face of the education and learning has become very easy and convenient.

Lawanda and Atm Prakash Sharma (2013) analyzed that internet users and non-users had some differences in their study habits & adjustment and but did not have significant difference. The effect of sex, discipline and internet use/non-use on academic performance and study habits & adjustment were insignificant. Therefore, the researchers found that 99% of the sample of non-user of internet was superior in all the proportions of adjustment than that of internet users. They rejected the null hypothesis that there was no significant impact of internet use and not use on the adjustment of student. It was found that students of science discipline were mediocre in their adjustment whereas students of arts course were unsatisfactory in their adjustment.

Goel Deepak, Alka Subramanian, and Ravindra Kamath (2013) found that most of the Internet addicts used it habitually in the evening and nights as compared to other internet users who used internet in the mornings and afternoons. The results also showed that there were differences of accessing the internet. The study did not find any significant relationship between internet addiction and the hours of use every day. Addicts took more times on internet than they had already intended. Internet addicts also showed some signs of poor mental and physical health.

The researchers did not find any connection between self-esteem score and internet addiction. But they explored high anxiety, depression, and anxiety depression score among respondents. Researchers also set some boundaries for internet addicts.

Sharma, A., Sahu, R., Kasar, P. K. & Sharma, R. (2014) conducted a survey on 391 and found that males students were more addicted to the internet use than female. Both boys and girls spent 1.29 hours per day on internet. There was only 0.3% students' addict of internet, remaining had normal, mild, and moderate systems. The study also concluded that Internet addiction was mounting problems in students particularly of professional courses. Therefore, policies and strategies for prevention of internet addiction as well as therapeutic interventions should be monitor that would promote healthy and safe use of the Internet.

Priyanka Yadav et al. (2013) took a sample of 620 students from six English medium schools of Ahmedabad to identify the level of internet addiction. They used the Young's Internet Addiction Test and applied the Logistic regression analysis method to find the predictors of Internet Addiction (IA). The results show that 65 students had Internet Addiction that was projected by time spent online etc. They also found strong positive relationship between internet addiction and stress, depression and stress. Ahead, the researchers claimed that internet addiction was a relevant clinical concept, and requires conducting research in developing countries also. They asserted that the students of high school who were suffering from anxiety and depression should be screened internet addict.

Nalwa K, and Anand AP. (2003) claimed that internet had become a medium of addiction in students. The researchers used the Davis Online Cognition Scale (DOCS) to assess pathological Internet use among students. On the basis of total scores gathered from 100 respondents two groups were made; dependents and non-dependents respectively. The study found a significant behavioral and practical use differences between these two groups. Dependent group found to

delaying works when time spent online and they lost sleep due to late-night online habit. Some of the respondents accepted that without

Internet their life would be boring. The dependent group spent more hours on the Internet comparatively to the non-dependents group. On the loneliness amount, dependent group scored higher than the non-dependent group.

Guan SS, and Subramanian K. (2009) confirmed in their study that online dangers and risks such as cyber bullying, internet addiction and sexual solicitation were connected with negative concerns for youth. They argued that it was essential to note that not every youth was similarly vulnerable and more studies were necessary to investigate about youth who were at risk and needed to formulate some effective interventions. The Internet could similarly offer benefits in the fields of social, cognitive and physical development. So, The Internet represented both opportunities and risks for youth. They recommended conducting research to know which youth were mostly at risk to the online addiction, bullying, and solicitation and there was need to make strong interventions. The said Internet also had various positive features and could be used to increase and improve learning and empowerment of youth

Vidyachathoth, Kodavanji B, Kumar NA, Pai SR (2014) noted and reviewed that excessive Internet use was evolving as a major negative consequence in adolescent and youth and they were at most risk in terms of mounting problematic internet use, The internet addiction was associated with the academic performance, dullness, the lack of time and pursuing hobbies. Among the other students group, medical students appeared to be a group of specific concern because they spent more time on the Internet. The study also confirmed a strong association between the number of hours using internet every day and the harmful affect score. Frequent use of the internet and spending a significant volume of time online might be a medium of lowering the anxiety that personifies withdrawal.

Tadasad G, Maheswarappa B and Alur Seema (2003) observed that students used the internet for their general purposes and they did not realise its potential to education and other fields. Many respondents were just beginners with one year of experience. They used internet mostly in the cyber cafe. The researchers argued that Internet facility should be increased to the library and awareness about internet use should be created among the students.

The study of Lakhani Govindappa, Sekar Kasi, and Grace Henry (2013) concludes that popularity of internet has been growing among Indian adolescents and it has become a significant tool for their social and academic development. They argued that exponential increase in the use of the internet has leading them to internet addiction. The study was mainly focused on to assess the risky behaviors of the adolescents. The Results show that the students of 15 –year spent 34 hours in a week on internet for various objectives. It shows adolescents have become addict of internet use.

Parameshwar S and Patil D. (2009) found that research students and faculty members were using the internet for different objectives in which emailing, searching e-journals and sharing online information was the major. But, they did not use the internet for technical reporting and electronic dissertations and theses because of the lack of awareness. Students got most of their information through search engines particularly from Google. Students also faced poor speed, downloading, information overloading and fake information problems. Researchers advised to create awareness about use of electronic theses, online journals, and technical reports.

Thanuskodi, S, (2013) found that internet were used by boys and girls to some extent. Both boys and girls had equal access to Internet but there was a difference in usage pattern. The access was similar in boys and girls because both had high exposure to the internet because of their educational experience. The boys and girls used internet in different ways at their home because girls were not given same freedom as given to boys by their parents. The researcher also noted

that most of the male students (37%) used internet for less than two hours while most of the female students (31%) had less than two hours of access to the internet.

