A DISSERTATION

ON

"A STUDY ON STUDENTS PERCEPTION REGARDING ONLINE LEARNING : A STUDY IN COLLEGE GOING STUDENTS OF NALBARI DISTRICT"

SUBMITTED TOWARDS THE PARTIAL FULFILMENT OF M.COM 3rd SEMESTER COURSE CURRICULUM UNDER GAUHATI UNIVERSITY

SUBMITTED BY

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M. COM 3RD SEMESTER

EXAM ROLL NO : PC-221-200-0005

REGISTRATION NO : 19072146 OF 2019-2020

UNDER THE GUIDANCE OF

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DECLARATION

I, KRISHANU DEKA, a student of M.Com 3rd semester hereby declare that this dissertation report entitled "A Study on Student's Perception regarding Online Learning: A Study in College going students of Nalbari District " is an independent work done under guidance of Dr. Uddipana Gogoi, Department of Finance, Nalbari Commerce College.

To the best of my knowledge and belief, this is an original place of work done and is the pure outcome of my own efforts and had not either in full or in part been submitted either to this University or any other University or Institution for the award of any degree or diploma before.

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CERTIFICATE FROM THE SUPERVISOR

This is to certify that this project report on "**A Study on Student Perception regarding Online Learning: A Study in College Going Students Of Nalbari District**" is based on a original project study conduct by Krishanu Deka under my guidance.

Signature of Supervisor

Assistant Professor : Dr Uddipana Gogoi

Date :

Department of Finance

ACKNOWLEDGEMENT

This project has been carried out with the co-operation of innumerable individuals. I would like to express my heartiest thanks and gratitude to all who have helped me in completing the project work suffessfully.

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I also thanks to other teachers and friends for their constant support and help in completing the disseratation. Then I express my appreciation and thanks to my family members for their help, encourgagement and financial assistance during the entire period of the study.

Finally, I also express my gratitude to almighly god for all support, guidance and strength provided towards successful completion of the project.

Date:

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CHAPTER- 1

INTRODUCATION

INTRODUCTION

1.1 Introduction

Now a days , online classes are becoming so popular that they are likely to be expected in any formal education curriculum. Moreover, increase in the COVID pandemic worldwide has also added to the important of online classes.

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 technology .E-learning is primarily referred to as the use of technology and network communication for teaching and learning. Most educational institutes have shifted to online learning platforms to keep the academic activities going.

DEFINITION OF ONLINE LEARNING

Online learning refers to instruction that is delivered electronically through various multimedia and internet platforms and applications. It is used interchangeably with other terms such as web-based learning, e-learning, computer-assisted instruction, and internet-based learning.

Online education is electronically supported learning that relies on the internet for teachers/student interaction and the distribution of class materials.

According to Rosenberg(2001)and Wentlinget al.(2000) e-learning is the of internet technologies that can provide a wide range of solutions to enhance knowledge and performance. It facilities the learning through and based on the computer and communication technology.

1.2 The scenario of Online Education in India

Online education plays the most important role in the life of people. A big piece of new and necessary information appears every minute. Now a day's online study or learning turns out to be more and more practiced. Many universities started to share their courses online.

Online education helps to solve the problem of time. It's a great alternative for universities especially for people who can't afford time and money. In addition, distance learning is cheaper and for some people is the best way of acquiring new information.

Competition between study will only benefit. Not even the best online class can fully replace the personal contact with a teacher. During the time of Covid-19 pandemic, it plays an important role for the students.

Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDF's, podcasts and teachers can use all the tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are able to become more efficient educators.

Online education allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries.

Online learning in India has seen significant growth and evolution in recent years, with several key scenarios and trends:

1. The COVID- 19 pandemic accelerated the adoption of online learning in India. Schools and colleges transitioned to online classes to ensure continuity o education during lockdowns.

2. The Indian government launched initiatives like "Digital India" and "SWAYAM" to promote online education and provide access to a wide range of courses and resources.

3. The India experienced a surge in Ed Tech startups offering diverse online courses, test preparation, and skill development. Companies like Byju's, Unacademy, and Up grad gained prominence.

4. Online education platforms in India cater to a wide variety of needs, from school curriculum support to competitive exam preparation, vocational training, and postgraduate degrees.

5. Online content is available in multiple languages, catering to India's linguistic diversity, including English, Hindi, regional languages, and even sign language for accessibility.

6. While online education has expanded access to learning, challenges like the digital divide, internet connectivity issues, and device accessibility persist, especially in rural areas.

7. Many institutions have adopted a blended learning approach, combining online and traditional classroom teaching to provide a more comprehensive educational experience.

8. Online courses have become crucial for up skilling and re skilling in a rapidly changing job market. Courses in technology, data science, and entrepreneurship are particularly popular.

9. Online test preparation for competitive exams like JEE, NEET, and UPSC has become a major sector in Indian online education, with students using platforms to prepare for these tests.

10. Online learning ensuring the quality of online education and maintaining learner engagement are ongoing challenges, and regulatory bodies are working to establish standards.

In India, online learning has become a significant part of the education landscape, offering access to a wide array of educational resources. It has the potential to bridge educational gaps and provide opportunities for lifelong learning and skill development. However, addressing infrastructure and accessibility issues remains essential for more inclusive online education in the country.

1.3 The Scenerio of Online Education in Assam

The annual status of Education report (ASER) 2022 has found a moderate scenario in school education in Assam in the government and private sectors. Pratham education foundation released its 17th all India survey (ASER) 2023. The ASER- 2023 reached 26 districts in rural Assam.

The major important of online education in present scenario is learning online as effective for those who do have access top the right technology, there is evidence that learning online can be more effective in a number of ways. Some research shows that on average, student retain 25-60% more materials when learning online compared to only 8-10% in a class room.

This is mostly due to the students being able to learn faster online, E- learning required 40-60% less time to learn then in a traditional class-room setting because students can learn at their own place, going back and re-reading skipping or accelerating through the concepts as they choose.

Nevertheless, the effectiveness of online learning varies amongst age groups. The general consesus on children, especially younger ones, is that a structured environment is required.

To get the full benefit of online learning, there needs to be concerted effort to provide this structure and go beyond replicating a physical class/lecture through video capacities, instead using a range of collaboration tools and engagement methods that provide inclusion, personalization and intelligence. According to Dowson Tong, Senior Executive Vice President of Tencent and President of its cloud and smart Industries Group.

