Role of Online Classes Such as Webinars and Online Video Courses in Knowledge Enhancement

Sarvesh[1], Revathy[2]

[1]BA. LLB(Hons)5th year, Saveetha School of Law, SIMATS
[2]B.SC, M.A, M.L, Assistant Professor, Saveetha School Of Law,SIMATS.

ABSTRACT:

Online classes offer a number of benefits over traditional classroom-based learning, including flexibility, variety, interactivity, access to resources, and cost-effectiveney can provide learners with access to a wide range of resources, including academic journals, research papers, and case studies, as well as expert speakers who offer insights into emerging trends and cutting-edge research.The objectives are To understand the need of online classes/ webinar in chennai,To study about the impact of online courses in chennai,To compare the efficacy of online courses among Maharashtra and TamilNadu,To suggest remedial measures to improve online course in Chennai.The research method followed here is empirical research. A total of 212 samples have been collected out of which all samples have been collected through convenient sampling methods. The sample frame taken here is public areas in and around Chennai, Tamil Nadu like, thandalam,velappanchavadi.The independent variables are age, gender, educational qualification,occupation and monthly income . The dependent variables are impact ,benfit and effectiveness of online learning. The statistical tools used here are frequency correlation and graphical representation such as pie charts, bar graphs and chi square test.Overall, the future of education in India is likely to be increasingly digital, with online classes, webinars, and video online courses playing a critical role in enhancing knowledge and skills among learners of all ages and backgrounds

KEYWORDS: Online classes, webinars ,effectiveness

OBJECTIVES
- To understand the need of online classes/ webinar in chennai.
- To study about the impact of online courses in chennai.
- To compare the efficacy of online courses among Maharashtra and TamilNadu .
- To suggest remedial measures to improve online course in Chennai

INTRODUCTION:

Online classes offer a number of benefits over traditional classroom-based learning, including flexibility, variety, interactivity, access to resources, and cost-effectiveney can provide learners with access to a wide range of resources, including academic journals, research papers, and case studies, as well as expert speakers who offer insights into emerging trends and cutting-edge research.

Overall, the rise of online classes has transformed the way we think about learning, offering a flexible and accessible way for people to enhance their knowledge and skills. In terms of knowledge enhancement and literature review

In terms of knowledge enhancement and literature review, online classes can be particularly useful for staying up-to-date with the latest research and developments in a particular field. The up-to-date with the latest developments in their field of interest. In this discussion, we will explore the role of webinars and video online courses in knowledge enhancement and literature review, and the benefits they offer to learners.

In the mid-2000s, webinars emerged as a popular form of online learning, offering live, interactive sessions with expert speakers on a variety of topics.With the rise of video-sharing platforms such as YouTube , video online courses began to gain popularity in the late 2000s and early 2010s. These courses offered learners a more structured and comprehensive learning experience, often featuring multiple modules or lessons and incorporating interactive elements such as quizzes and assignments.In recent years, online classes have experienced a surge in popularity, due in part to the COVID-19 pandemic and the resulting shift to remote learning. Many traditional educational institutions have also begun to offer online classes alongside their in-person courses, recognizing the benefits of online learning in terms of flexibility, accessibility, and cost-effectiveness.Overall, the evolution of online classes has been driven by advances in technology, changes in the way we think about learning, and the increasing demand for flexible, accessible, and cost-effective education. Today, webinars and video online courses continue to play a valuable role in knowledge enhancement and literature review, offering learners a wide range of benefits and opportunities for growth and development.

