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Post Covid Downfall of Edtech

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Abstract
This research work is based on the evaluation of the fact of downfall of Edtech after the covid 19. As we know at the time of pandemic Edtech was one of the major industries that boomed and enjoyed growth rate but after the lockdown all companies have seen a drastic decline in their subscribers. This research work is about to find out what variables were responsible for this downward trend.

Keywords: Covid 19, Edtech, Education, Downfall

OVERVIEW: CONCEPTUAL FRAMEWORK

This study is concerned with the education technology that became very important part at the time of covid 19 when every other way of learning failed to play its part but as soon as everything came back to normal people in mass rejected this new form of learning in mass which resulted in a sharp downfall of the edtech industry.
This project is concerned with learning and know why this misfortune happen at the ground level.
In this research work we will try to understand the reasons why learners are not preferencing the online mode of education over offline mode and what challenges and problems are educators and learners facing while conducting their classes via online mode and what solution one can offer to overcome these challenges.

PURPOSE OF STUDY

Education is something that every human requires regardless of any constraints and with time the methodology of education also being challenged by different forces one force that recently disrupted the whole foundation of education system is covid 19, But it also provided with some good alternatives and new methods of learning.
There is multidimensional purpose to study about this particular topic. It includes the rise or fall of many businesses that are someway or other are relied upon education methodology.
It is better to know the trend and be prepared for the circumstances in advance if one knows that the era of online education system is beginning, if one knows this factor in advance, he/she can invest in companies accordingly. It can also make young entrepreneurs aware of the steps to take in this sector.
The other very important purpose of the study of this particular topic is to get a clear insight about the constant change that is taking place in the education sector and to understand the level of change or downfall they have faced after lockdown. By the study of this aspect one can understand and conduct research among students and educators about their reasons why they are not comfortable with or they are not preferring online mode of education.

IMPORTANCE OF STUDY

There are many aspects of any circumstance regardless of how small or big something, couple of years ago covid 19 had an impact on the whole economy of the world disrupting every natural ongoing sector which included education too.

During Covid the market of edtech rose exponentially but after it ended and everything came back to normal and thousands of offline educators opened their offline classes again. This was a doubled edged sword for both edtech giants and offline teachers because any one's profit became others loss.

The importance of study of this topic is to analyze status and the overall conditions of the new entrants and other ed tech like Byju's, Unacademy, Pw, Vedantu etc., and how well they are doing now because their good steps can make many offline educators unemployed for long and their bad steps can also do a favor on many offline classes and educators.

This can be a good gamechanger on the overall shaping of economy of education system because online education not only promote EdTeches but they also give a positive impact on other online stuffs like data, one need lot of data and good network for online classes this promotes Wi-Fi routers and other unlimited network services. There are many online apps that got promoted during online education like google meet, zoom etc., because one can take the help of edtech giants for studying but to get connected and to have other education related activities people have to depend upon these platforms. Another example is the requirement of tabs, smartphones, and laptops to do the online classes, so it's not like online education is only going to affect the edtech industry its rise or fall will also affect many other industries in good or bad ways.

But on the other hand, offline education and classes also give employments in many aspects like if a student goes outside physically then for travelling, he/she requires a vehicle which impact automobile industry, if he/she eats something outside it provide profit to local sellers of other food industry giants, and it also affects textiles industries because everyone need apparels so in case of offline education there are also many sectors that are on stakes. These things and the inter connectivity of sectors makes the analysis of conditions of edtech important. Every good or bad impacts that they are facing how they are trying to get rid of it.

This industry holds fate of many people and other companies that makes one to analyze the trend of online education to observe it carefully.

LITERATURE REVIEW

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate, and clarify this previous research. It should give a theoretical base for the research and help the author determine the nature of the research. The literature review acknowledges the work of previous researchers, and in so doing, assures the reader that your work has been well conceived. It is assumed that by mentioning a previous work in the field of study, that the author has read, evaluated, and assimilated that work into the work at hand.

Nastaran Peimani and Hesam Kamalipour in their paper **"Online Education in the Post COVID-19 Era: Students' Perception and Learning Experience"** tried to explain the reasons and mentality behind the learner and educator to choose online education over traditional way education even in the absence of constraints like covid 19.

Ameer P.A. and Vineeth K. in their paper **"Post Impact of Covid-19 Pandemic on Ed Tech Industry in India: A Multidimensional Analysis"** explores the broader concepts of the ways that can be used by online platforms to solve the problems of their downfall and the concepts and methods that can make them full of students. They also talked about the other side of the coin areas and conditions under whose influence edtech can lose their consumers.