Nazim Mohd and Saraf Sanjiv (2006) found that majority of the students used Internet for research because in the library there were no facilities of Journals. Half of the students accepted that they searched the information through the search engines while thirty- five percent went to the particularly sites. Thirty five percent acknowledged that Internet was the most useful place for seeking valuable information. There searchers also observed that the students were facing many hardships to using theinternet smoothly and properly.

A study done by Jali (2010) showed an increase in internet knowledge among students which was better than that observed in Nigeria, Malaysia and UK studies. Most of the respondents used internet at home and their hostel. Students preferred internet for getting new information and a majority of the student chose computer for learning curriculum program. Students preferred internet instead of textbooks due to its update nature. 10% of students used internet every day in 10.6% and 23 times per week for dental objectives that was higher than students of Dental in Turkey and lesser to the students of Britain. They also suggested that computers should be additional medium and not should be substituted to traditional education. Hence, computer education among students should be improved and encouraged.

Lal P, R. Malhotra, C. Ahuja, and G. K. Ingle (2006) noted that the students of PG and M.Phil. Used internet for their educational purposes while most of the UG students surfed internet for chatting and entertainment. All the students were dissatisfied with slow speed of data transfer service. The study also observed that (90.6%) students were aware of the availability of the internet cafe in the campus but most of them did not use it.

Kumar Santosh. (2010) surveyed 247 dental students to identify the impact of internet on their life. They found students used the internet every day for general information and dental purposes. More than half of the students (55.5%) never used the internet for education objectives. Approximately, half of the students accessed the internet at home. About 60% of the respondents used search engines to access dental subjects, and the students from clinical course used the Google, yahoo for dental education. But there was a lower use of internet among the dental students due to limited access and availability of internet at the college.

Sumit Kochhar (2013) revealed that engineering students used internet more than their other colleagues because they had no accessibility of internet at the institution. The study argued that awareness, availability of internet service and skill for computer use were needed to best utilization of digital resources by students. Approximately, half of the students stated that they preferred to use the internet at home and they also reported difficulty in finding appropriate information on internet. Most of the students used internet for Facebook, Orkut etc. and e-mail. Only about 20% of the students favored internet use for clearing their doubts relating to their studies. Less than half of the respondents used internet to download electronic books of their syllabus.

Cisco (2011) reported that 95 percent of the college students admitted the internet was as important in their lives as food, water, shelter and air. Approximately, 64 percent of the students accepted to choose an internet connection over a car. The study also concluded that four out of five college students interviewed assumed that the internet was significant and essential part of their lives. The report also found that the use of paper had been gone down in the youth, as 40 percent students had not bought a book from a market in the last two-year. The use of Facebook was highest among Indian students in the survey. With 92 percent of respondents were checking their accounts daily while one third checked their account five times a day.

CHAPTER - III
METHODOLOGY

Statement of the problem

Online learning is education that takes place over the Internet. It is often referred to as e- learning among other terms. However, online learning is just one type of distance learning - the umbrella term for any learning that takes place across distance and not in a traditional classroom. In the pandemic situation, students are forced to attend online classes, this topic is closely related with the psychologically health of children.

General objective

The impact of online classes on school students in Kochi city

Specific Objective

1. To find socio-economic details of respondents.
2. To find the level of satisfaction of the respondents.
3. To find out the merits and demerits of online classes.

Clarification of concepts

Theoretical definition

Online Class

According to Oxford dictionary a system of education in which people study at home with the help of technology.

Operational definition

In this study, the same meaning theoretic definition is used, 'Online classes is the process where the students attend classes with the help of internet facility.

Variables

Dependent variable

Satisfaction of students

Independent Variable

Age, Income the family, Sex,

Tools

The tool taken for this study is questionnaire. [Google form]

Universe

All the school students in Kochi city.

Sample & Sampling method

The sampling techniques is used is snowball sampling, there are many categories of students leaning in online mode in Kochi city. Using snowball sampling techniques, a sample of 50 High School and Higher secondary school students were choosen.

Pretest

Pretest was conducted amoung 15 respondents

Pilot study

After selecting the topic, a pilot study was conduct amoung students in kochi city, so resechers, found feasible to gather information with regards to the objectives of the study.

Data collection

A structured Google form scheduled is tool used in the present study for obtaining primary and secondary data is collected from magazines and journals.

Data analysis

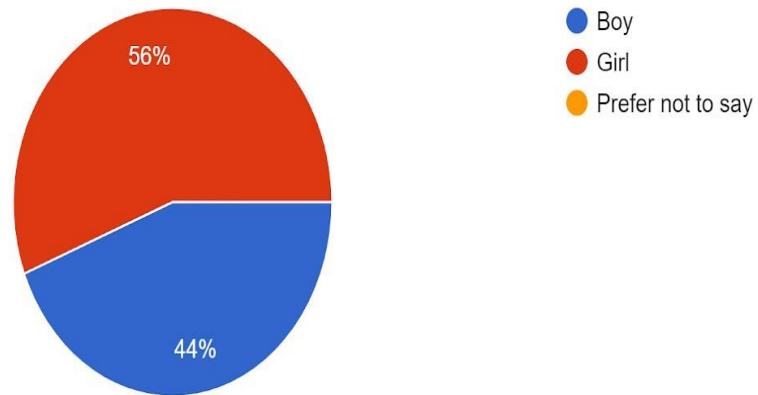
Primary data was collected using Google forms schedule the data, based on the analysis and interpretation the thesis has been prepared and documented.

CHAPTER IV
DATA ANALYSIS AND
INTERPRETATION

Interpretation is the act of explaining, reframing, or otherwise showing your own understanding of something.