The Indian government has launched several initiatives to promote online learning, including webinars and video online courses, and to increase access to education for people across the country. Some of the key initiatives are:SWAYAM: As mentioned earlier, SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) is an initiative launched by the Indian government that offers free online courses to students across the country. The courses are developed by faculty members from top institutions such as IITs and IIMs and cover a wide range of subjects, including engineering, management, humanities, and science.National Digital Library of India: The National Digital Library of India (NDLI) is an initiative launched by the Ministry of Human Resource Development that provides access to a large collection of e-books, e-journals, and other digital resources. The NDLI also offers online courses and lectures on various topics, including literature, science, and technology.Overall, these initiatives by the Indian government have played a significant role in promoting online learning and increasing access to education for people across the country, especially those in remote or underserved areas. The government continues to focus on expanding the reach of online learning and leveraging technology to enhance the quality and accessibility of education.

Digital divide: The digital divide refers to the gap between those who have access to digital technologies and those who do not. Limited access to the internet and technology can prevent people from accessing online classes and other educational resources, especially in remote or underserved areas.Technological infrastructure: The quality and availability of technological infrastructure, such as high-speed internet and computers, can also affect the adoption and effectiveness of online classes. Poor infrastructure can lead to slow internet speeds, connectivity issues, and other technical problems that can hinder learning.Learning environment: The learning environment can also affect the effectiveness of online classes. Students may struggle to stay motivated and engaged in an online setting, and may miss the social interactions and

support provided by traditional classroom environments.Overall, these factors can affect the adoption and effectiveness of online classes, webinars, and video online courses, highlighting the importance of addressing issues related to digital infrastructure, course design and delivery, and learner support to promote the widespread adoption of online learning.

Expansion of online learning platforms: Online learning platforms such as Coursera, Udemy, and edX continue to expand their course offerings and reach, providing learners with access to a wide range of educational content in various fields.Adoption of new technologies and platforms: With the increase in remote work and virtual events, many organizations and educational institutions are adopting new technologies and platforms to facilitate online learning and collaboration. This includes video conferencing tools like Zoom, as well as virtual event platforms that offer networking and engagement opportunities.

Maharashtra: Maharashtra is another state in India that has been actively promoting online education. The state government has launched several initiatives, such as the "Maharashtra State Virtual University" and "MahaIT eLearning Portal," to provide online courses and training programs to students and working professionals.Tamil Nadu: The government of Tamil Nadu has also been promoting online education, with several universities and colleges offering online courses and degree programs. The state government has launched an e-learning portal called "Kalvi Tholaikatchi" to provide online classes to students from Class 1 to 12.Bihar: Bihar is a state in India where the adoption of online education has been relatively slow due to factors such as poor infrastructure and limited access to technology. However, the government has recently launched an initiative called "Har Ghar Nal Ka Jal" to provide tap water to every household, which includes the provision of tablets to students to access online classes.

REVIEW OF LITERATURE:

1. **Mikhail Leontev(2022)**This study is aimed at studying the attitude of university teachers and students to online classes. The opinion of students about the implementation of online courses, their usefulness and support from teachers in online classes, as well as the opinions of teachers about the usefulness of online courses, about teaching methods and practice, education process were studied. The results showed that students generally felt positive in online classes, received sufficient support from tutors, but they did not believe that online classes would replace traditional face-to-face education.

2. **Hadeel Alhari(2022)** The study targets the society that includes students and teaching staff in the Information Technology (IT) faculty at the University of Benghazi. The descriptive-analytical approach was applied and the results were analyzed by statistical methods. Two types of questionnaires were designed and distributed,. By analyzing the results, we achieved encouraging results that throw light on some of the issues, challenges and advantages of using e-learning systems instead of traditional education in higher education in general and during emergency periods.

3. **Abdul mutalib (2022)** This study aims to analyse the effectiveness of distance learning during the COVID-19 pandemic among undergraduate health sciences students using systematic review. Online learning has been chosen as the best approach to continue offering education in this pandemic era. Method: The screening process was done using Scopus, ScienceDirect and PubMed based on the eligibility criteria. Out of 1486 studies, 1269 were screened. A total of 64 eligible studies obtained were included in the quantitative analysis.