1.4 Statement of the Problem:

The rapid advancement of technology has ushered in an era of online learning, transforming traditional classroom education into digital platforms. Despite its wide spread adoption, there is a growing need to understand the nuanced perceptions of students regarding online learning environments. This study aims to explore and analyze the multifaceted challenges, benefits, and overall experiences that students encounter in online learning settings. By investigating students' perceptions, this research seeks to identify key factors influencing theirattitudes, motivation, and engagement in online learning, providing valuable insights for educators, institutions, and policymakers to enhance the effectiveness and quality of online education.

1.5 literature review

Keulal, A and Kulal, (2020) in their paper " A study on perception of teachers and students toward online classes in Dakshini Kannada and Udupi district." aims at analyzing the perception of teachers and students about online classes. The work tried to explain the opinion of students as regards the impact of online course, there comfort ability in its usage, and the support received from teacher opinion on efficiency teaching practice followed and training received for online classes.

Sun Anna and Chen Xiufang (2016) in their paper "Online education and its effective practice: A research review" focused on how theories, practices and assessment apply to the online learning environment. The purpose of this paper practical suggestion for those who are planning to develop online courses.

Smart Karl L.and Cappel J.James(2006) in their articles "Students perception of online learning" focused on leaner satisfaction with online instruction ,particularly in the transition of integrating online learning from traditional approaches. The paper examines students perception of integrating online components in undergrade business courses where students completed online learning modules prior to class discussion.

Swan Karen and Shen jia (2006) in their articles "Assessment and Collaboration in online Learning" stated that the sorts of online collaborative activity- collaborative discussion, small group collaboration and collaborative exams.

Yusupova Muhabbat Anatolevna and Kumush Golib (2021) in their articles "Benefits and some limitations of online education" has identified advantages and disadvantages of online education. It becoming more trendy all the world. It great alterative to traditional universities. It supports by communications technology such as television, videotape, e-mail and mail etc. This paper review the benefits and limitation of online learning from perspectives name –student, instructor, tenured faculty.

Botton Leon (1998) in their paper "Online Learning and Stochastic Approximations" analyzed using the tools of the stochastic approximation theory and proved under very weak conditions. It provides general results describing the convergence of all these learning althns at once. It includes provision for handling non differentiable cost functions and quasi Newton algorithms.

Gilbert Brittany (2015) in their paper "Online Learning revealing the benefits and challenges" explores whether high school students could benefit from online courses. It examines the potential challenges and drawbacks of online coursework. The paper raises questions about how to best support students enrolled in an online course as the population under observation.

Vonderwell Selma and Lachariah Sajit (2005) in their articles "Factors that influence participation in online learning" indicated that online learner participation and patterns of participation were influenced by the following factors – technology and interface characteristics, content area experience, student roles and instructional tasks and information overload. This paper study group development process and group dynamics influence student participation and behaviour.

Akuratiya D.A and Meddage D.N.R (2020) in their articles "Students perception of online learning during COVID-19 pandemic :A survey study of IT students"aims to examine students perception on online learning during COVID 19 pandemic period. It provide strong support for online learning .The current study demonstrates favourable perception on online learning during COVID 19 pandemic among students. It impacts on student learning where whole world, turned into alterative teaching and learning methods to continue education under lockdown situation.

Manoj Kumar Saurabh and Patel Tejas (2021) in their articles " Students perception on online teaching and learning during COVID 19 pandemic in medical education" aims of the study was to assess students opinion on online learning in the time of COVID 19.It

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facilities better teacher and student interaction and provides a distraction free environment. It permits an appropriate face of learning. It encouraging interactivity ,independence from technology.

Abuhassna Hassan and Darwish Mohammad (2020) in their articles "Development of new model on utilizing online Learning platforms to improve students academic achievements and satisfaction" aims to explore and investigate potential factors influencing students academic achievements and satisfaction with using online learning platforms. This paper showed that the students background , experience ,collaborations ,interaction and autonomy positively affected student's satisfaction.

Shreeda Shah Dr and Tajal Jani Dr (2020) in their paper"Online education in India : issues and challenges" The paper attempts to essay issues and challenges faud by the researchers themselves while conducting online sessions and identify the issues and challenges that may be detrimental to online education and understand the need for online education.

Aryanti Nurul and Anggaria Aria Septi (2021) in their paper "students perception towards online digital media in English learning during COVID -19 pandemic" The purpose of this research is to identify the perception of students towards the use of online digital media in learning English during Covid-19. It focuses on application or any online platforms and online digital media in the English learning. It shows there were several online digital media or platform which are used in delivering the learning materials and assignments.

Reeves Thomas C. And Oliver Ron (2012) in their paper " Authentic activities and online learning" The paper proposes characteristics of authrntic activities , based on substaional body of educational theory and research. It can assist teacher to design more authentic activities for online learning environment .The paper includes together with the list of characteristics attributed to appropriate authors and theorists. .

Si Jannie (2001) in their paper "Online learning control by association and reinforcement" focused on a systematic treatment for developing a generic online learning control system based on the fundamental principal of reinforcement learning or more specifically neutral dynamic programming. The paper represented an effort toward generic and robust implementation of online NDP designs"

Liu MC and Bali S(2018) in their paper "Student's perceptions toward online learning courses" The paper examined the issues of student's perception toward online learning and face to face learning in the context of social presence, social interaction and satisfaction. It aims to examine the different of online learning and face to face learning perception among different level of students and university eg- Freshman sophomore senior and Junior.

1.6 Objectives of the study

The objectives for the study is determined as-

- To identify the factors influencing perception of students on online learning in the study area.
- To major students perception on online learning in the study area.
  measure

1.7 Limitations of the study

The present study suffers from the following limitations –

- Due to time constraint the present study is conducted among 100 samples in Nalbari district only.
- Due to cost constraint the present study is conducted among 100 samples in Nalbari district only.
- The authenticity and reliability of primary data is dependent on responses of respondents only. Further, the validity of secondary data is based on source of secondary data only.

1.8 Research methodology

1.8.1 Nature of research :

The nature of present study is descriptive in nature which describes the nature of variables only.

1.8.2 Population :

The population for the study is all college going students of Nalbari district.

1.8.3 Sampling Technique :

The sample for data collection is selected on the basis of stratified sampling. Each college is classified as strata and than samples are selected on simple random sampling basis. Out of 10

colleges in Nalbari, 3 colleges (Nalbari Commerce College, Nalbari College and Barbhag College.) are selected for data collection.

1.8.4 Sample size:

The total number samples selected for the study is 100.