Figure 4.1

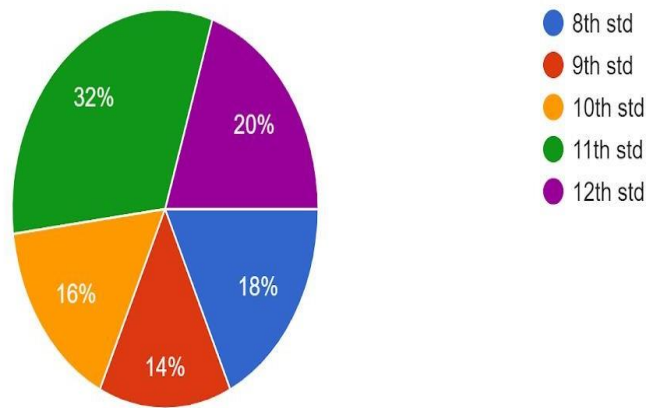
Gender
50 responses



In the study, majority of the respondents were girl students.

Figure 4.2

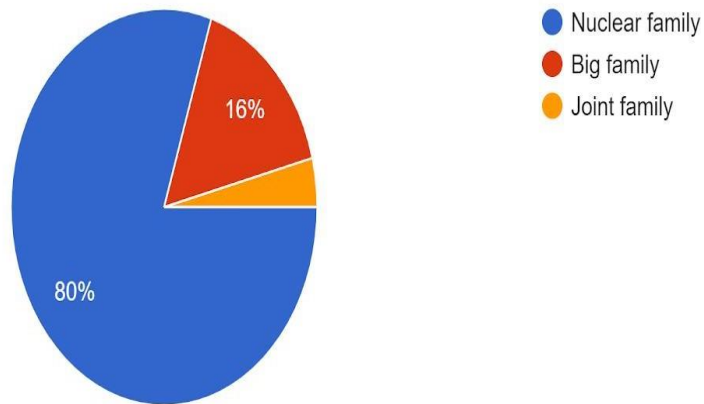
Education
50 responses



By viewing this figure we will get a clearly picture about the participants educational status, highest number of participants are from 11th grade, next belong to 12th grade, next highest number is from 8th grade, after than we can see the 9th grade and the lowest participants are from 10th, it's because there exam was going during this period.

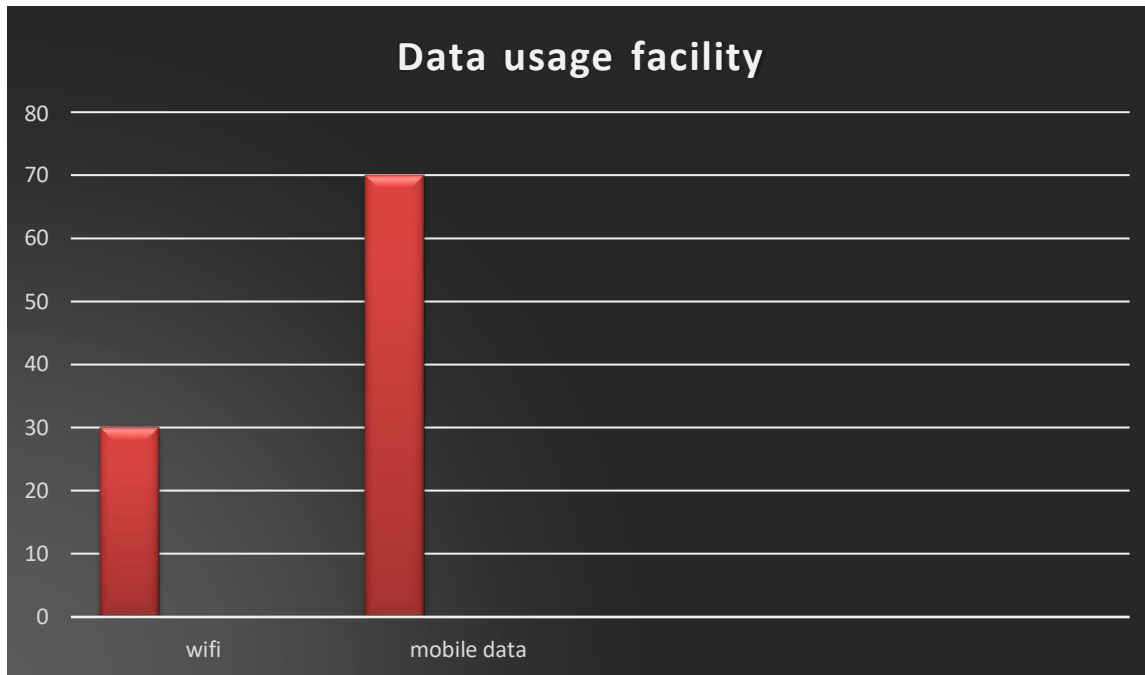
Figure 4.3

Family type
50 responses



This diagram posturizes 80% of the participants belongs to nuclear family, it is notable change happened because of the concept modernization, during olden time it was just opposite, joint family was higher in number in olden society, but now it is not like that, from this study we received only 16% of joint family's, from that we gets brief ideas about the family system.

Figure 4.4

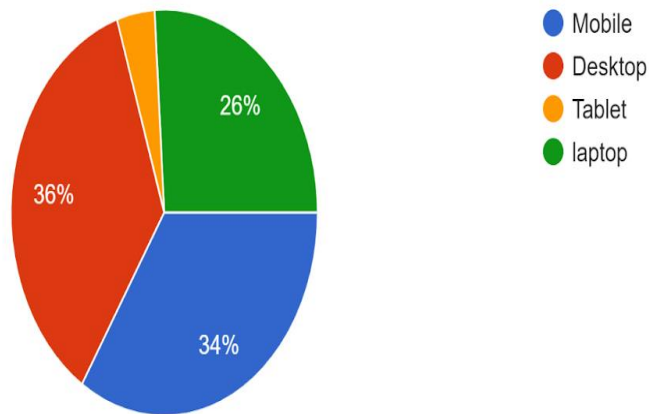


This figure shows a specific picture of the internet facility which the students use, 70% of students are using mobile data and the 30% of students are using WIFI connections. Main reason is because, the mobile data's are comparatively low in rates and affordable to all section of people. WIFI are quite expensive

Figure 4.5

With the help of which device you attend the online class?