Yong Zhao and Jim Watterston in their paper **"The changes we need: Education Technology post COVID-19"** looks at the different elements such as student centric and personalization that is offered by online technology and therefore technology is solving an almost impossible problem by being a part of modern education system.

Neil Guppy, Dominique Verpoorten, David Boud, Lin Lin, Joanna Tai, Silvia Bartolic in their paper **"The post-COVID-19 future of digital learning in higher education: Views from educators, students, and other professionals in six countries"** attempt to investigate and put forward the efficiency of online and remote learning in the aspect of higher education and why for higher degrees the digital way of learning is proved to be more useful. Authors also talked about the role of covid in putting this way forward and making it in habit of the masses.

Xianghan (Christine) O'Dea and Julian Stern in their paper **"Virtually the same? Online higher education in the post Covid-19 era"** tried to explain about the learning and experience that have been gained by online education companies during and post covid. How they are going to maintain their reign of technical education and what positive sides they see about the involvement of technology in education.

Marko Teräs, Juha Suoranta, Hanna Teräs & Mark Curcher in their paper **"post-Covid-19 Education and Education Technology 'Solutionism': a Seller's Market"** researchers tried to find out the solutions and the ways by which edtech company can survive the

Thierry Karsenti, Bruno Poellhuber, Normand Roy and Simon Parent in their paper **"The Post covid Impact on Higher Education and Educational Technology"** this research work give insight on the ways and degree up to which the online education system is suppressing the new technical way of education because of the various reasons and the reasons such as face to face interaction etc. are being the reasons of what online education is lacking.

Antonello Callimaci, Anne Fortin in their paper of **"Intended use of educational technology after the COVID-19 pandemic"** researchers talked about the complications and the negative side of the online education how the advancement of technology is making learning a complicated process and how others negative elements making it learning complicated for navies of technology.

Table 1 – Literature Review

S NO.	TITLE	AUTHOR(S) /YEAR	OBJECTIVES	TOOLS/ METHODS	RESEARCH GAP
1	Online Education in the Post COVID-19 Era: Students' Perception and Learning Experience	Nastaran Peimani, Hesam Kamalipour 13 October 2021	To understand the reasons and psychology of learners and educators behind preferring	Survey Design, Survey Dissemination, Case Study	Not able to talk about the reasons of rejection of edtech after covid.

			online education even after covid.		
2	Post Impact of Covid-19 Pandemic on Ed Tech Industry in India: A Multidimensional Analysis	Ameer P.A. Vineeth K.	To give insights on the ways that should be implemented in online system to attract and retain learners.	Journals, Website, Research Paper	Failed to suggest technical dimensions of problem.
3	The changes we need: Education Technology post COVID-19	Yong Zhao, Jim Watterston 18 February 2021	To suggest that the elements such as personalization, student centric model should remain in system.	Survey, Questionnaire	Failed to suggest that how should one mix good elements of online education in offline mode.
4	The post-COVID-19 future of digital learning in higher education: Views from educators, students, and other professionals in six countries	Neil Guppy, Dominique Verpoorten, David Boud, Lin Lin, Joanna Tai, Silvia Bartolic 4 March 2022	It suggests about the efficiency of digital way of education for the higher studies and how this remote way of learning is preferred by mass.	Interview Methods, Focused group Discussion	Failed to suggest about the way to deal with technical problems with edtech.
5	Virtually the same?: Online higher education in the post Covid-19 era	Xianghan (Christine) O'Dea, Julian Stern 4 March 2022	It reflects upon the experience and lessons learned by the online education companies during and after lockdown.	Questionnaire, Informal Interview	Not being able to give appropriate insight about role of free educational platforms.
6	Post-Covid-19 Education and Education Technology 'Solutionism': a Seller's Market	Marko Teräs, Juha Suoranta, Hanna Teräs & Mark Curcher	In this research work the author suggested several solutions and the other market factors that contributes	Survey	Not being able to give insight about the contribution of free education providing

		13 July 2020	indirectly in the online education system.		platforms like YouTube.
7	The post covid Impact on Higher Education and Educational Technology	Thierry Karsenti, Bruno Poellhuber, Normand Roy, and Simon Parent August 12 2021	It suggests about the degree up to which the online education system is being compressed by the traditional methods of teachings.	Research paper, website, journals	Not being able to give proper insight about the reasons why learners rejected this new way of learning.
8	Intended use of educational technology after the COVID-19 pandemic	Antonello Callimaci, Anne Fortin 30 May 2022	In this research paper authors talked about the complicated side of technology	Questionnaire, Survey	Failed to suggest the simple way of technical education.