1.8.5 Nature and source of data :

The primary data and secondary data are collected for the study. The primary data are collected with the help of questionnaire. A Google Forms is prepared and distributed among the target respondents for collection of data. The secondary data are collected from E-Books, internet, websites, related research papers etc.

1.8.6 Area of the study :

The area selected for the study is Nalbari district. The data collected from the students of Nalbari College, Nalbari Commerce College and Barbhag College of Nalbari district. The total population of Nalbari District in rural area is 688,909 .

1.8.7 : Data Analysis And Interpretation :

The collected data from the survey participants were analyzed with the help of tables, pie diagram, bar diagram.

1.9 Research Question :

1. What are the perception of students regarding online education in Nalbari District ?
2. What factors influences perception of students regarding online education in Nalbari District ?

CHAPTER-2

EVOLUTION OF ONLINE LEARNING

E-learning or electronic learning is the acquisition of knowledge students achieve through varying electronic technologies or digital media. Online learning has evolved from its humble beginning into a dynamic platform. Online learning was first used in the year 1999 when the word was first utilized at a cognitive behavioral Therapy seminar. E-learning is still considered as a new form of learning .Online learning can be traced back to the 1960s with the development of computer –assisted instruction. Universities and organizations started experimenting with mainframe computers to deliver educational content. The growth of the internet in the 1990s led to the development of online courses and distance education programs. Universities and educational institutions began offering online courses and degree programs. Online learning platforms and learning management systems emerged, enabling institutions to provide courses online. The late 1990s and 2000s saw the rise of learning management systems like blackboard and moodle, which provided a platform for delivering and managing online courses. These systems allowed for the organization of course materials, grading and student-teacher interactions. The 2010s saw the growth of open educational resources, which made educational materials freely available to anyone. Massive open online courses emerged around 2012, offering free and low-cost courses from top universities and institutions.

However, when the COVID pandemic hit in late 2019 and early 2020, many countries around the world implemented immediate changes to their education systems. The COVID -19 pandemic accelerated the adoption of remote and hybrid learning models in education. Schools, colleges, and workplaces had to quickly adapt to online learning, leading to increased innovation and investment in the field. The pandemic popularized the concept of hybrid learning ,where students have the option to attend classes in-person or online.

During the COVID-19 pandemic, online learning experienced a significant surge due to the closure of physical classrooms. Technologies like video conferencing (For example – Zoom, Microsoft Teams)became vital for live virtual classes. Learning management systems saw increased adoption for content delivery and assessment. Education technology tools, from interactive whiteboards to collaboration platforms, played a crucial role. The pandemic accelerated the integration of personalized learning and data analytics for tracking student progress. The need for digital literacy and equitable access to technology also become prominent consideration in the evolution of online learning.

Online learning has evolved significantly, adopting teaching methods to technological advancements. Traditional lectures have transformed into interactive, multimedia-rich experiences, fostering student engagement Additionally, platforms now emphasize collaborative tools, Personalized learning paths ,and real-time feedback, reflecting a shift towards student-centered education. The integration of AL and machine learning further tailors content to individual needs , enhancing the overall effectiveness of online learning. During the COVID-19 Pandemic, there was a significant shift in education towards online learning . Traditional classroom teaching transitioned to virtual platforms, leveraging technologies like video conferencing, online collaboration tools, and learning management systems. This shift accelerated the adoption of e-learning, prompting educators to explore innovative teaching methods and adopt to digital resources.

Online learning has evolved significantly for students, offering greater accessibility, interactive content, and personalized experiences. Advancements include real-time collaboration tools, adaptive learning platforms, and diverse multimedia resources, enhancing engagement and accommodating various learning styles. Additionally, the integration of artificial intelligence has enabled personalized feedback and tailored learning paths, fostering a more individualized education experience. Despite challenges, the evolution of online learning continues to shape a dynamic and flexible educational landscape.

The evolution of online in the context of the digital divide has been marked by efforts to bridge gaps in access and resources. While advancements in technology have expanded online education opportunities ,disparities in internet access, device availability, and digital literacy persist, contributing to the digital divide. Initiatives such as subsidized internet access, device availability, and digital literacy persist, contributing to the digital divide. Initiatives such as subsidized internet access, low-cost devices, and digital skills training aim to address these challenges and make online learning more inclusive. Ongoing developments will likely continue shaping the landscape of online education with a focus on educality and accessibility.

CHAPTER – 3

ONLINE LEARNING IN INDIA

The growth of online learning in India has been substantial, driven by factors such as increased internet penetration, accessibility of affordable devices, and a growing demand for flexible education. Platforms offering diverse courses and degrees have gained popularity, especially due to the convenience they provide to learners across the country. This trend is likely to continue as technology continues to play a pivotal role in education. Online learning in India has experienced significant growth, encompassing various segments such as K-12 education, higher education, professional upskilling, and competitive exam preparation. Platforms like BYJU's, Unacademy, and Coursera are popular, providing diverse courses and study materials. The accessibility of online education has particularly benefited students in remote areas, fostering a broader reach and democratizing learning opportunities. Online learning in India has gained popularity due to its accessibility, flexibility, and a wide range of courses. It allows individuals to pursue education at their own pace, from the comfort of their homes, overcoming geographical barrier. Additionally, the increasing use of technology, the availability of affordable internet, and the demand for upskilling contribute to the growing popularity of online learning in India.

Several online learning apps are popular in India, including:
1. Byju's: Offers interactive learning content for school students.
2. Unacademy: Provides a platform for various competitive exams and general learning.
3. Coursera: Offers online courses and degrees from universities and colleges worldwide.
4. edX: Similar to Coursera, edX provides online courses from universities and institutions.
5. Skillshare: Focuses on creative skills with classes in art, design, photography, etc.
6. Khan Academy: Provides free educational content in various subjects.
7. UpGrad: Offers online courses in collaboration with universities and industry experts.
8. edX: Similar to Coursera, edX provides courses from universities globally.
9. Toppr: Known for its preparation materials for school and competitive exams.

Online learning in India has seen significant growth across various segments, including academic courses, professional certifications, and skill development programs. Platforms like Coursera, Udacity, and edX offer a diverse range of courses, catering to students, working professionals, and enthusiasts. The demand for online education has surged, driven by accessibility, flexibility, and the need for upskilling in a rapidly evolving job market. Additionally, government initiatives and collaborations with online learning platforms contribute to the expansion of this segment.