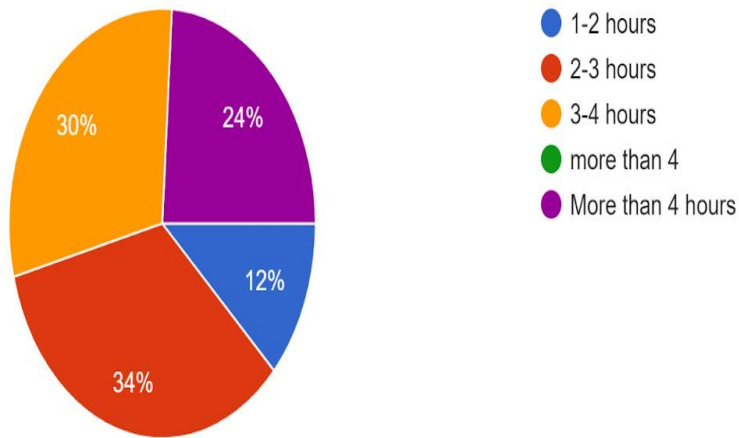
50 responses



This figure gives us a graphical representation of the responses, 36% is desktop users' and it's in the highest number and lowest is tablet. Percentage of mobile users are 34%, then the laptop percentage is 26%. Study is conducted among the school students, and it is the main reason in the increase in the number of laptops,

Figure 4.6

time spend
50 responses

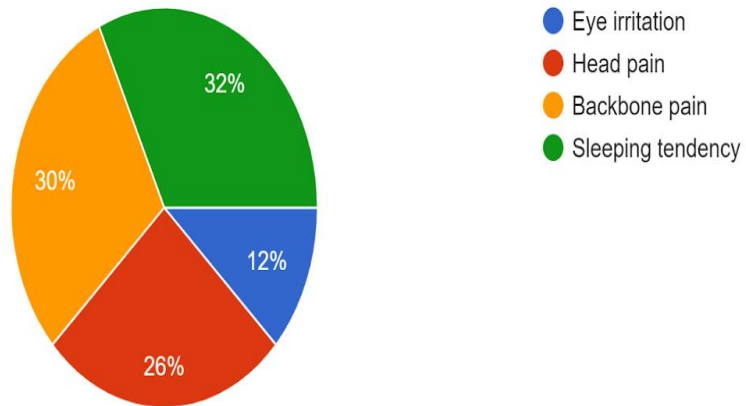


34% Highest number of students are engaged in online is 2-3 hours, next section engaged 3-4 hours , then the next section below more than 4 hours and the least group of students uses 1-2 hours and they are 24%

Figure 4.7

Do you have any health related issues?

50 responses

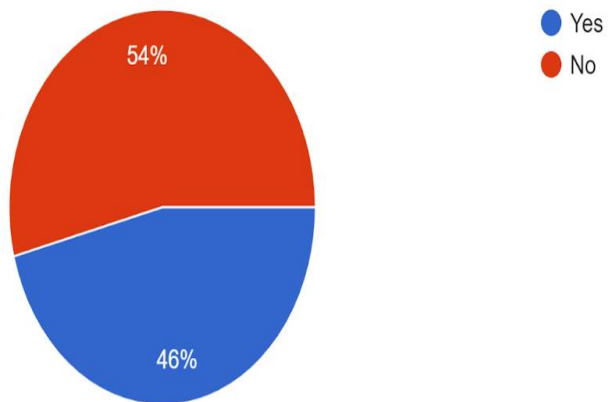


32% of student's are having sleeping tendency, 30% of students are having backbone pain. 26% of students are facing head ace problems and 12% of children are fed up with eye irritation.

Figure 4.8

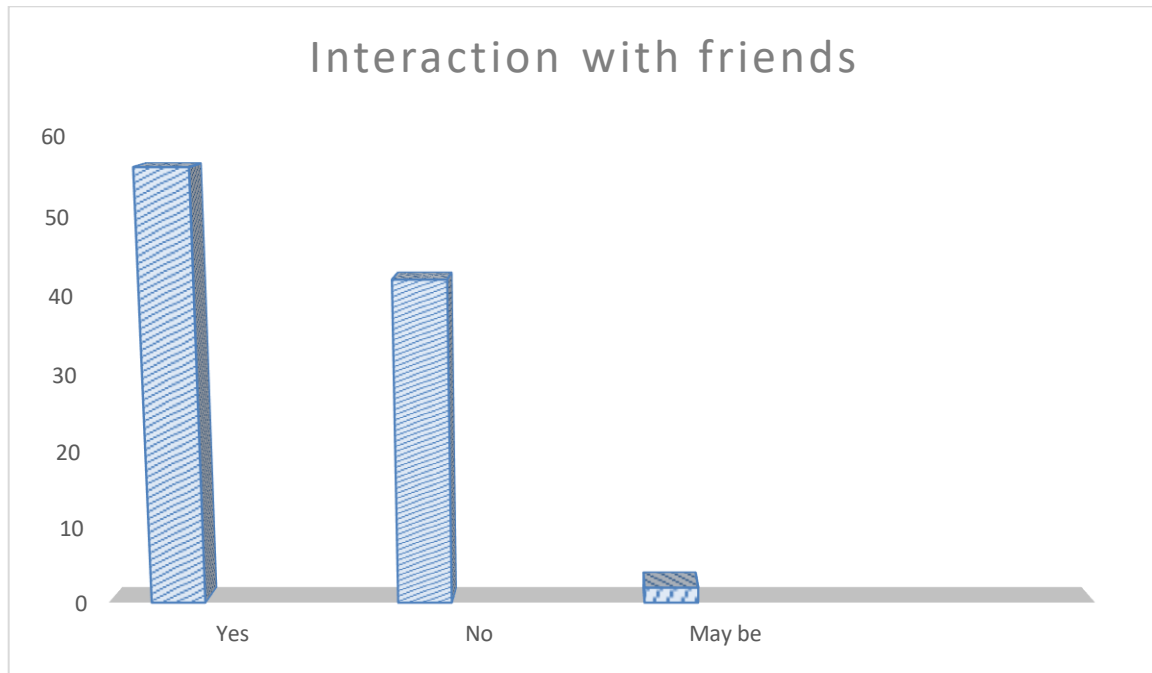
Do you have friends in online classes?