RESEARCH GAP

No any similar study that has been done on Indian learners:

One of the very basic gaps that has been fined by author is that there is no any similar study that took placed among Indian students, so we have lack of knowledge about how learners of our nation are taking their decision for their preference mode of education.

Also during the research author faced a tremendous problem while understanding the next moves of learners because in traditional culture, India parents were very much involved in the decisions making of education of their child. No matter if their child is in primary school, secondary school, or college it is parents who have the final authority to decide what and how their ward is going to do the task.

Psychology of learners / parents / educators on online education after covid:

Even in case of online education vs offline education, there is a good role of parents that how their child is going to have their studies done. Since parents and their kids have a generational gap, it is attached with the mentality of parents that face to face way of study is more effective way, it gives the educator the authority to evaluate and monitor every student on personal level. Whereas other aspect goes like in online education every student is a frontbencher, everyone has the equal opportunity to contribute in the discussion by either typing or by enabling audio/video.

This factor has its own silent role in determining or making a learner inclined towards any one side between education with technology of without technology.

PROBLEM DEFINITION

One of the most prominent problems that author faced during the work on this dissertation report is the lack of research paper under this topic. There were many papers about edtech and post covid but there

were not immense papers on the topics constitutes of both at a time.
And the reason that author believe for this happening is maybe because this topic is new and research might be going on in many places right now but they might be uncompleted at this moment.
So that is why author want to contribute in this research work and want to find out the reasons why learners are not preferring online mode of education and what challenges are educators and learners are having while having their classes on online mode.

RESEARCH OBJECTIVES

The objective of this research work is to find out what are the variables that contributes in the decision making of preference by a learner between online and offline mode of education. And what are the challenges that has been faced by learners to have their education in the online mode of conductivity. And the last objective is to provide with necessary conclusion and suggestions that could be practiced for betterment.

- To study the reasons of learners for their preferences of mode of study after covid. *(Tools used – Survey / Forms / Questionnaire)*
- To examine what problems are being faced by learners on online platforms.
  (Tools used – Survey / Forms / Questionnaire)

RESEARCH METHODOLOGY

The first and foremost step in the research process consists of problem identification. Once the problem is defined, the next step is the research design becomes easier. The research design is the basic framework, which provides guide line for the rest of the research process. The research designs the methods of collection of data and analysis.

SOURCES OF DATA COLLECTION

Both primary and secondary data has been collected for the study. Following are the few ways in which data was collected.

Primary data:

Primary data are those collected specifically by or the data user. Primary data for the study is only from the internal sources were approached. The data was collected through questionnaires.

Secondary data:

The secondary data was another source for the collection of data from various books, previous records, through internet from different ways such as Google.

TOOLS AND TECHNIQUES APPLIED FOR THE JUSTIFICATION OF THE STUDY

The tools used for the purpose of collecting the primary data are a questionnaire with about 15 questions.

DATA COLLECTION

LIKERT SCALE QUESTIONNAIRE

Variables		Sno.	Items					
				SA	A	N	D	SD
				5	4	3	2	1

Sense of Satisfaction (SOS)	SOS1	1.	Your concentration is better in offline classes.					
	SOS2	2.	Offline education provides better clarity of concepts.					
	SOS3	3.	Motivation for study and competition is better in Offline classes.					
	SOS4	4.	Offline classes have healthier and fair competition.					
Extra Resources & Execution (ERE)	ERE1	5.	Offline classes have more disciplined scheduled and execution than online classes.					
	ERE2	6.	Practical and labs more suitable in offline classes.					
	ERE3	7.	Pace of learning is more continuous in offline education.					
	ERE4	8.	Offline education has more resources to help.					
Faculty's Role (FR)	FR1	9.	Individual attention of teacher is more in offline classes.					
	FR2	10.	Teachers can easily judge the performance of every student in the classroom.					
	FR3	11.	Doubts and questions can be cleared easily in the offline mode of studies.					
External Benefits (EB)	EB1	12.	Level of interaction and social skills are better in offline classes.					
	EB2	13.	Offline education has additional benefits.					
	EB3	14.	Offline education adds overall more value to your development.					

Likert Scale:

5 = Strongly Agree (SA) 4 = Agree (A) 3 = Neutral (N)
2 = Disagree (D) 1 = Strongly Disagree (SD)

The above questionnaire is modified version of the one that have been used at the time of data collection, this has been done purposely for the ease of data analysis and interpretation. The modification that author is talking about is actually the addition of first column of variables and the second column of short names of each statement under specific variable. Another change that has been done is the allotment of no. from 1-5 to the options, this has been done so that descriptive analysis can be performed. The original questionnaire has been added at the last page of this project work.