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

Data analysis and interpretation of primary data are made with the help of tables and diagram. The brief discussions are mentioned below-

A) Demographic profile of the respondents:

The data and analysis and interpretation consists of age, gender, education qualification, resident and academic discipline etc. Data analysis and interpretation of such demographic factors are discussed below-
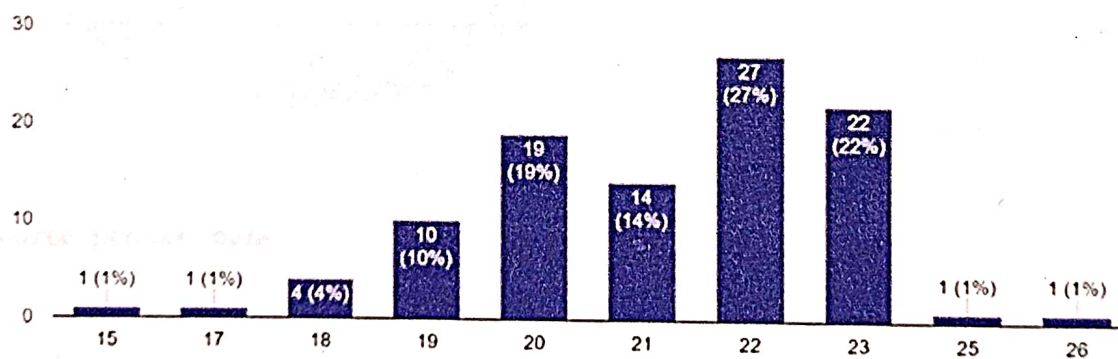
4.1: Age of the respondents

Table 4.1: Age of the respondents:

Age	No of Responses	Percentage
15	1	1%
17	1	1%
18	4	4%
19	10	10%
20	19	19%
21	14	14%
22	27	27%
23	22	22%
25	1	1%
26	1	1%

Source: Primary data

Figure 4.1: Age of the respondents:

Source: primary data

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Interpretation:

The above Figure illustrates the age of the respondents. 1% under 15 year age , 1%under 17 year age,4% under 18 year, 10%under 19year age, 19% under 20 years, 14% under 21 years. 27% under 22 years, 22% under 23 years, 1% under 25 years and remaining 1% under 26 years. Majority of the respondents are 22 years of age.
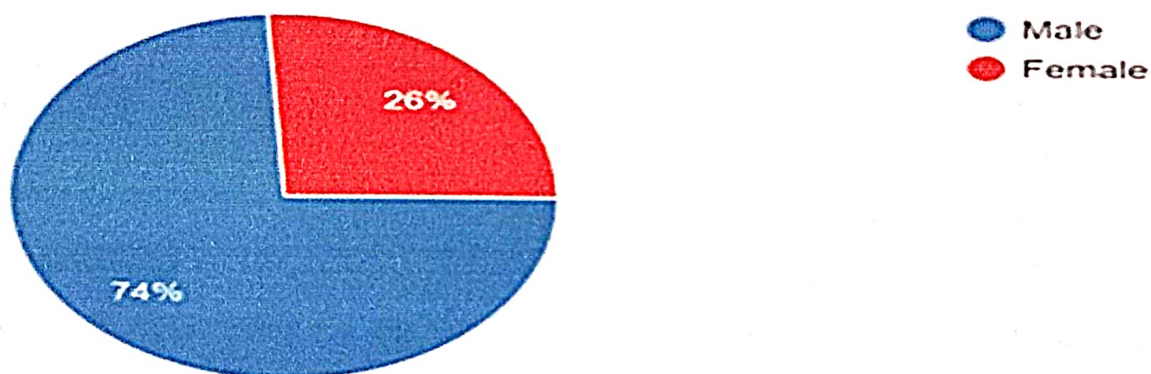
4.2: Gender of the respondents:

Table 4.2 :Gender of the respondents:

Gender	Percentage
Male	74%
Female	26%

Source: Primary data

Figure 4.2: Gender of the respondents:

Source: primary data

Interpretation:

The above figure illustrates gender distribution of the respondents. 74% of the respondents are male and remaining 26% are female. Most of the respondents are male in the studied area.
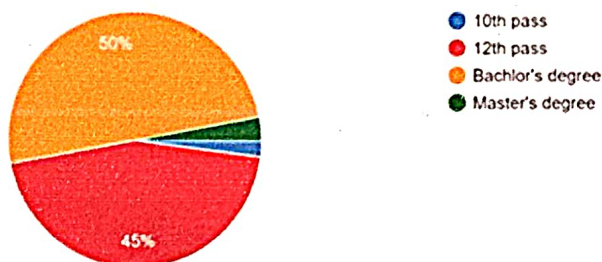
4.3:Education level of the respondents:

Table 4.3: Education level of the respondents:

Education Qualification	Percentage
10th pass	2%
12TH pass	45%
Bachelor's degree	50%
Master's degree	3%

Source: Primary data

Figure 4.3: Education level of the respondents:

Source: primary data

Interpretation:

The above figure illustrates the education level of the respondents. 2% respondents completed class 10th, 45% completed class 12th, 50% completed bachelor's degree, 3% completed masters degree. It is found most of the respondents are 12th pass.

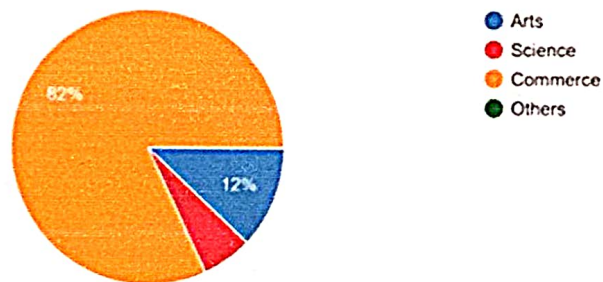4.4: Academic disciplines of the respondents:

Table 4:4 Academic disciplines of the respondents:

Academic Disciplines	Percentage
Arts	12%
Science	6%
Commerce	82%
Others	—

Source: primary data

Figure 4.4: Academic disciplines of the respondents:

Source: primary data

Interpretation:

The above figure illustrates the academic disciplines of the respondents.12% of the respondents from Arts background, 6% from Science background and 82% from Commerce background. The Majority of the respondents from Commerce background

B)Analysis and interpretation of student perception on online learning:

Uses of online mode education:

4.5: Reponses on received of education/knowledge through online mode:

Table 4.5: Reponses on received of education/knowledge through online mode:

Elements	Percentage
Yes	94%
No	6%

Source: primary data

Figure4.5: Responses on education/knowledge through online mode:
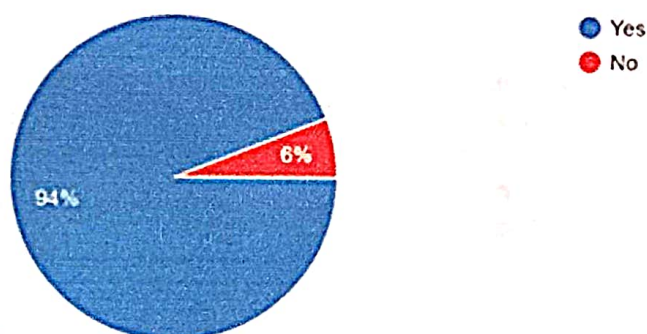
Source: primary data

Interpretation:

The above diagram indicates that 94% of the respondents have received education through online mode while 6% have not received education through online mode.
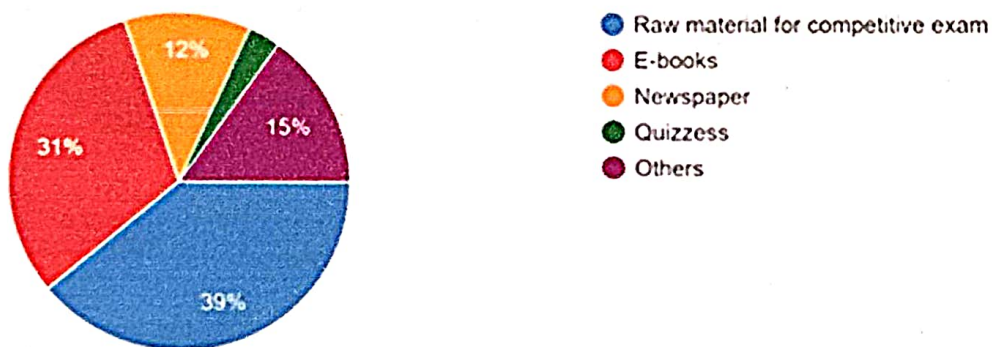
4.6:Types of content search by the respondents for online education:

Table 4.6: content search by the respondents for online education:

Types of Contents	Percentage
Raw materials of competitive exam	39%
E-Books	31%
Newspaper	12%
Quizzes	3%
Other	15%

Source: primary data

Figure 4.6: content search by the respondents for online education:

Source: primary data

Interpretation:

The above figure illustrates the types of content search by the respondents. 39% of the respondents search Raw materials for competitive exams, 31% search E-Books, 12% search Newspapers, 3% search Quizzes', 15% search others content. Most of the respondents search E-Books.

4.7: Search engine used by the respondents used for online education:

Table 4.7: engine used by the respondents used for online education:

Search Engines	Percentage
Google	50%
Google Scholar	3%
YouTube	43%
Google Chrome	5%

Source: primary data

Figure 4.7: engine used by the respondents used for online education:
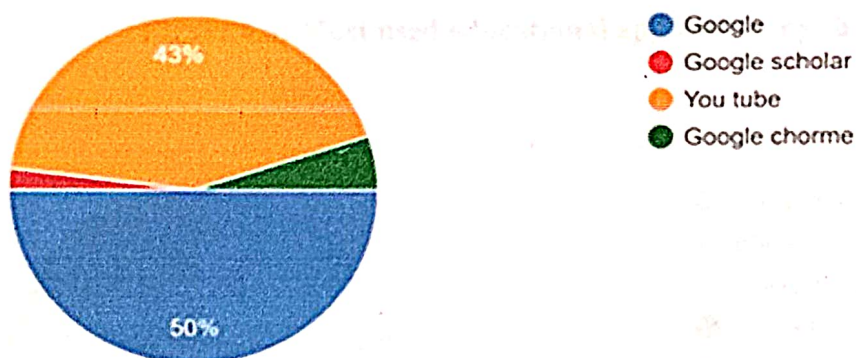
Source: primary data

Interpretation:

The above figure indicates that 50% respondents use Google for online learning, 3% use Google Scholar, 43% use YouTube, 5% use Google chrome for online education. Most of the respondents use Google search engine for online learning.

4.8: Most used educational application by the respondents:

Table 4.8: Most used educational application by the respondents:

Educational Application	Percentage
Canvas	2%
Blackboard learn	9%
Google Classroom	63%
Wisents	-
Workday student	1%
Others	24%

Source: Primary data

Figure 4.8: Most used educational application by the respondents:
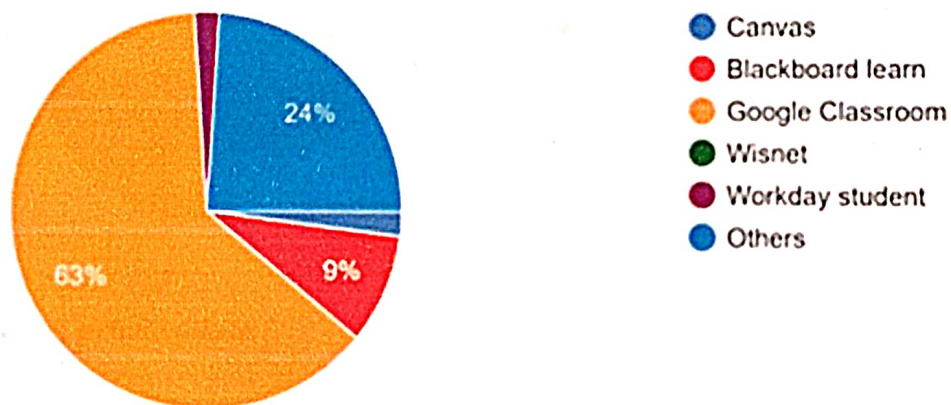
Source: primary data

Interpretation:

The above figure 3.8 indicates 2% respondents mostly use Canvas application to study, 9% use Blackboard learn to study, 63% use Google classroom, 1% use workday student and 24% study from other application. Most of the respondents study from Google Classroom.

Table 4.9: Respondents Perception about E-learning education:
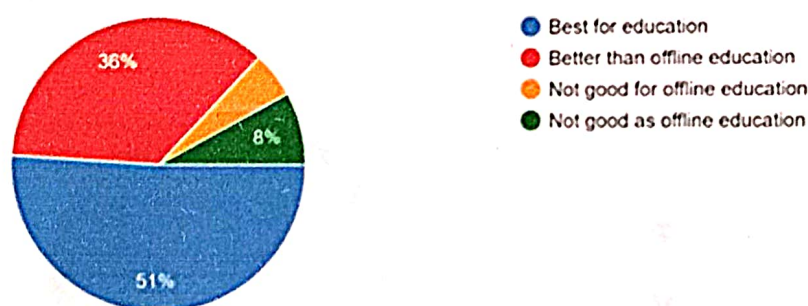
Elements	Percentage
Best for education	51%
Better than offline education	36%
Not good for for offline education	5%
Not good as offline education	8%

Source: primary data

Figure 4.9: Respondents perception about E-learning education:

- Best for education
- Better than offline education
- Not good for offline education
- Not good as offline education

Source: primary data

Interpretation:

The above diagram indicates that 51% of the respondents thought that e-learning is better for education, 36% is thought e- learning better than offline education, 5% thought not good for offline education and remaining 8% is thought it is not good as offline education. Most of the respondents thought e-learning is best for education.