50 responses



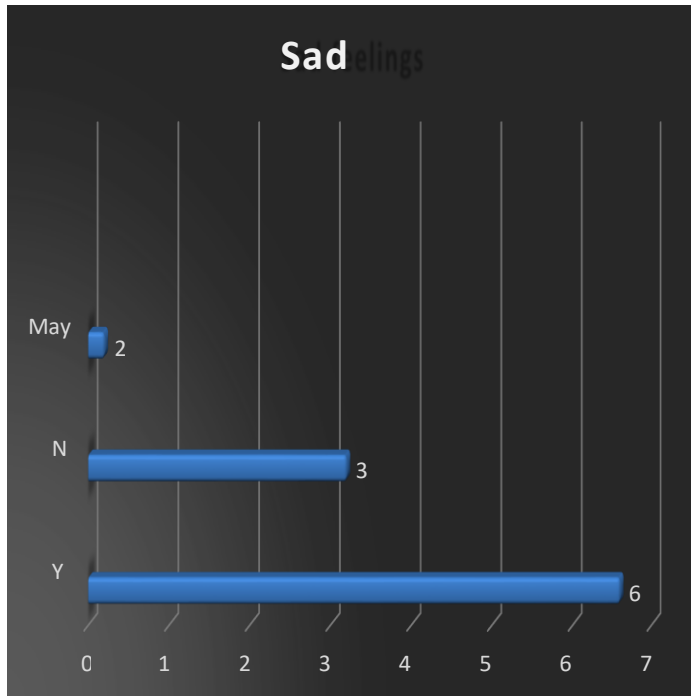
54% More than half of the percentage of students don't have friends in online classes And the remaining 46% of students have friends.

Figure 4.9



From this figure we will get an idea about students who get chances to communicate with their friends. Large group says that they don't get a chance to communicate with their friends, there are 56% and the students who say they get chances are 42%. Face to face interaction is not possible and it is the main hindrance.

Figure 4,10



Mostly a large group feel depressed it is mainly because of the covid pandemic condition, commonly students likes to play with there friends this is not possible , and this is the main issues of the students, even they cannot go outside

Figure 4, 11

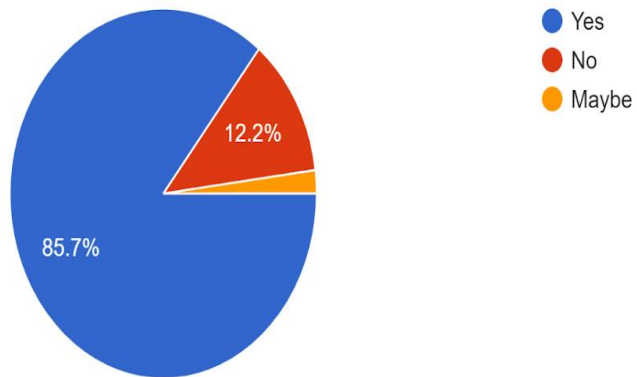


From this we can interpret that large group of students miss their playground, 60% says that they miss and 40% says that they don't miss, mostly large number of students like to play games, and that is the main problem of them.

Figure 4, 12

Do you miss your friends?

49 responses

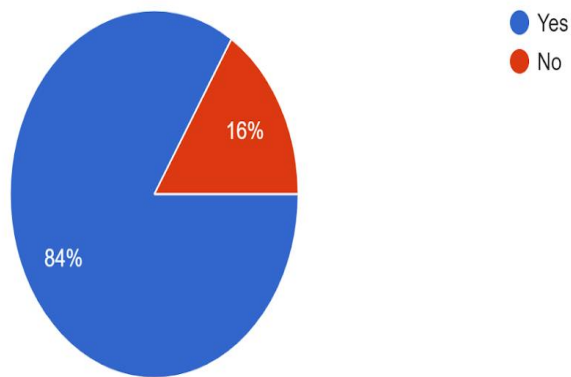


85% of students miss their friends ,its percentage is more in number, and only 12.2% says that they don't miss they friends, its shows that majority of students miss there friends More than half of the students says that they miss their friends, 85% says that they miss and the 12 % says they don't, in the schooling days peer group influences in every person's life, friends are consider as brothers or sisters, too

Figure 4.13

Do you miss your extracurricular activities?