Master Sheet

The above table represents the master sheet of the data that contains all the responses of all the statements. After the survey total sample size was of 130 responses and since all the questions were mandatory to answer so that every statement has 130 as the total no. of responses.

Let us interpret Sno. 1 for better clarification, in Sno. 1 second column has SOS1 which means statement no. 1 of sense of satisfaction that can be easily seen in the above questionnaire which is "Your concentration is better in offline classes". So out of total 130 responses 64 have choose Strongly agree, 47 as agree, 10 as neutral, 4 as disagree, 5 as strongly disagree.

Sno.		TYPES OF QUESTION	STONGLY AGREE	AGREE	NUETRAL	DISAGREE	STRONGLY DISAGREE	TOTAL NUMBER OF RESPONDENTS
1.	SOS 1	Multiple	64	47	10	4	5	130
2.	SOS 2	Multiple	70	36	18	1	5	130
3.	SOS 3	Multiple	60	40	20	8	2	130
4.	SOS 4	Multiple	65	46	13	6	0	130
5.	ERE 1	Multiple	72	45	6	5	2	130
6.	ERE 2	Multiple	73	45	11	1	0	130
7.	ERE 3	Multiple	63	47	13	3	4	130
8.	ERE 4	Multiple	73	38	17	2	0	130
9.	FR1	Multiple	70	42	11	3	4	130
10.	FR2	Multiple	66	45	12	1	6	130
11.	FR3	Multiple	82	34	9	3	2	130
12.	EB1	Multiple	75	37	12	4	2	130
13.	EB2	Multiple	65	43	16	5	1	130
14.	EB3	Multiple	73	40	14	3	0	130

DATA ANALYSIS

Data analysis is the process of collecting, modeling, and analyzing data using various statistical and logical methods and techniques. Businesses rely on analytics processes and tools to extract insights that support strategic and operational decision-making.

For the analysis part of the above survey author used descriptive analysis method because it provides with the answer of ***"what"*** happening in the situation rather than predicting the future.

Descriptive Analysis of the responses -

Variable	N	Range	Mean	Median	SD
Sense of Satisfaction					
SOS1	130	1-5	4.29	4	0.85
SOS2	130	1-5	4.32	5	0.88
SOS3	130	1-5	4.13	4	1.00
SOS4	130	1-5	4.30	4.5	0.85
Extra Resources & Execution					
ERE1	130	1-5	4.40	5	0.81
ERE2	130	1-5	4.46	5	0.68
ERE3	130	1-5	4.26	4	0.90
ERE4	130	1-5	4.40	5	0.77
Faculty's Role					
FR1	130	1-5	4.33	5	0.87
FR2	130	1-5	4.28	5	0.92
FR3	130	1-5	4.47	5	0.81
Extra Benefits					
EB1	130	1-5	4.38	5	0.86
EB2	130	1-5	4.28	4.5	0.85
EB3	130	1-5	4.40	5	0.77

What is Descriptive Analysis?

Descriptive analysis, also known as descriptive analytics or descriptive statistics, is the process of using statistical techniques to describe or summarize a set of data. As one of the major types of data analysis, descriptive analysis is popular for its ability to generate accessible insights from otherwise uninterpreted data.

Types under descriptive analysis there are 4 types of subparts, measures of frequency, measure of central tendency, dispersion, and position.

Author used measure of central tendency among the four because in Likert scale questionnaire where no. 1-5 is allotted as the options of the responses, it is best to find out the mean of the respective statements and then interpret the final conclusion of that statement.

Now, let us have a look on each element in the above table to understand descriptive analysis method that author used in better way.

Variables – The column of the variable consists of the statements that were being formed by that very variable. There were 4 variables in our questionnaire namely Sense of satisfaction, Extra resources and execution, Faculty's role, and Extra resources, and each of the variable consists of the statement in their short form name such as SOS, ERE, FR, ER respectively for the easiness of the analysis and interpretation part.

N – This tells us about our sample size that was of 130 responses. As one can see that N for each statement is 130 this is because all the questions were mandatory to fill in our questionnaire.

R – This R stand for the range, specifically this 1-5 is the very limit under which mean of every statement will come, because in our questionnaire 1 symbolizes strongly disagree, 2 symbolized disagree, 3 symbolized neutral, 4 as agree and 5 symbolized strongly agree. So, it is obvious to have range between 1 to 5.

Mean – Mean is basically average of the total responses under each statement that have been obtained by putting the data into MS excel and applying the formula of =AVR(_,_). This have been done with each of the statement to find out their respective mean.

Median – This symbolizes which no. from 1 to 5 have been clicked by most of the respondents under each statement. Median had been find out by applying the formula of =MEDIAN(_,_) into MS excel.

