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Online Classes During COVID-19 Period: A Study of Students' Experience at Jamia Millia Islamia, New Delhi, India

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The purpose of this study is to ascertain and check the ground reality of students' observation and experience of Online Classes in JMI during COVID-19 in India. This pandemic has affected whole world and worst is education system where students' were deprived from their college, university, friends, teachers and the serene academic environment resulted in replacing classroom teaching with online classes. The study has been conducted to discover various issues pertaining to online classes viz. attitude of students, effectiveness, constraints, level of satisfaction and data security issues. The study revealed that majority of the students liked attending online classes through web conferencing software(s). It is also found out that mobile phones have been widely used for online classes followed by laptops. It has been reported that students faced poor video quality, frequent interruptions, and limited session time as some constraints to online classes. It was also expressed by the students that LMS and hybrid mode of classes should be adopted in post COVID 19 teaching learning process.

Keyword: *COVID 19, Online Classes, Teaching-Learning during COVID, Students Online Learning, Online Learning Constraints*

1 INTRODUCTION

The world has witnessed an unprecedented period of pandemic namely COVID-19, which was initially reported in Wuhan city, China on December 31st, 2019 and later became a worldwide calamity. The COVID-19 wave has had the worst impact on the global economy, including education and the entire world has been brought to its knees. India also could not escape from

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this virus and the first case of COVID-19 was reported on January 27, 2020 in Kerala. Gradually all the states of India have fallen prey to COVID-19. Keeping in view the severity of the situation emerged from COVID-19, Government of India had imposed a total lockdown in the country on 25th March, 2020 for 21 days. However, the situation was more grim and bigger than expected and it had to expand further which lasted for four phases till 31st May 2020. That COVID- 19 phase was also known as Phase-1 of the Pandemic which was followed by Phase-2, which has affected more in terms of infectious cases in general and higher mortality in particular. This Pandemic has caused changes in the education system all over the world. To combat the pandemic, students' physical attendance at Schools, Colleges and Universities have been completely revoked. As per UNESCO report, as of April 2020 almost 1.5 billion children and youth were affected by school closures in about 195 countries, this includes pre-primary to higher level of education this has resulted in a rise of virtual classrooms[1]. However, in both developed and developing countries, such as India, the adoption of technology to run online classes, particularly in rural India has become a major challenge."Reduction in family income, limited access to digital resources, and the high cost of internet connectivity have disrupted the academic life of the students. Moreover, 1.5 billion students across the world are now deprived of basic education leading to a serious psychological impact on their health"[2].However, time teaches everything. All academic institutions have turned these challenges into opportunities. This change has been accepted by all academic institutions. According to a survey report conducted on higher education by the Ministry of Human Resource Development (MHRD), Government of India, (now Ministry of Education, MoE), it was reported that there are 993 Universities, 39931 Colleges and 10725 standalone institutions listed on their portal, which contribute to higher education[3]. During the academic session 2018-19, the total students enrolment in all courses and levels in regular and distance education Programmes was 373.99 lakhs including 181.90 lakhs women students, constituting 48.64%. The maximum number of students had been enrolled in the state of Uttar Pradesh (64.69 lakhs), followed by Maharashtra (42.30 lakhs), Tamil Nadu (34.14 lakhs) and West Bengal (20.97 lakhs)[4].

2 INDIAN HIGHER EDUCATION SCENARIO

(Mittal et al, 2020)[5] conducted a study to know the enrolment ratio of 10 countries namely US, UK, Germany, France, China, Brazil, Indonesia, India, South Africa and Pakistan for the year 2017-18. It is found that India has poor GER in comparison to other nations included in the study and stands above

South Africa and Pakistan only. It states that US leads with highest GER at 88.2%, followed by Germany 70.3%, France 65.6%, UK 60.6%, Brazil 51.3%, China 49.1%, Indonesia 36.4%, and India at 27.4 % which further fell to 26.3% in 2018-19.