50 responses

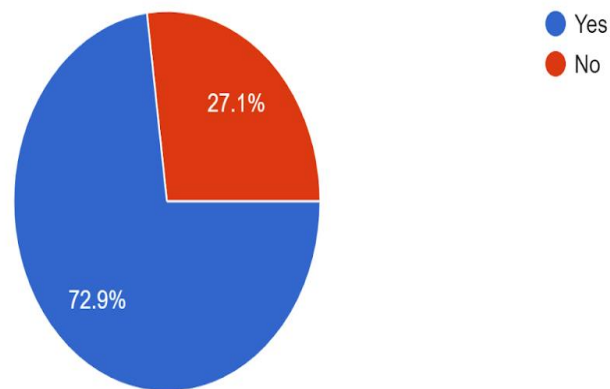


A large number of students miss their extracurricular activities, 84% responded that they miss their extracurricular activities. And only 16% of students responded that they don't miss, the reason is because most of the students are from nuclear families, so friends are the main part of their life, without friends and extracurricular activities children think environment as a blank space.

Figure 4.14

Do you miss your annual day?

48 responses

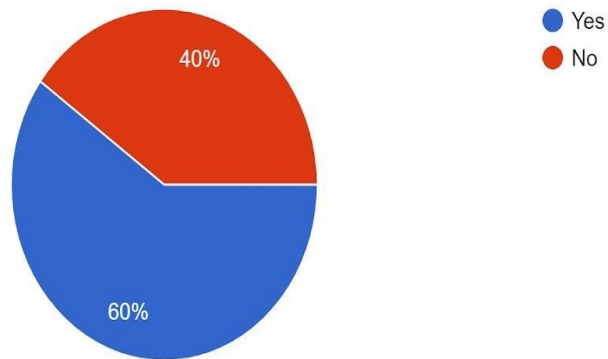


More than half of the students miss their annual day, 72% and the remaining says they don't its percentage is 27.1% during schooling days students are very much interested to participate in programs.

Figure 4.15

Do you get individual attention of the teachers?

50 responses

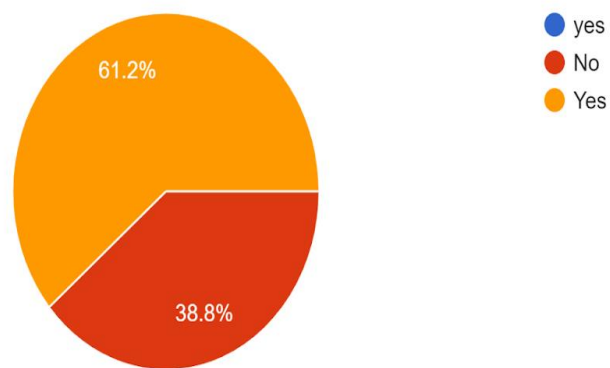


More than half of the students says that the teachers will gives individual attantion to the students,60% says that the teachers gives attension and the remaining 40% they don't get attension, mostly all the teachers ask questions, its mainly for gaining attension of children61% of students responded that the teachers are friendly, and the remaining 38% says no,In the modern educational system teachers are just like friends,we are realy free to talk to them.

Figure 4.16

Is your Teachers friendly?

49 responses

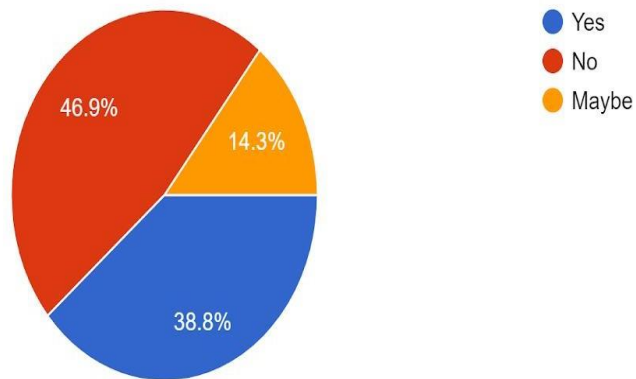


61.2 % of students says that the teachers are friendly, only 38.8% says that they are not friendly, from this figure we can understand that most teachers are friendly towards children.

Figure 4.17

Do you have good internet connectivity?

49 responses

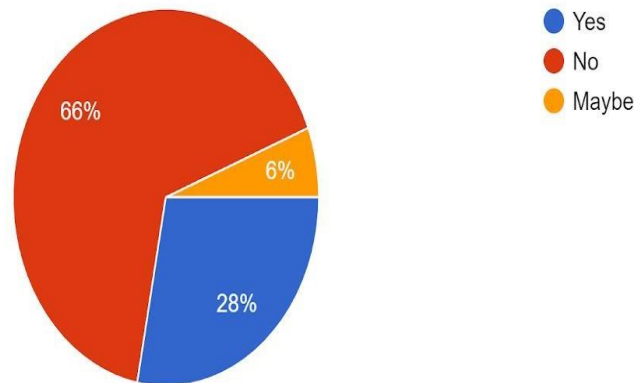


On the bases of connectivity the students responded that they are receiving poor connectivity, majority says that and 46.9% and only 38.8% only receive good connectivity, and the remaining 14.3 says may be. They can be consider in both .

Figure 4.18

On the bases of online classes, do you write regular notes?

50 responses

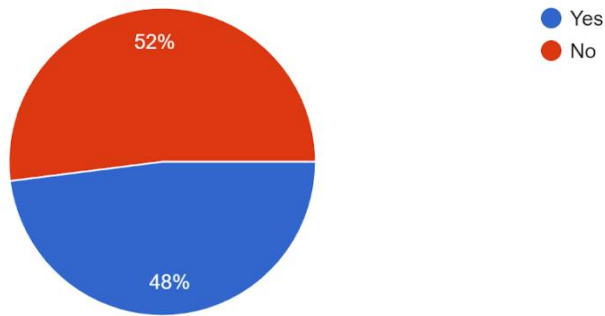


More than half of the students are not writing regular notes ,this is mainly because of the lack of supervision, in online classes free to do anything, accurate supervision cannot be done here. It is a limitation

Figure 4.19

Do you miss your school uniform?