Standard Deviation – This shows how wide a range of answer there are, for example let us take the example of SOS1, in that the mean is 4.29 and the standard deviation is 0.85 this means that most responses lie between 3.44 (4.29 – 0.85) to 5.00 (4.29 + 0.85).

DATA INTERPRETATION

Data interpretation refers to the process of using diverse analytical methods to review data and arrive at relevant conclusions. The interpretation of data helps researchers to categorize, manipulate, and summarize the information in order to answer critical questions.

The importance of data interpretation is evident and this is why it needs to be done properly. Data is very likely to arrive from multiple sources and has a tendency to enter the analysis process with haphazard ordering. Data analysis tends to be extremely subjective.

Before coming to the final tables and charts of the interpretation, let us have a look on the below table that has divided the range of intervals of each of the options from strongly disagree to strongly agree.

Interpreting Likert Scale Rating -

Interval	Adjecting Rating	Alternate Adjective Rating
1.00 – 1.79	Strongly disagree	Never
1.80 – 2.59	Disagree	Rare
2.60 – 3.39	Neutral	Sometimes
3.40 – 4.19	Agree	Often
4.20 – 5.00	Strongly Agree	Always

Pimentel, J.L (2010). A note on the usage of Likert scaling for research data analysis.

One can may assume how this table has been made or how author divided the above intervals and grouped each option. The answer to this question is given in the above research work named as “A note on the usage of Likert scaling for research data analysis” by J.L Pimentel, in his research work J.L Pimentel have clearly shown the steps and calculation that must have been followed if one wants to have the above chart.

https://www.researchgate.net/publication/331231816_A_note_on_the_usage_of_Likert_Scaling_for_research_data_analysis

If one is interested to know the procedure of the calculation then please simply click on the provided hyperlink above.

Interpretation of Responses in the survey –

Variables	Mean	SD	Interpretation
Sense of Satisfaction			
SOS1	4.29	0.85	Strongly Agree
SOS2	4.32	0.88	Strongly Agree
SOS3	4.13	1.00	Agree
SOS4	4.30	0.85	Strongly Agree
Extra Resources & Execution			
ERE1	4.40	0.81	Strongly Agree
ERE2	4.46	0.68	Strongly Agree
ERE3	4.26	0.90	Strongly Agree
ERE4	4.40	0.77	Strongly Agree
Faculty's Role			
FR1	4.33	0.87	Strongly Agree
FR2	4.28	0.92	Strongly Agree
FR3	4.47	0.81	Strongly Agree
Extra Benefits			
EB1	4.38	0.86	Strongly Agree
EB2	4.28	0.85	Strongly Agree
EB3	4.40	0.77	Strongly Agree

In the above table interpretation of each statement has been done. This has been done by combining the data of the previous two tables.

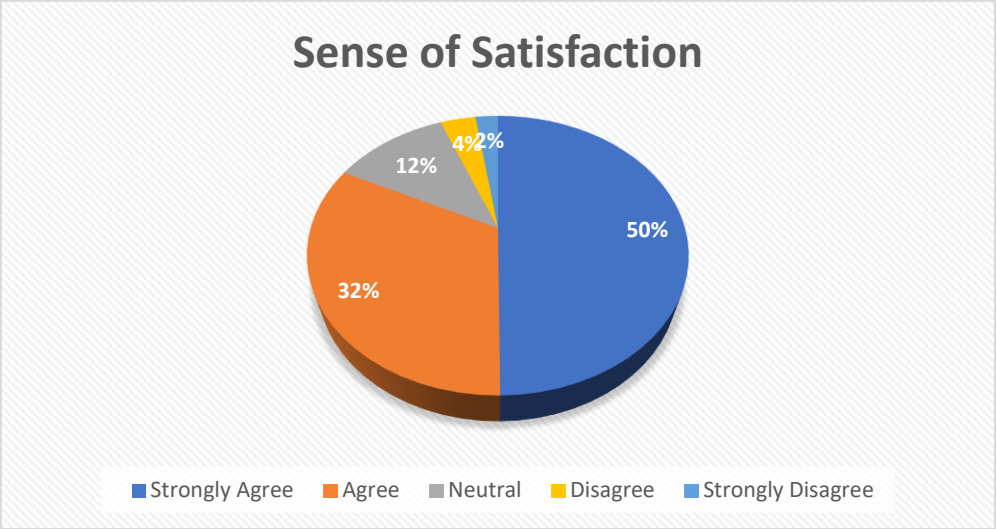
First let us have a look on each element of the table, the very first column represents the variables and under variables statements of the respective variable.