4. **Zhe Zhang (2022),** This article synthesizes the findings on student engagement in Latin American higher education institutions during the COVID-19 pandemic. After reviewing the studies on online

learning activities, this review examines student engagement from behavioural, cognitive and affective dimensions and identifies the main characteristics of student engagement from these tripartite dimensions.

5. **Prathamesh Churi(2022)** Online learning is essential in today's world. The COVID-19 has resulted in shutting down all the universities across the globe. Countries like India and Turkey (lower-income countries) are suffering a lot in giving the best classroom practice to their students through online mode. The entire way of teaching-learning has changed drastically, and it is a need of an hour. Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay. It is therefore important to understand from student's perspectives about learning online. The paper systematically surveys the perception of learning online for Indian and Turkan students.

6. **Girisha Lakshman Naik(2021)** The analysis of collected responses confirm that the traditional chalk and talk methodology is often better than online sessions. Results and analysis indicated that lack of facilities, infrastructure, technical tools and the internet access are the major drawback for conducting online sessions. The suggestions and recommendations are provided to improve the current online teaching methods to outreach many students and improve quality teaching/learning experience. The precautions to be taken by the universities to avoid rapid spread of COVID-19 cases are high lightened, if colleges/universities opens before vaccination.

7. **Sanjib Kumar Gupta(2021),I**n this paper students' opinion on some aspects of inclusion of webinar in higher education is studied and these opinions are statistically analysed. Perception of the students under study is assembled through questionnaire. Results illustrate that though students are well versed with the use of technology, there is a lack of awareness regarding webinars. Logistic regression exhibits how the factors like age, gender, location, stream of education, access of laptop, access of mobile, access of YouTube, experience of webinar, educational infrastructure affect in the opinion of the students to incorporate webinar in higher education in recent future.

8. **Sumitra Pokhrel(2021)** The need of the hour is to innovate and implement alternative educational system and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning.This article aims to provide a comprehensive report on the impact of the COVID-19 pandemic on online teaching and learning of various papers and indicate the way forward.

9. **Ana Nurdini Sharin(2021),**The sudden outbreak disrupted the education system worldwide and forced educators to switch to online mode of teaching especially on University level. Some students acknowledge and are ready for online learning. Therefore, several articles on enhancing online learning and teaching were summarized. Nevertheless, study showed that some students tend to detest online learning due to the challenges of personal and technological difficulty issues. Besides, distance learning has also been found to be related to psychological impact such as stress and anxiety. Moreover, the existing research discovered that online learning could give psychological impacts in correlation with the challenging learning process. This paper summarizes relevant scholarly articles, identifies ideas and the need for further study

10. **Nasrullah Yusuf (2021),**The number of schools and campuses closed due to the COVID-19 outbreak to reduce the spread has led to learning to be carried out from home online using the internet media. Along with this, the use of online learning applications itself has also increased. This study aims to see the impact on Scholar education in the course of this pandemic. From the research, it is hoped that the

benefits of online learning applications widely available in smartphone applications will be known, and the adverse effects may also arise.

11. **Zethembe Mseleku (2020),** A comprehensive literature search was conducted on 16 databases for relevant studies published in the year 2020. In addition, reference lists of studies identified from the initial search were used to retrieve additional relevant studies. The search terms used were Covid-19, coronavirus, online learning, E-learning, E-teaching and higher education. An inclusion and exclusion criteria was developed to select the most relevant articles for final review. Studies were eligible for inclusion if they addressed higher education E-learning and E-teaching outcomes, challenges and opportunities in the era of Covid-19.

12. **Olasile babatunde Adedoyin(2020),**The World Health Organization has declared Covid-19 as a pandemic that has posed a contemporary threat to humanity. The crisis-response migration methods of universities, faculty and students, challenges and opportunities were discussed and it is evident that online learning is different from emergency remote teaching, online learning will be more sustainable while instructional activities will become more hybrid provided the challenges experienced during this pandemic are well explored and transformed to opportunities.