The prolonged period of lockdown forced the Government of India to look for alternatives to classroom teaching. During this havoc period of Covid-19, safety and well-being of students have been the utmost priorities of the educational institutions. University Grants Commission (UGC) has been issuing guidelines and advisories regarding higher education during the lockdown period. UGC through its regular guidelines has been showing direction to keep the learning momentum rolling throughout this challenging time. It has constantly sent updates on online learning using various ICT initiatives developed by MHRD, UGC and its inter-university centres like INFLIBNET and CEC. The major ICT initiatives mentioned here were SWAYAM Online Courses, UG/PG MOOCs, e-PG Pathshala, e-Content Courseware in UG Subjects, SWAYAMPRABHA, CEC-UGC Youtube Channel, National Digital Library, Shodhganga, e-Shodh Sindhu, Vidwan to name a few[6]. Libraries from all around the world are working together to combat the problem by establishing an online presence. Jamia Millia Islamia's Dr. Zakir Husain Library has also made an online presence through enhancing e-collections. Library also acquired a good number of e-books during the COVID period with emphasis on maximum number of textbooks. The other challenge was to extend the access of e-resources to all the students of JMI at their place. Library had been extending remote access facility to its teachers and research scholarsfor years, now has started enrolling undergraduate and postgraduate students also. The remote access facility of library has proved the most valuable and beneficial to JMI fraternity during this challenging period of COVID-19.

3 ONLINE CLASSES IN JAMIA MILLIA ISLAMIA (JMI)

Jamia Millia Islamia (JMI) is a Central University established by an act of Parliament. JMI was established in 1920 and had celebrated its Centenary Year in 2020. JMI provides blended learning starting from early schooling to undergraduate, post graduate, doctoral and post-doctoral programmes of studies. Jamia has 9 Faculties, 39 Departments for teaching and research, 30 Centres, 190 Courses, 800 dedicated faculty members and about 20000 students[7]. Jamia also imparts education through Distance Education mode and presently about 17000 students are enrolled with its different programmes.Sudden outbreak and spread of pandemic led to nationwide lockdown on March 25, 2020 resulted in cancellation of all classroom activities.

The classes were started with online mode as per the guidance of UGC and subsequent instructions received from JMI authority. There were certain issues involved in the initial stage of online teaching learning because of its novel adaptation among students.

The present study is conducted on students of Bachelor of Library and Information Science, BLISc (39 Students) and Master of Library and Information Science, MLISc (21 Students) courses at JMI. BLISc course was started in the year 1985 and presently it has 40 seats for its one year programme. However, the MLISc course was introduced in the year 2018 with 30 students' strength. Both the courses are run in self-finance mode and the classes are conducted in the evening session to facilitate more working professionals to opt for these professional courses[8].

4 OBJECTIVES

i. To find out the attitude of the students for Online Classes.
ii. To explore the effectiveness of online classes.
iii. To measure the constraints while attending online classes.
iv. To study the satisfaction level of students for online classes.
v. To assess the data security concerns of students while attending online classes.

5 SCOPE AND LIMITATIONS

The study has been conducted among the Bachelor and Masters' Students of Library and Information Science of Jamia Millia Islamia University, New Delhi. There are43 students of Bachelor of Library and Information Science (BLISc) and 31 students of Master of Library and Information Science Course (MLISc) of 2019-20 batches. The study is limited to the Jamia Millia Islamia students only. The time frame of the study is between October 2020 and December 2020.

6 METHODOLOGY

An online survey was conducted between October and November 2020. A well structured online questionnaire was designed using Google Form to collect the responses from the participants. The link to the survey was sent to all participants using Whatsapp and E-mail. A link to total 74 questionnaires was shared among the BLISc and MLISc students, out of which 60 responses were received and further analysed using MS Excel. For the citation and references, MLA 8th edition has been used throughout the study.