4.10:Factors influence respondents perception about online learning:

Table 4.10: Factors influence respondents perception about online learning:

Factors	Percentage
Quality of online learning	39%
Interaction with Instructors	30%
Interaction with fellow students	6%
Technical support and reliability of online tools	12%
Flexibility in scheduling	13%

Source: primary sources

Figure 4.10 Factors influence respondents perception about online learning:

● Quality of online learning materials
● Interaction with instructors
● Interaction with fellow students
● Technical support and relalibitity of online tools
● Flexibility in scheduleing
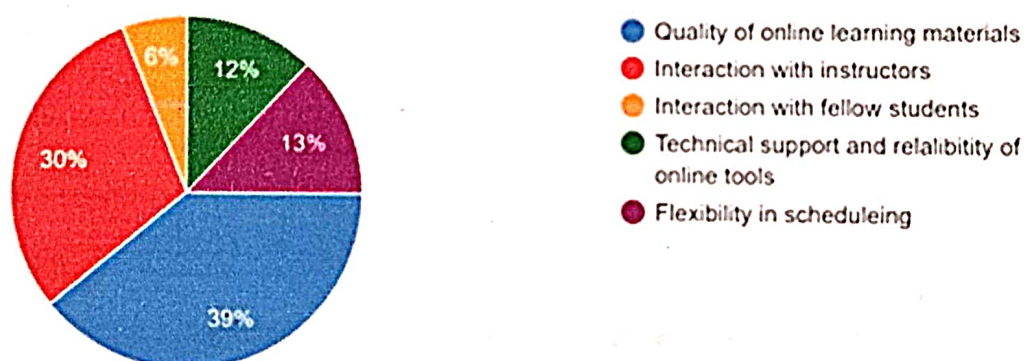
Source: primary data

Interpretation :

The above diagram indicates that 39% of the respondents engaging quality of online learning materials can enhance the learning experience.30% of the respondents including interaction with instructors can positively impact student satisfaction and understanding . 6% of the respondents can interaction with fellow students engaging through discussions and group projects can provide diverse perspectives. 12% of the respondents have technical support and flexibility of online tools can disrupt learning and lead to frustration.13% of the respondents have flexibility in scheduling adopt their schedules to other commitment.
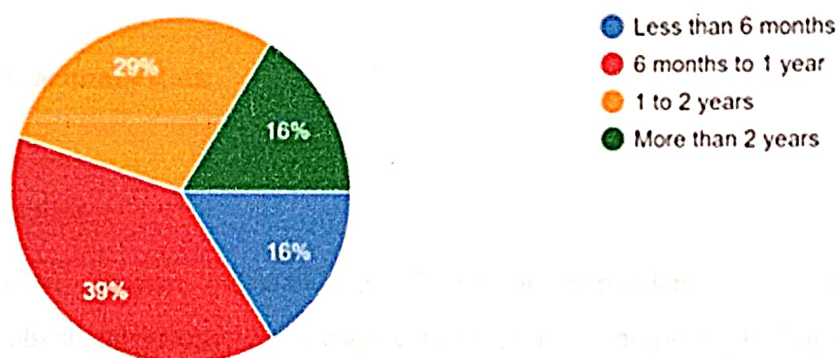
4.11: Time duration spend by the respondents E-learning:

Table 4.11: Time duration spend by the respondents in E-learning:

Time Frame	Percentage
Less than 6 months	16%
6 months to 1 year	39%
1 to 2 years	29%
More than 2 years	16%

Source: primary data

Figure 4.11: Time duration spend by the respondents in E-learning:

Source: primary data

Interpretation:

The above Figure 4.11 indicates that 16% of the respondents participating in online learning from less than 6 months, 39% from 6-1 years, 29% from 1-2 years, 16% from more than 2 years. Most of the respondents participating in online learning from 6 months to 1 year.

4.12.Preference for online education:

Table 4.12:Preference for online education:

Advantages	Percentage
Geographical advantages	3%
Large number of choice	35%
Easy accessible	12%
Flexibility	19%
Time effective	11%
Class recording	14%
Cost effective	6%

Source: primary data

Figure 4.12: Preference for online education:

Legend:
- ● Geographical advantage
- ● Large number of choice
- ● Easy accessible
- ● Flexibility
- ● Time effective
- ● Class recording
- ● Cost effective
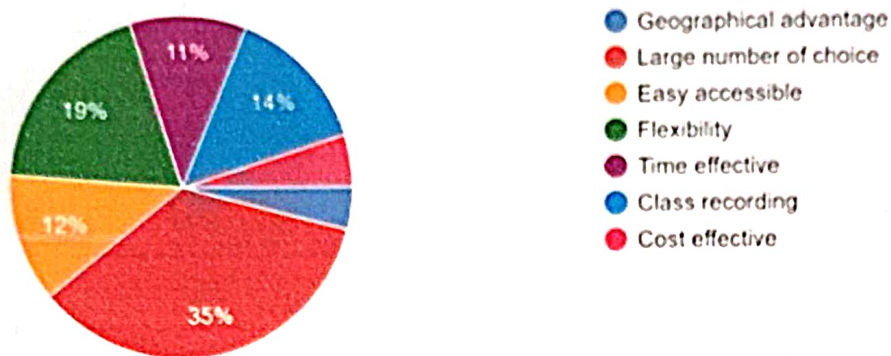
Source: primary data

Interpretation:

The above diagram indicates that 3% of the respondents choose online education for geographical advantage, 35% choose because large number of choice available in online education, 12%choose because it is easily accessible, 19% choose because it is flexible, 11% found online education save time, 14% choose because recording of class is available and 6% choose it because it is less costly.