50 responses

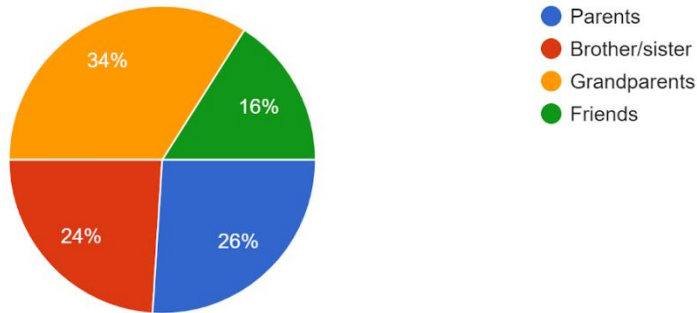


Most of the students miss their uniforms, they are 52% only when they go to school they are able to dress it, in the online section they can't go outside, the pending 48% don't miss their uniforms

Figure 4.20

Who motivates you to attend online classes?

50 responses



From this diagram we can see that 34% students are motivated by their grandparents, next is motivated highly from brothers and sisters, next is by their parents 26%, and friends is 16%. During Covid pandemic situation mostly people when back to their own places, and it is the reason why higher number goes to grandparents

CHAPTER V

FINDINGS, SUGGESTION AND CONCLUSION

Major findings

- The number of students participated in the study is highest is girls and lowest is boys, we will get a clearly picture about the participants educational status, highest number of participants are from 11th grade, next belong to 12th grade, next highest number is from 8th grade, after than we can see the 9th grade and the lowest participants are from 10th, it's because there exam was going during this period.
- Large percentage of the participants belongs to nuclear family, it is notable change happened because of the concept modernization, during olden time it was just opposite, joint family was higher in number in olden society, but now it is not like that, from this study we received only low number of joint family's, from that we gets brief ideas about the present family system existed in Kerala society,
- The internet facility which the students largely use is mobile data and the less number of students are using WIFI connections. Main reason is because, the mobile data are comparatively low in rates and it's affordable to all section of people. WIFI connections are quite expensive,
- The large group of students says that they don't have friends, and they are more in numbers and only less number of students have friends, the main reason behind this is because, in online classes students cannot interact each other, from this we will get an idea about students who get chances to communicate with their friends.
- Large group says that they don't gets a chances to communicate with their friends, Face to face interaction is not possible and it is the main hindrance in online classes. Mostly a large group are depressed and sad, it is mainly because of the covid pandemic condition, commonly students likes to play with there friends, but now this is not possible , and this is the main issues of the students too , even they cannot go outside, from this we can interpect that large group of students miss there play ground, and less students says that that don't miss, mostly large number of students like to play games , and that is the main problem of them
- A large number of students miss there extracaricular activities, the Responded says that they miss there extra caricular activities. And only less number of students reponded that they don't miss, the reason is because most of the students are from nulear families ,so

friends are the main part of their life, without friends and extracurricular activities children think the environment as a blank space

- Large group likes extracurricular activities and only less group says they don't miss, extracurricular activities are the main means of engagement during schooling days, and it is the main entertainment too, because of corona pandemic situation children can't engage, and it is the huge issues for their sadness.
- Many of students says that they miss their annual day, only less says they do not miss, its mainly because they belong to joint family, so they are entertained, during schooling days children like to dance, sing music, these all were very much encouraged during schooling days, here there are no limitation on the bases of performances, and this is why students miss their annual day.
- More than half of the students says that the teachers will gives individual attention to the students, the teacher's gives attention and the remaining says that don't get attention, mostly all the teachers ask questions, it's mainly for gaining attention of children.
- Large group students responded that the teachers are friendly, and the remaining small group says no, In the modern educational system teachers are just like friends, we are free to talk to them.
- On the bases of connectivity the students responded that they are receiving poor connectivity, majority says that large group receive good connectivity, and the remaining small group says may be.
- More than half of the students are not writing regular notes ,this is mainly because of the lack of supervision, in online classes free to do anything, accurate supervision cannot be done here and it is a limitation too,in online class.
- Most of the students miss their uniforms, they are high in number only when they goes to school they are able to dress it, in the online section they cant go outside, the pending don't miss their uniforms.
- We can see that highest number of students are motivated by their grandparents, next is motivated highly from brothers and sisters, next is by their parents, and friends. During Covid pandemic situation mostly people when back to their own places, and it is the reason why higher number goes to grandparents.

Suggestions

1. Build a personal connection with your students - It can also help you understand students' motivation for taking your class.
2. Motivate students - Motivation is a key to effective learning,
3. Help students maintain focus - The problem of focus exists on multiple dimensions.
4. Create a sense of community - Help students get to know one another. Split a large class into smaller units. Within the smaller breakout groups, have the students participate in icebreaker activities
5. Make discussions meaningful - Whether a discussion takes place orally, within a breakout sessions, or by text, either through chat or a discussion forum, make sure that the discussion genuinely contributes to students' learning.
6. Increase student engagement - Since motivation tends to flag over time, it is necessary to sustain student enthusiasm and interest.
7. Address equity issues - The shift to remote learning has exacerbated issues relating to equity. Not all students have equal access to technology or to reliable, high speed Internet connections or to a distraction-free study space. Be mindful of the challenges students face, recognizing that students vary markedly in their comfort level with online learning and some are located in different time zones. Many worry, not without reason that their classmates are cheating.
8. Identify and support struggling students - During the current crisis, our students are struggling in many ways. Some need academic support; others, technology assistance. Many, perhaps most, need non-academic support. Many mental health needs are going unaddressed. Still others need help in balancing their responsibilities and priorities.