7 LITERATURE REVIEW

There have been a number of studies found on teaching learning, online classes, students psychology, students behaviour, learning tools etc. during the current pandemic period. Chaturvedi[9] in their study, examined the effect of Covid-19 on Education, Social Life and Mental Health of the students. They conducted a survey among 1182 students of different institutions from Delhi and NCR region to find out the age groups, time spent on online classes, medium of instruction, sleeping habits, exercise routine, mental health and social life. It was found that average time spent on online classes was 3.20 hours a day. About 38.3 percent of students had a negative response toward online classes compared to conventional mode of studies. With 57.3% the smartphones were the preferred choice to take online classes. The average time spent on sleep stood 7.87 h/day among different age groups of students. The study further revealed about the presence on social media platforms by students and it was found that between the age group 18-22, Instagram was the most preferred networking site with 39% respondents while age group 23-59 responded WhatsApp as their preferred choice with 38% response. The government imposed restrictions such as social distancing and lockdown further affected students' mental and psychological health. They further recommended that after prevailing normalcy Government should ensure proper internet connectivity with gadgets to bridge the digital divide among socially disadvantaged students of the society.

Mishra, et al[10]in their study found that how lockdown has affected the educational activities in India especially in the highly unequal Indian society where there is a big gap between resource rich and deprived people. They discussed the challenges to implement the online mode of teaching learning process in higher education. The study found out that teachers followed Zoom, Cisco WebEx, Google Meet, Skype for taking online classes. The majority of the teachers (35%) used Google Classroom followed by Zoom/ Cisco WebEd/ Google Meet and Skype collectively (45%). On the other hand Students used WhatsApp/Telegram and E-mail as their preferred mode to attend and use for online mode of learning. Regarding perception of the teachers, the study revealed that teachers were convinced to accept digital transition in pandemic situations. Teachers felt that domain knowledge, self motivation, presentation skills, clarity of expression and similar other skills are essential to grapple with the present situation. Likewise, students in the initial stage reported issues with listening to online lectures, internet connectivity, long hours of sitting, economic limitation to continue with high utilization of data required for online classrooms. As far as challenges faced by the teachers, it was recorded that

unstable internet connection, ghost learning, level of understanding, lack of interaction. In absence of real time interaction it was difficult for teachers to read the mood of students to change the teaching pattern. On the students' front, they mentioned that the absence of laptop and desktop affected their learning as mobile phones were not as effective. Besides, their economic conditions were not good and they lacked a conducive environment for learning especially female students were assigned household chores during lockdown. Although leaving aside initial hiccups, the teachers and students gradually adopted this new way of teaching learning remotely and have been finding ways out of their issues through experience and learning.

Muthuprasad et al, 2021[11]tried to find out the perception of agricultural students toward online learning. For this study 307 agricultural students from different universities of National Agricultural Research Systems (NARS) were taken into consideration. Majority of the students (67.1%) agreed that online classes can be supplemented online classes. It was further revealed from the study that Smart Phone (57.98%) was the most preferred device for online classes followed by laptop (35.83%). Mobile data pack was the major source of internet connectivity (82%). Besides, WhatsApp remained top choice to attend the online classes by the students. Recorded classes on university websites and Youtube had been most preferred by the students (54.4%) because it gives them flexibility of learning as and when desired while only 17.92% opined in favour of live online classes. Regarding the format of study materials Video Lectures (84%) preferred video content. Powerpoint presentations were recorded at second choice with 53% of students. The majority of students wanted online classes twice a week with duration not exceeding 45 minutes for each class. For evaluation criteria the majority of the students (75.9%) preferred quiz followed by assignments (56.3%). Further majority of the students (60%) agreed that online classes are less effective compared to classroom teaching while considering communication with the instructors. While discussing challenges of online learning it was revealed that connectivity was a major constraint especially in remote areas followed by data limit and data speed. Other factors were poor learning environment at home, technophobia and poor instruction skills, undisciplined, demotivated students, strain and other health issues were also discussed.

Karim, 2020[12]did a study on 276 students of Kardan University and found out that the majority of the students (66.3%) were in favour of the online classes. It was further revealed that most of the students felt there is a significant difference in Online and Offline Learning. It was found that students favoured some online training to maximise the utilisation of online teaching learning

process. This study concluded that there was dire need for proper communication, workshop and training especially for female students.