Second column represents mean that is average of the responses of each statement, third column represents standard deviation of each statement and fourth column represents Final interpretation of each statement based on their mean.

Let us interpret on one row to understand it in better way. For example, take SOS1 for an instance which was "Concentration is better in offline education". Its mean is 4.29 and from the previous table of interpretation of Likert chart we can see that if a number lies between 4.20 – 5.00 then the overall answer of the statement is strongly agree, so the final interpretation of the SOS1 is strongly agree.

Interpretation of Variables

1st Variable



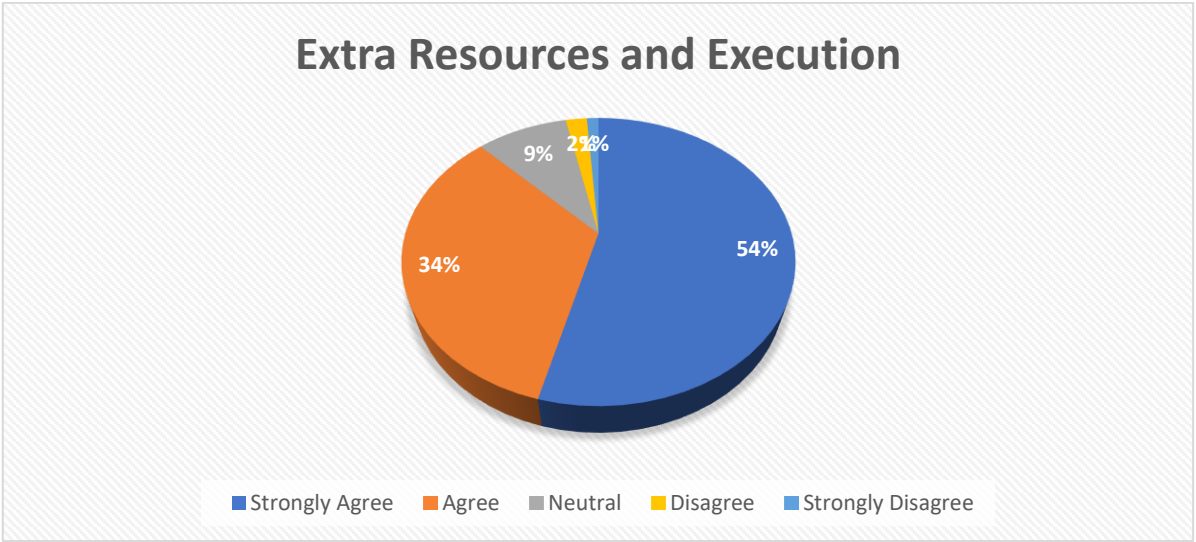
The above pie chart is the interpretation of the responses under the first variable that is "Sense of Satisfaction."

Sense of satisfaction has 4 statements, namely

- Your concentration is better in offline classes.
- Offline education provides better clarity of concepts.
- Motivation for study and competition is better in Offline classes.
- Offline classes have healthier and fair competition.

Let us with the help of example understand how the above chart been concluded. As we know that there are 4 statements under variable 1 that are SOS1, SOS2, SOS3, SOS4. Author took the values of strongly agree of all four statements and added, after that divided the value by 4 to find out the average and then multiplied the obtained value by 100/130 to find out the percentage of response that are under strongly agreed. The same process has been done with responses of agree, neutral, disagree and strongly disagree. *So, at the end 50% students are strongly agreed that the sense of satisfaction in offline classes are much higher as compared to the online classes. 32% agreed upon the same variable. 12% has neutral stand and 4% and 2% are disagreed and strongly disagreed.*