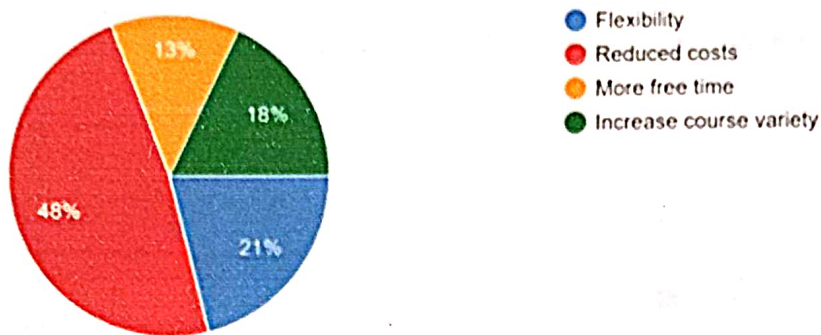4.13: How online education help a student:

Table 4.13: How online education help a student:

Benefits	Percentage
Flexibility	21%
Reduced Costs	48%
More free time	13%
Increase Course	18%

Source: primary data

Figure 4.13: How online education help a student:

Legend:
- Flexibility
- Reduced costs
- More free time
- Increase course variety

Pie chart values: 13%, 18%, 48%, 21%

Interpretation:

The above diagram indicates that 21% of the respondents thought it helps students because it is flexible and one can access it from anywhere, 48% thought it reduced costs which helps poor students, 13% thought it gives more free time to students, 18% thought it offers various types of courses to students as per their requirements.
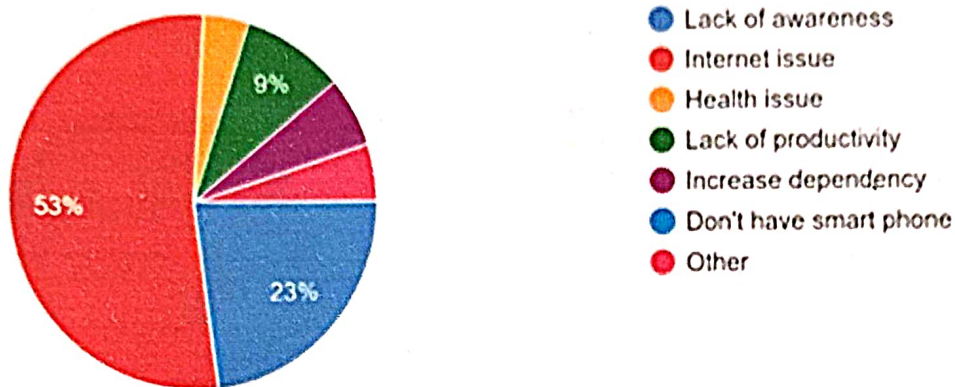
4.14. Responses on challenges of online education:

Table 4.14:Challenges of online education:

Challenges	Percentage
Lack of awareness	23%
Internet issue	53%
Health issue	4%
Lack of productivity	9%
Increase dependency	4%
Don't have smart phone	=
Other	5%

Figure 4.14: Challenges of online education:

Source: primary data

Interpretation:

The above figure illustrates the challenges of online education.23% of the respondents throught lack of awareness is a challenge to online education, 53% Thought internet issue is a challenge 4% thought health issue is also a challenge,9% choose to lack of productivity,4% thought increase dependency is also a challenge and 5% choose to other challenges.

4.15: Responses on continue use of online education in future:

Table 4.15: Responses on continue use of online education in future

Responses	Percentage
Yes	98%
No	2%

Source: primary data

Figure 4.15: Responses on continue use of online education in future:
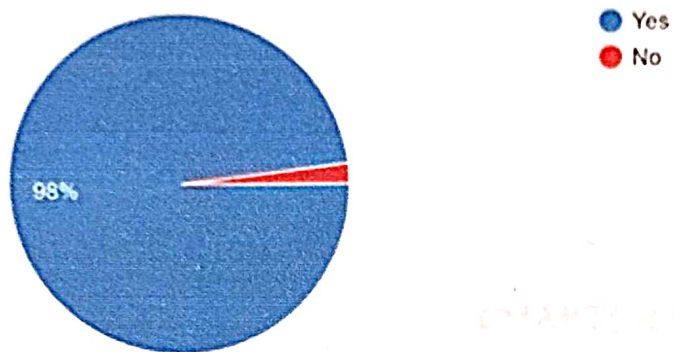
Source: primary data

Interpretation:

The above diagram indicates that 98% of the respondents continue to study from online education in future and remaining 2% are not like to do.

CHAPTER-5

FINDING, RECOMMANDATIONS AND CONCLUSION OF THE STUDY

5.1 Finding of the study

The major and significant findings made from the data analysis and interpretation are highlighted below-

1. Out of 100 respondents, The majority fall within the range of 20 to 23 years old, with 27 percent being 22 years old, and 22 percent being 23 years old. Age groups 18 and 19 also contribute significantly, making up 4 percent and 10 percent, respectively. Ages 15,17,25, and 26 each represent 1 percent of the respondent.

2. Out of 100 respondents, male are 74% While female are make up 26% of the surveyed population

3. Out of 100 respondents, 2% have completed 10th pass,45% have finished 12th pass, 50% hold a bachelor's degree, and 3% percentage have attained a master's degree.

4. Out of 100 respondents ,12% from the arts stream,6 % from science stream and the majority comprising 82% having a background in commerce.

5. Out of 100 respondents, 94% of respondents indicating they have received education through online channels, while 6% of respondents not utilizing online methods for learning.

6. Out of 100 respondents ,39% of the respondents sought raw materials for competitive exams,31% of the accessed E-Books,12% utilized newspapers ,3% engaged in quizzes and 15% explored other content types for their online education needs.

7. Out of 100 respondents, majority of then which account for 50% using Google search engine,3% utilizing Google scholar,43% turning you tube, and 5% opting for Google chrome in their online education pursuits.

8. Out of 100 respondents, 63% of Google classroom is the most widely used educational application software for online education. Other notable platforms include canvas at 2%, Blackboard at 9%,and a variety of collectively making up at 24%. Workday students have a comparatively lower usage at 1%.

9. Out of 100 respondents,51% perceived e- learning education as best for education. Additionally, they consider it better than offline education. Only5 % believe it is not good for offline education while 8% think it is not as good as offline education.

10. Out of 100 respondents, 39% of respondents emphasizing quality of online learning materials. Interaction with instructors is also substantial influence at 30% and others factors include technology support and reliability of online tools at 12%, flexibility in scheduling at 13% and interactional with fellow students at 6%.

11. Out of 100 respondents, 16% of respondents have been participating online learning for less than 6 months,39% for 6 month to 1 year, 29% for 1 year to 2 years, and 16% for more than 2 years.