Nambiar, 2020[13]in her study found out that there are certain areas for teachers and students pertaining to online classes, which include improved and timely interactions, technical compatibility, structured teaching modules, and changes to adapt in new mode of teaching learning environment. An online survey with 76 teachers and 412 students was conducted to elicit the feedback from the survey. The result of the survey showed that the majority of the teachers (86.9%) preferred Classroom/ offline teaching over online teaching. It was also recorded that offline classes are more interactive than online classes, it is difficult to engage students in online classes, and technical issues affect the smooth functioning of online classes. The teachers further felt that online classes lack personal satisfaction and boosted their confidence as a teacher. The majority of students (54.9%) found that online classes are less effective than offline classes; they also felt that they are less interactive than offline classes, discussion is quite low in online classes and they are more unstructured than offline classes.

8 DISCUSSION

8.1 COURSE WISE RESPONSES

The intention of this question was to examine how many BLISc and MLISc students from Jamia Millia Islamia responded to the survey. The Google link was shared with 74 students from both the BLISc and MLISc categories, out of which 32 (53.3%) responses from BLISc students and 28 (46.7%) responses from MLISc students received. This shows that Master's students are more responsive towards the survey and liked to respond to the survey. The pie chart below depicts the fraction of the response rate for a better understanding.

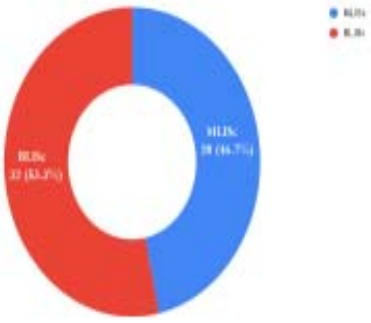

Fig. 1: Course Wise Responses

8.2 GENDER WISE RESPONSES

Figure 2 depicts the gender distribution of respondents, revealing that 32 (53.3 percent) of the total respondents were female candidates.While 28 (46.7%) male respondents have participated in the survey out of the total responses. This shows that female candidates have participated actively in responding to the questions pertaining to online classes.

Fig. 2: Gender Wise Responses

8.3 STUDENTS' OPINION TOWARDS ONLINE CLASSES

This question was posed to gauge the students' views about the convenience of online classes. The below Fig: 3 depicted that majority of them about 45 students (75%) liked the idea of online classes. However, about 15 students (25%) didn't like the idea of teaching and learning through online mode of classes.

Fig. 3: Opinion of the Students towards online classes

8.4 STUDENTS' PERCEPTION ON OPEN SOURCE WEB CONFERENCINGSOFTWARE

Open-source web conferencing software has become increasingly popular for an unexpected pandemic outbreak. Open source web conferencing software, on the other hand, has certain drawbacks. Additionally, owing to its high inherent features, several commercial web conferencing softwarescaptured the market during this epidemic. Keeping all of this in mind, a question was posed to determine the students' preference for attending online classes via free web conferencing software. Figure 4 clearly demonstrates that 49 (81.7%) of total respondents gave a favourable reaction, while just 11 (18.3%) indicated that they did not like to attend lectures using free web conferencing software.

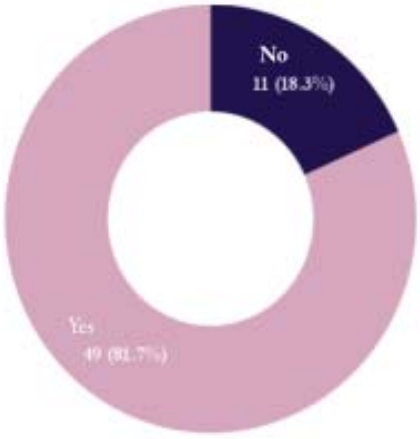

Fig: 4 Students' perception on Open Source Web Conferencing Software's potential to provide comfort.

8.5 DEVICES USED FOR ONLINE CLASSES

While asking about how you attended the online classes it has been elicited that majority of them 39 students (65%) attended their class using mobile phones. Followed by laptop which was used by 17 students (28.3%) and 2 students each (3.3% each) used tablet and personal computer (PC) as device respectively for attending online classes. This shows that because of easy carrying and use features mobile phones has been remained the preferred mode of device for attending online classes among the students.