2nd Variable



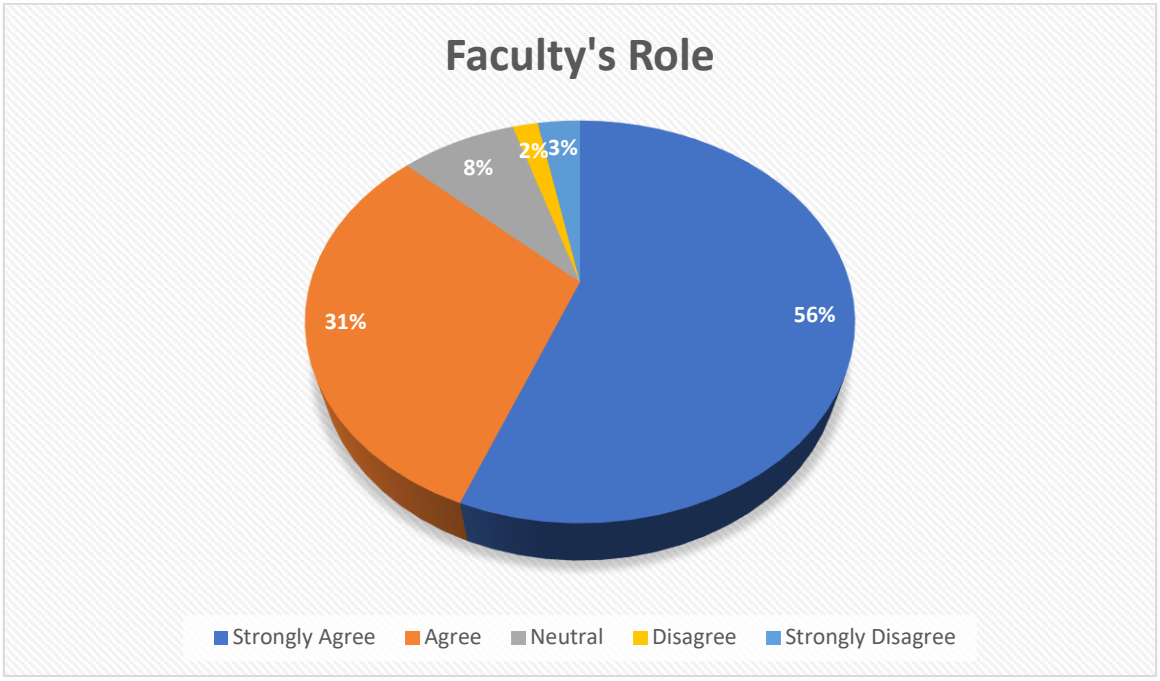
The above pie chart is the interpretation of the responses under the second variable that is "Extra resources and execution."

Extra resources and execution have 4 statements, namely

- Offline classes have more disciplined scheduled and execution than online classes.
- Practical and labs more suitable in offline classes.
- Pace of learning is more continuous in offline education.
- Offline education has more resources to help.

Let us with the help of example understand how the above chart been concluded. As we know that there are 4 statements under variable 1 that are ERE1, ERE2, ERE3, ERE4. Author took the values of strongly agree of all four statements and added, after that divided the value by 4 to find out the average and then multiplied the obtained value by 100/130 to find out the percentage of response that are under strongly agreed. The same process has been done with responses of agree, neutral, disagree and strongly disagree. *So, at the end 54% students are strongly agreed that the sense of satisfaction in offline classes are much higher as compared to the online classes. 34% agreed upon the same variable. 9% has neutral stand and 2% and 1% are disagreed and strongly disagreed.*

3rd Variable



The above pie chart is the interpretation of the responses under the third variable that is "Faculty's Role."