9. Use the chat function for students to respond to questions - Use physical whiteboards for students to show their thinking. Allow students to share their screen to showcase their work and explain how they solved a problem. Use virtual whiteboards for increased engagement.
10. Recognize that your students have different levels of technological proficiency.
11. Take Notes in Class.
12. Take care in setting up your home environment.
13. Provide different learning options
14. Create shorter content
15. Prepare Your Own Study Note.
16. Take Regular Study Breaks
17. Recall Your Learning.
18. Know where to turn for help.
19. Minimize Phone Distractions. Turn off all unnecessary phone notifications.
20. Start with the Difficult Things.

Conclusion

Online Education has brought a positive impact and negative in the lives of students. So the online study helps the faculty to save time in which they can interact with the students. The quality of education has improved by online courses and even it has become easy for students to refer the content as per their leisure. In the era of digitalization the scope of online education increase even more and will be beneficial for students, Online learning is beneficial to the students, tutors and the institution offering these courses. I would therefore recommend that online learning be implemented on all learning institutions and research on how to improve this learning process should be carried out. Online learning is one of the new innovative study methods that. In the last few years, there has been a great shift in the training methods.

Various studies and articles documents the merits, demerits and challenges of online studies. These studies show that online study is far beneficial to the students, teachers and the institution in general and that the current challenges can be overcome through technological advancement and increasing efficiency of the learning process. One of the key advantages of online learning is the ability of students to study at their own comfort. For a long time students had to leave their comfort areas and attend lecturers. This change in environment causes lack of concentration to students. In contrast, E-learning enables the students to choose the best environment for study and this promotes their ability to understand. As a result, students enjoy the learning process as compared to the conventional classroom learning.

Another benefit is time and cost saving. Online students are able to study at home and this saves them the travel and accommodation costs. This is in contrast with the classroom environment where learners have to pay for transport and accommodation costs as well as any other costs associated with the learning process. Online study has been found to reduce the workload on the tutors. Most of the online notes and books are availed to the students and this reduces the

teacher's workload. Due to the availability of teaching materials online, tutors are not required to search for materials. Teachers usually prepare lessons and this reduces the task of training students over and over again. Accessibility to learning materials is another benefit of online learning. Students participating in online study have unlimited access to learning materials and this makes them have the ability to study effectively and efficiently. On the other hand, students in the classroom environment have to take notes as the lecture progress and these notes may not be accurate as compared to the materials uploaded on the websites. Unlimited resources are another advantage of online study. Traditionally, learning institutions were limited on the number of students that could study in the classroom environment.

However, student using the web to study at most of the time are likely to be exposed to the vast online educational resources that are available. This results to the students gaining a better understanding of the concept as opposed to those in the classroom environment. Online study environment allows tutors to update their notes and other materials much faster as compared to the classroom environment. This ensures that the students receive up to date information on a given study area. Another disadvantage of online learning as compared to the classroom environment is lack of feedback from the students. In the classroom environment, students listen to the lecture and ask the tutors questions and clarifications of any issues they didn't understand. In the online environment, the response by the teacher may not be immediate and students who don't understand a given concept may find it hard to liaise with the teachers.

In culmination, a comparative study between classroom study and online study was carried out. The study was done by examining. The study revealed that, online learning has many benefits as compared to the conventional learning in the classroom environment. Though online learning has several challenges such as lack of feedback from students and lack of the proper technology to effectively conduct online learning, these limitations can be overcome by upgrading the E-Learning systems and the use of online discussion forums and new web based software's.

In conclusion, online learning is beneficial to the students, tutors and the institution offering these courses. I would therefore recommend that online learning be implemented on all learning institutions and research on how to improve this learning process should be carried out. The sudden shift to digital teaching was challenging for students, but it appears that they adapted quickly to the new situation. Although the concerns described by students in this study may only be representative for the period right after lockdown, the study provide the student perspective on a unique period of time in higher education.

Technology is becoming an even larger part of the student and faculty experience as institutions prepare for fall and the new normal. However, a big challenge of the new normal is the need to be prepared for the constantly shifting scenarios brought on by the continued pandemic. In response, institutions need to plan how their use of technology can shift alongside those scenarios. Additionally, they need to update and improve faculty training and dedicate resources to instructional design as we move forward to improve our online and hybrid learning. One other important aspect that institutions need to keep top of mind during this shift to new technologies and course delivery methods is accessibility and the inclusion of all students. If students need to access their course materials, lectures, and learning activities online, they need to have access to proper hardware and reliable networks.

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APPENDIX

1. Gender

Boy,

Girl,

Prefer not to say

2. Education

8th

9th

10th

11th

12th

3. Family type

Nuclear family

Big family

Joint family

4. What type of internet facility do you use?

WIFI

Mobile data

5. with the help of which device you attend the online class?

Mobile

Laptop

Desktop

Tablet

6. How many time do you spend Online other than classes?

1-2 hours

2-3 hours

3-4 hours

More than 4

7. Do you have any health related issues?

Eye irritation

Head pain

Backbone pain

Sleeping tendency

8. Which class do you like most?

Online

Offline

9. Do you have friends in online classes?

Yes

No

10. Do you get chances to communicate with your friends?

Yes

No

11. Do you face any sad feelings?

Yes

No

Maybe

12. Do you miss your playground?

Yes

No

May be

13. Do you miss your friends?

Yes

No

Maybe

14. Do you miss your extracurricular activities?

Yes

No

15. Do you miss your annual day?

Yes

No

16. Do you get individual attention of the teachers?

Yes

No

17. Is your Teachers friendly?

Yes

No

18. Do you have good internet connectivity?

Yes

No

19. Do you miss your school uniform?

Yes

No

20. Who motivates you to attend the online classes?

Parents,

Brother/sister

Grandparents,

Friends