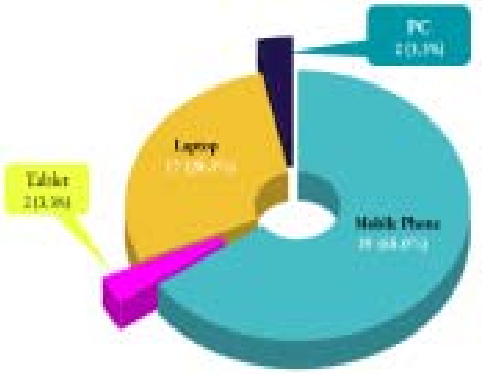

Fig: 5 Devices used by the students to attend the online classes

8.6 DEVICE COMPATABILITY

The web conferencing software is prerequisite to participate in online mode of teaching-learning. There are plenty of web conferencing software available both open source and commercial Software for this purpose. JMI used Google Meet as their preferred mode of conducting online classes. The majority of students, representing 54 (90%) students found the software compatible with their device and successfully downloaded and used the software without any hiccup. Few students which count only 6 (10%) had faced some compatible issue with free web conferencing software Google Meet.The pie chart below depicts the fraction of the response rate for a better understanding.

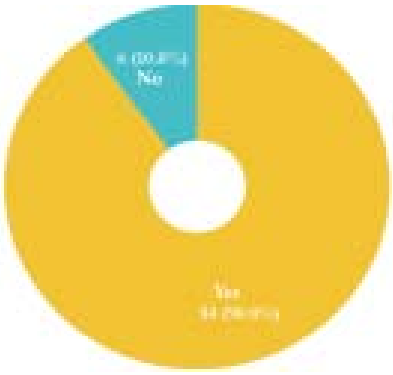

Fig. 6: Device Compatibility issue

8.7 STUDENTS COMFORT ON UNDERSTANDING THE CONCEPTS IN ONLINELEARNING

The fig. 7 exemplify that 36 (60%) understood the concept taught by the teachers through online classes, while 24 (40%) students replied that they didn't understand the concept properly. The switch to online mode of teaching has many facets like personal, professional, technical, psychological, geographical and in some cases economical which directly affect the teaching learning process led by online classes.

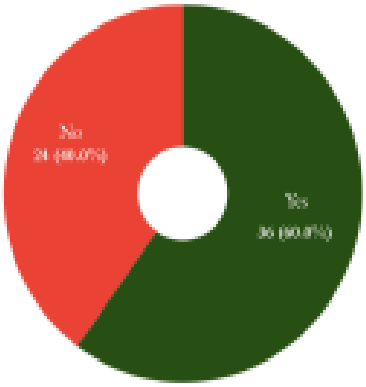

Fig. 7 Students Comfort on understanding the Concepts in online learning

8.8 CONCEPTS AND CONTENT COVERAGE THROUGH ONLINE CLASSES

In terms of coverage of the contents, it was recorded that 34 (56.7%) students found satisfied while 26 (43.3%) students were not satisfied with the coverage of concept and coverage in online classes. It seems that students are adapted to learn using online mode of classroom during lockdown period with limited efforts. However, still a good number of students felt the gap in coverage while taking online classes. For a better understanding, the fig. 8 below illustrates the proportion of the response rate.

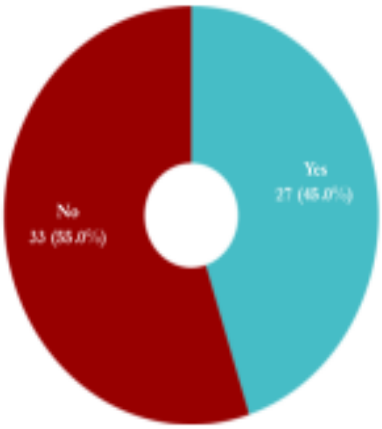

Fig. 8 Concepts and Content coverage through online classes

8.8 OPPORTUNITY TO ASK QUESTION DURING ONLINE CLASSES

As shown in Fig. 9, there was a good response regarding the opportunity to ask a question during online classes. It was recorded that 53(88.3%) students were able to ask questions to clear their doubts during the online classes. On the other hand, 7(11.7%) students have replied that they did not get an opportunity to ask a question during the online classes. It reflects that despite the online mode students actively participated in the teaching and learning process through clearing their doubts by asking questions.