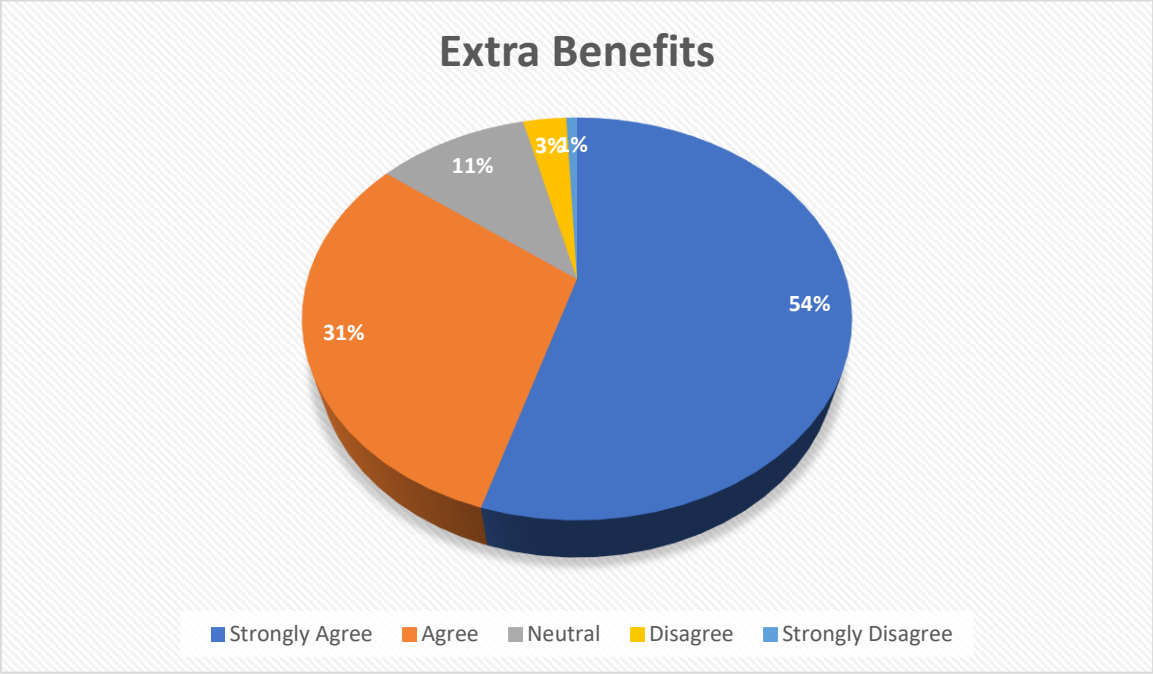
Faculty's Role has 3 statements, namely

- Individual attention of teacher is more in offline classes.
- Teachers can easily judge the performance of every student in the classroom.
- Doubts and questions can be cleared easily in the offline mode of studies.

Let us with the help of example understand how the above chart been concluded. As we know that there are 3 statements under variable 1 that are FR1, FR2, FR3. Author took the values of strongly agree of all three statements and added, after that divided the value by 4 to find out the average and then multiplied

the obtained value by 100/130 to find out the percentage of response that are under strongly agreed. The same process has been done with responses of agree, neutral, disagree and strongly disagree.
So, at the end 56% students are strongly agreed that the sense of satisfaction in offline classes are much higher as compared to the online classes. 31% agreed upon the same variable. 8% has neutral stand and 2% and 3% are disagreed and strongly disagreed.

4th Variable



The above pie chart is the interpretation of the responses under the second variable that is "Extra benefits."
Extra benefits have 3 statements, namely

- Level of interaction and social skills are better in offline classes.
- Offline education has additional benefits.
- Offline education adds overall more value to your development.

Let us with the help of example understand how the above chart been concluded. As we know that there are 3 statements under variable 1 that are EB1, EB2, EB3. Author took the values of strongly agree of all four statements and added, after that divided the value by 4 to find out the average and then multiplied the obtained value by 100/130 to find out the percentage of response that are under strongly agreed. The same process has been done with responses of agree, neutral, disagree and strongly disagree.
So, at the end 54% students are strongly agreed that the sense of satisfaction in offline classes are much higher as compared to the online classes. 31% agreed upon the same variable. 11% has neutral stand and 3% and 1% are disagreed and strongly disagreed.

CONCLUSION AND SUGGESTION

Providing best of what one got is the best and utmost important motto of any industry. And the same goes for education industry either its online education or offline education students and learner's problems must be identified and solved. This research work's main purpose is to understand what are the root cause of learners to inclined towards traditional way (Offline mode) of education.

And after all the work author concluded that offline education provides better sense of satisfaction among students. Secondly, online classes fail to provide extra resources such as practical and labs to make learners a pragmatic practitioner. Thirdly, the level of interaction and evaluation a Faculty does in offline classes is being lacked in online classes. Fourthly, offline education provides a lot of smooth engagement of all students with each other which ultimately helps them to improve their social skills and increase their personality development.

After careful examination of the whole situation author like to suggest the following points –

- We cannot directly shift from offline to online approach spontaneously, there should be a good balance of offline and online classes. For example, one may conduct classes 2-3 days a week via online mode and rest of the classes via offline modes this will put a learner in the habit of both the modes. This will even help students on individual level to figure out their preferences and strength among both the modes.
- Students must be called in person for practical classes and labs this will helps them to have their excess on tangible equipment. Exams should also be conducted in offline mode because it keeps alive the essence of fair and healthier competition.
- While conducting online classes faculties must also focus on those students who does not engage in the class discussion. Faculty should motivate them and help them out with their social and mental distancing that has been created within those students while online classes.

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QUESTIONNAIRE

Name -
Email/Phone no. -

No.	Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Your concentration is better in offline classes.					
2.	Offline education provides better clarity of concepts.					
3.	Motivation for study and competition is better in Offline classes.					
4.	Offline classes have healthier and fair competition.					
5.	Offline classes have more disciplined scheduled and execution than online classes.					
6.	Practical and labs more suitable in offline classes.					
7.	Pace of learning is more continuous in offline education.					
8.	Offline education has more resources to help.					
9.	Individual attention of teacher is more in offline classes.					
10.	Teachers can easily judge the performance of every student in the classroom.					
11.	Doubts and questions can be cleared easily in the offline mode of studies.					
12.	Level of interaction and social skills are better in offline classes.					
13.	Offline education has additional benefits.					
14.	Offline education adds overall more value to your development.					