12. Out of 100 respondents, the top three factors influencing preference are a geographical advantages at 3%, a wide large number of choices at 35%,and easy accessibility at 12%. Additionally, flexibility (19%),time effectives(11%), class recording(14%),and cost effectives(6%) contribute significantly to the overall appeal of online education.

13. Out of 100 respondents,48% experience reduced costs, 21% appreciate the flexibility it provides,18% see an increase in available courses and 13% enjoy more free time.

14. Out of 100 respondents, the majority of them which account for 53% identified that internet issues as a significant challenge, followed by lack of awareness 23%, other challenges included health issues 4%, lack of productivity 9%, increased dependency 4%. Interesting, None of the respondents reported not have a smart phone, While 5%mentioned other challenges of online education.

15. Out of 100 respondents, 98% of respondents continue to study online education in future and remaining 2% are like to do.

5.2 Recommendation of the study

Online learning ensure that instructions, expectations, and closure materials are communicated clearly to help students navigate online learning effectively. It establish a reliable technical support system to assist students in overcoming any technical challenges they may encounter during online learning. Further, it can offer several benefits of online learning. They provide valuable insights into the effectiveness of instructional methods, help identify areas for improvement, and contribute to the ongoing development of online courses. Additionally, understanding student perspective can enhance teacher- student communication, foster a more engaging learning environment, and ultimately lead to the continuous enhancement of online education.

It can valuable insights, there are limitations of online learning. Individual preferences and experiences vary, making it challenging to capture a universally representative view. Students may also face technical issues or lack the digital literacy necessary to navigate online platforms, impacting their perception. Furthermore, biases or preconceived notions about online learning may influence student opinions, and they might not always align with objective measures of educational effectiveness. It's crucial to complement student perceptions with objective data and assessments to gain a comprehensive understanding of the online learning environment.

The several recommendations emerge to enhance the online learning experience for college students in Nalbari district, Assam. These recommendations are based on addressing the identified challenges and leveraging opportunities for improvement.

a) Technological infrastructure enhancement consider investing in robust technological infrastructure, including high-speed internet connectivity and reliable devices, to mitigate the challenges faced by students in accessing online learning resources. There is huge scope for educational institutions private tutor to provide e- learning for online educations to the students for Nalbari district.

b) Pedagogical Training programs for educators provide comprehensive training programs for educators to enhance their proficiency in delivering effective online education. This could include strategies for engaging students in virtual environments, utilizing interactive tools, and fostering active participation. The educators can use online education to encourages

active participation in assignment ,conference and seminar in educational institution in colleges in Nalbari district.

c) Tailored academic support implement a system for personalized academic support , identifying students who may require additional assistance in adopting to online learning. This could involve mentorship programs, tutoring services, or peer-to-peer support networks.

d) Curriculum Adaptation regularly review and adopt curriculum to align with the curriculum to align with the dynamics of online learning, ensuring that it remains relevant, engaging and meets the educational needs of students of Nalbari district.

5.3 Conclusion of the study

Online learning continues to area of growth in colleges . This study reveals that there was some appreciate the flexibility, others express challenges with connectivity and engagement. It is crucial for educators and institutions to consider these diverse perspectives when designing and implementing online learning initiatives. Addressing infrastructure issues and enhancing interactive elements could contribute to a more positive online learning environment for college going students in the Nalbari district. Balancing technological solutions with community engagement and targeted support can contribute to a more inclusive and successful implantation of online education in this study area. Students taking online courses emphasize that flexibility, accessibility, convenience of balancing personal, professional and academic life and desire to experience a new of learning as course factors that informed their decision. However, face to face students, classroom interactions with peers, faculty, and course content were the main reason for choice. The results from this research outlined that the greatest challenge for online learners is their ability to use of technology and receive timely feedback and communication from faculty.

As community colleges continue to expand their online offering, higher educational institutions must continue providing professional development opportunities for faculty to further their knowledge in online learning. Such opportunities should include increasing faculty capacity to adequately manage a virtual classroom to effect a holistic student learning experience.

A study on Student's Perception regarding Online Learning:A Study in college going students of Nalbari district.

My name is Krishanu deka I am a student of Mcom 3rd Sem of Nalbari Commerce College. I am conducting a survey on the current condition of students perception regarding online learning a study in college going students of Nalbari district for my dissertation. Please fill up this form and help me in my research. Thank you.

ithubnlb18@gmail.com Switch account

Not shared

* Indicates required question

Name *

Your answer

Age *

Your answer

Gender *

○ Male

○ Female

Resident *

Your answer

What is the highest level of education you have completed? *

○ 10th pass

○ 12th pass

○ Bachlor's degree

○ Master's degree

Academic discipline *

○ Arts

○ Science

○ Commerce

○ Others

Do you ever received education/knowledge through online mode? *

○ Yes

○ No

If yes what type of content you search for online education? *

○ Raw material for competitive exam

○ E-books

○ Newspaper

○ Quizzess

○ Others

In which search engine do you used for online education? *

○ Google

○ Google scholar

○ You tube

○ Google chorme

In what educational application software you use mostly for online education? *

○ Canvas

○ Blackboard learn

○ Google Classroom

○ Wisnet

○ Workday student

○ Others

What do you think about e learning education? *

- ○ Best for education
- ○ Better than offline education
- ○ Not good for offline education
- ○ Not good as offline education

What are the factors that influence your perception of online learning? *

- ○ Quality of online learning materials
- ○ Interaction with instructors
- ○ Interaction with fellow students
- ○ Technical support and relalibity of online tools
- ○ Flexibility in scheduleing

How long have you been participating in online learning? *

- ○ Less than 6 months
- ○ 6 months to 1 year
- ○ 1 to 2 years
- ○ More than 2 years

Why do you prefer for online education? *

- ○ Geographical advantage
- ○ Large number of choice
- ○ Easy accessible
- ○ Flexibility
- ○ Time effective
- ○ Class recording
- ○ Cost effective

How online education help a student? *

- ○ Flexibility
- ○ Reduced costs
- ○ More free time
- ○ Increase course variety

According to you, what are the challenges of online education? *

- ○ Lack of awareness
- ○ Internet issue
- ○ Health issue
- ○ Lack of productivity
- ○ Increase dependency
- ○ Don't have smart phone
- ○ Other

Do you like to continue online education in future? *

◯ Yes

◯ No

What is your suggestions to enhance the online learning experience ? *

Your answer

Submit   Clear form

Google Forms

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