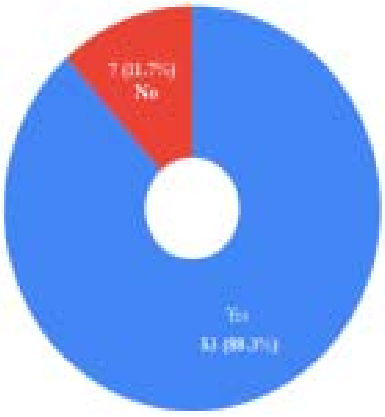

Fig. 9: Opportunity to ask question during online classes

8.91 OPPORTUNITY TO CLEAR DOUBTS DURING ONLINE CLASSES

The other considerable question was did you get an opportunity to clear your doubt (s) during the online classes. A large number of respondents, representing 45 (75%) students replied positively that they considerably got the opportunity to clear their doubts regarding the topic taught in the online classes. One third of them, which stands at 15 (25%) students, reported that they did not get an opportunity to clear their doubts due to certain reasons. Probably, the time constraints could have been the biggest challenge before the teacher to attend and clear all the doubts rose by the students. The pie chart below depicts the fraction of the response rate for a better understanding.

Fig. 10: Opportunity to clear doubts during online classes

8.92 CONSTRAINTS/ PROBLEMS FACED TO JOIN ONLINE CLASSES

The epidemic has taught us a great deal. Initially, all sectors, including education, experienced a number of difficulties. However, it is human nature to get accustomed to something. Keeping all of this in mind, various statements have been formulated to determine the specific issues that students encounter when attending online classes. The discovery of this question may aid us in considering other solutions.

Table 1: Constraints/ Problems Faced to join online classes (n=60)

Sr. No	Constraints/ Problems Faced to Join Online Classes	Yes	Percentage (%)	No	Percentage (%)	Total
1.	I am not having a PC/ Laptop/Tablet at home	20	33.33	40	66.66	**60 (100%)**
2.	I am not having a Smartphone	1	1.66	59	98.33	**60 (100%)**
3.	I am not having Internet connection at home	14	23.33	46	76.66	**60 (100%)**
4.	Poor Internet connectivity at my place	29	48.33	31	51.66	**60 (100%)**
5.	Problem to connect any Free Web Conferencing Software	28	46.66	32	53.33	**60 (100%)**
6.	I tried many times but could not connect the class/session	23	38.33	37	61.66	**60 (100%)**
7.	Too much waiting to join the class/session	40	66.66	20	33.33	**60 (100%)**
8.	Many times the meeting code shows incorrect	37	61.66	23	38.33	**60 (100%)**
9.	Difficult to attend/continue class/session through phone	34	56.66	26	43.33	**60 (100%)**
10	Poor audio quality	28	46.66	32	53.33	**60 (100%)**
11	Poor video quality	41	68.33	19	31.66	**60 (100%)**
12	Difficult to read on screen the ppts/text	44	73.33	16	26.66	**60 (100%)**
13	Frequent interruptions	46	76.66	14	23.33	**60 (100%)**
14	Limited session time	40	66.66	20	33.33	**60 (100%)**
15	Difficult to re-join the class/session after time ends or an interruption	34	56.66	26	43.33	**60 (100%)**

Table 1 contains questions pertaining to constraints/ problems faced by the students to join online classes. There were 15 questions formulated to collect the responses from a facet of aspect regarding issues in online classes. These responses proved beneficial to gather and analyse information required to complete the present study. First question was asked whether you are not having a PC/Laptop/Tablet at home and 40 (66.66%) students didn't find it as a problem since they have one or more than one device at home to attend the online class. Merely 20 (33.33%) students had accepted that they do not have these devices at home. Regarding the availability of having a smartphone, almost all 59 (98.33%) respondents accepted that they have access to smartphone and only 1(1.66%) respondent replied that he/she does not have

smartphone to carry out online classes. As mentioned in the early part of my study, there are significant numbers of households who still do not have internet connection at home or their place. The next question was regarding Internet connectivity at home as a prospecting constraint/problem to join online classes and it was revealed that 46 (76.66%) students do not consider it as a problem which is a significant number as compared to the national average. While only 14 (23.33%) students accepted that they do not have internet connection at home to facilitate online classes. Poor internet connectivity has been proven a constraint in the online world. When asked about poor Internet connectivity at their place, it was revealed that 31 (51.66%) students did not face any major issue, while about 29 (48.33%) students agreed that they really faced the issue time and again during the period of online classes. Since the online classes have been conducted using various available online tools viz., web conferencing software namely Google Meet. A question was thrown regarding the problemof connecting to free software, and it was elicited from the study that 32 (53.33%) respondents did not come across any major issue while connecting to the software. At the same time, 28 (46.66%) students had faced connectivity issues with the free software. Once the challenge of compatibility and connectivity with the free software was achieved the next challenge was to connect to the classroom in real time. Another question was devised to find out the relentless efforts of the students to connect to the online class and it was revealed that 37 (61.66%) students could connect to the class without much effort. However, about 23 (38.33%) students faced difficulty and sometimes could not connect to the class even after many unsuccessful attempts. Generally it takes too much time to connect to the online classes because of unknown reasons. Keeping in view the scenario a question was formulated to know whether it really takes too much time to join the class/ session. The result was obvious that 40 (66.66%) students had accepted that there was generally a long waiting time to join the class. On the other hand, 20 (33.33%) students were satisfied that they did not face many issues related to waiting time to join the online class. There is some authentication required to connect to the online software which facilitates online classes. Quite a time, the meeting code shared by the faculty does not match and creates undesired delay. It was asked by the students had they come across similar problems while attending online classes. Their experience proved its existence with a response rate, representing 37 (61.66%) students facing the meeting code incorrect or not valid issue. While about 23 (38.33%) students denied such experiences in their response. Since, mobile phones have been widely used to attend online classes, but their usage is not limited to online classes. There are frequent disturbances on mobile phones viz., calls, Whatsapp messages,

Facebook messages and other number of applications which continuously distract the students while taking online classes. The results proved with the majority of them 34 (56.66%) accepted that it was difficult to attend online classes over the mobile phone. While 26 (43.33%) did not feel difficulty attending the class over the mobile phones. The questions related to audio and video qualities were formulated in the questionnaire. The results showed that 28 (46.66%) had faced poor audio quality while 32 (53.33%) did not face any major issue as far as audio quality is concerned. Similarly, while asking about poor video quality a majority of students 41 (68.33%) agreed upon facing the poor quality video while only 19 (31.66%) did not bother about video quality of the online classes. It has been observed that while attending classes on Mobile Phones and other portable devices the students need to compromise on legibility of the text and figures. Similarly when asked about the difficulty to read on screen the ppts or text, a large number of students, representing 44 (73.33%) agreed that it was a big challenge to read from the screen. Similarly, about 16 (26.66%) students did not report legibility as a big challenge while taking online classes. There are several reasons for interruptions during online classes as compared to offline classes. Here again, when asked from students an even bigger number of students reported that there were frequent interruptions during the classes which counted 46 (76.66%) students. Mere 14 (23.33%) students experienced otherwise. Free web conferencing software have their own limitations in terms of time allocation, number of users and features restrictions, etc. While a question was asked about the limitation of session time and whether they considered it as a constraint to online classes, a good number of 40 (66.66%) agreed that there were limitations of session time and they required re-login to complete the classes. However, there were few students who did not consider re-login as a big constraint and considered it as just a limitation to the online classes. Next question is also attached to the preceding question regarding whether they felt difficulty to re-join the class/ session after time ends or an interruption. Again the responses were not very positive and challenged the smooth passage to online classes. Since 34 (56.66%) students faced difficulty in re-joining the online classes after session out.

8.93 DATA SECURITY ISSUES

Data security has remained at centre stage throughout the pandemic period and forced some web conferencing software to come forward and justify their policy to build trust among users.In academics, where the majority of the institutions were dependent on Free Web Conferencing software to facilitate online classes to students, it was inevitable to find out students' concerns

regarding data security and privacy issues. Keeping in view, it was asked through a questionnaire that is it good to attend online classes through any free web conferencing software?

Sr. No	Data Security Issues/ Concerns	Yes	Percentage (%)	No	Percentage (%)	Total
1	Do you think that it is good to attend online classes through any Free Web Conferencing Software?	40	66.66	20	33.33	**60 (100%)**
2	Do you think that by using any Free Web Conferencing Software I have compromised my personal data?	41	68.33	19	31.66	**60 (100%)**
3	Do you receive any or many spams/fake mails/ calls after using any Free Web Conferencing Software?	24	40	36	60	**60 (100%)**

Table 2: Data Security Issues/Concerns(N= 60)

Table 2 depicted that 40 students (66.66%) had accepted that it is a good idea to attend the classes through these free software's. But a significant number of students, representing 20 (33.33%) had raised their concerns regarding their use for online classes. The next question which was put before students to find out whether they were compromising on personal data while using these free web conferencing software(s). The results were matching the concerns and it was revealed that about 41 students (68.33%) responded with yes. It shows that they had apprehensions while attending online classes. On the other hand, only 19 students (31.66%) thought that there was no data security concern with the platform. Data privacy is an important concern for everyone, therefore the study tried to explore whether students received spam/ fake emails or calls after using free web conferencing software. It was revealed that only 24 students (40%) received some spam or commercial calls after using these software(s). While the majority of the students, 36 (60%) did not face any such issues.

8.94 OBSERVATIONS ABOUT ONLINE CLASSES

The present study is conducted to record students' experience of online classes during COVID- 19. Students' experience has been drawn with the question do you think online classes should be a part of teaching learning extensively. Table 3 represented the students' views and experiences throughout the epidemic while taking online classes.

Table 3: Observation/ Experience about Online Classes(N= 60)

Sr. No	OBSERVATION/ EXPERIENCE	Yes	Percentage (%)	No	Percentage (%)	Total
1	Do you think online classes should be part of teaching learning extensively	18	30	42	70	60 (100%)
2	Do you think Free Web Conferencing Software have limitations to impart knowledge	22	36.66	38	63.33	60 (100%)
3	Do you think Learning Management Systems (LMS) could be proved beneficial for online classes	32	53.33	28	46.66	60 (100%)
4	Are you in favour of adoption of hybrid classes by institutions in future	28	46.66	32	53.33	60 (100%)

It is found that majority of the students which is about 42 (70%) didn't like to make online classes part of teaching learning extensively. On the other hand, 18 (30%) students liked the idea and favour the concept. The next question dealt with limitations of the free web conferencing software. Surprisingly, only 22(36.66%) students found limitations in free web conferencing software whereas 38(63.33%) students did not find any limitations in them. During this pandemic institutions also tried their hand on Learning Management Systems (LMS) like Moodle etc. Therefore, it was obvious to learn the experience of students regarding the same and a question was put for recording: do you think Learning Management Systems (LMS) could be proved beneficial for online classes? Majority of the students representing 32 (53.33%) agreed about their usefulness and the rest 28 (46.66%) had not found its suitability for online learning. The last question was represented about hybrid classes with amalgamation of both online and offline mode. Again, the majority of the students 32 (53.33%) responded against the idea of hybrid classes and the rest of the 28 students (46.66%) replied by favouring the idea of hybrid classes.

9 CONCLUSION

Technology provided impetus to teaching-learning environment during COVID pandemic as open conferencing software(s) connected teacher-students and kept alive the spirit of learning. The daunting task of resuming studies due to closure of academic institutes was the biggest ordeal but availability of open conference software(s) viz. Zoom, Google Meet, Microsoft Teams etc. aptly served the issues and appeared as boon to the students' community without putting monetary and technological burden on their minds. The study overtly shows that maximum students' accepted and adapted to the

new online learning paradigm still faced many impediments in terms of frequent interruptions an limited session time, fear of losing personal data, etc. but found more satisfied in attending the online classes.

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