13. **Roy Martin simamora(2020),**the researchers concluded that online learning applications are beneficial for some lecturers to deliver lecture material without face to face, although there are some obstacles such as inadequate internet access. Some campuses provide self-developed applications to facilitate teaching lecturers and provide access to students to study lecture material. Some teachers also used online learning service provider applications or third parties such as Youtube, Zoom, Google Meet, Google Classroom and other online applications.

14. **Sawsan Abuhammad (2020),**The goal of this study was to review the content posted in available local Jordanian Facebook groups to explore the perceptions of parents regarding the challenges of distance learning faced by their children during the coronavirus outbreak in Jordan.

15. **Akuratiya(2020),**With the sudden change in an environment with the new coronavirus, online learning has become a promising solution for the education sector all over the globe. Despite gaining popularity of online learning with the emergence of the internet, and new technology students are more inclined towards the traditional face to face learning rather than online learning before COVID-19. The present survey aimed to examine the students' perception of online learning during the COVID-19 pandemic period at the ATI in Dehiwala, Sri Lanka.

16. **Cristina Pires Camargo (2020),**The COVID-19 pandemic demanded a quick shift from presential to e-learning processes. Unlike planned e-learning programs, medical schools have had to quickly deliver the entire medical curriculum using remote strategies. This study aimed to perform a meta-synthesis of previous pandemic situations and describe the experience of the São Paulo University School of Medicine.

17. **Sable tadesse (2020),**This paper aims to review the impact of the COVID-19 pandemic on the education system in developing countries. Hence, countries design a strategy to use educational technology, zero-fee internet educational resources, free online learning resources, and broadcasts teaching. During closures, educational institutions design curriculum, prepare teaching-learning strategies for post-coronavirus. The educational institutions design strategies to recover lost learning, and return students to school when schools reopen.

18. **Talal A. Abdulkareem (2020),**This review article focused on the challenges that faced higher education sector in many countries worldwide during covid-19 pandemic and how the remote learning

and related techniques, platforms and other online implications were supporting the continuity of this utmost important sector during new normal era. Challenges, advantages and disadvantages of applying of these technologies by instructors and students and how to overcome these negatives will also discuss herein.

19. **Caroline Gurajena(2020**),This paper reviews the opportunities and pitfalls of integrating emerging technologies for distance learning during the COVID-19 pandemic. Taking into consideration the categories and the barriers; the challenges faced by tertiary institutions can be categorized to include technological challenges, pedagogical challenges and social challenges.

20. **Parupalli srinivas Rao (2019),**This paper mainly focuses on the influence of webinars in developing the teaching skills of the English language teachers and also explains how far these webinars are useful for them in implementing the latest techniques in order to motivate the learners towards learning and make the learning environment a joyful, playful and entertaining one.

METHODOLOGY:

The research method followed here is empirical research. A total of 212 samples have been collected out of which all samples have been collected through convenient sampling methods. The sample frame taken here is public areas in and around Chennai, Tamil Nadu like nungambakkam,kodambakkam, thandalam,velappanchavadi.The independent variables are age, gender, educational qualification,occupation and monthly income . The dependent variables are impact ,benfit and effectiveness of online learning. The statistical tools used here are frequency correlation and graphical representation such as pie charts, bar graphs and chi square test.

LIMITATIONS:

One of the major limitations of the study is in the sample frame. There is a major constraint in the sample frame as it is limited to a small area. Thus, it proves to be difficult to extrapolate it to a larger population. Another limitation is the sample size 200 which cannot be used to assume the thinking of the entire population in a particular country, state or city. The physical factors have a larger impact, thus, limiting this study.
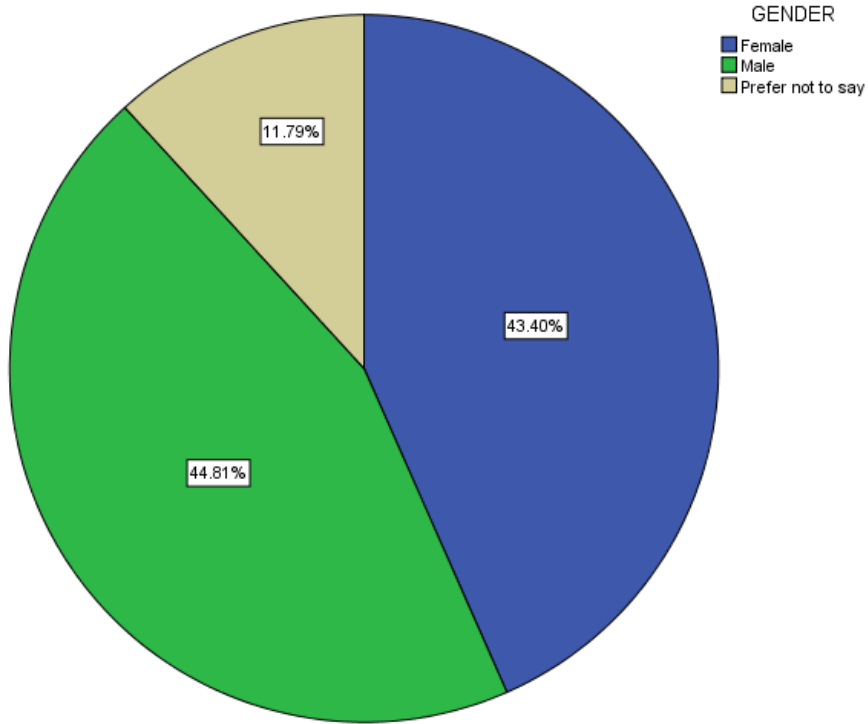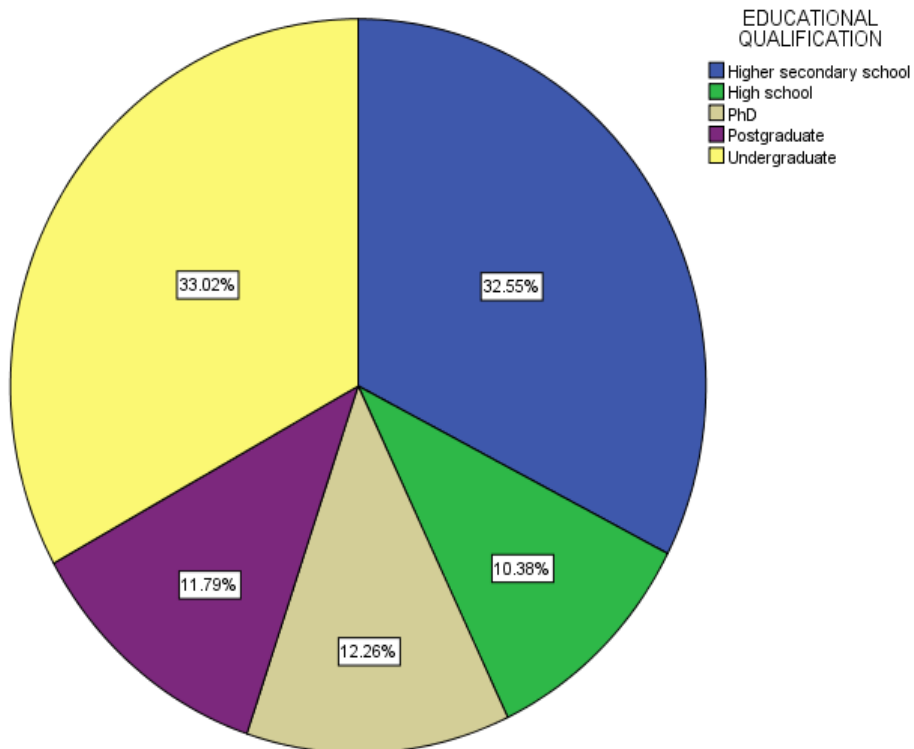
ANALYSIS:

FIGURE1:
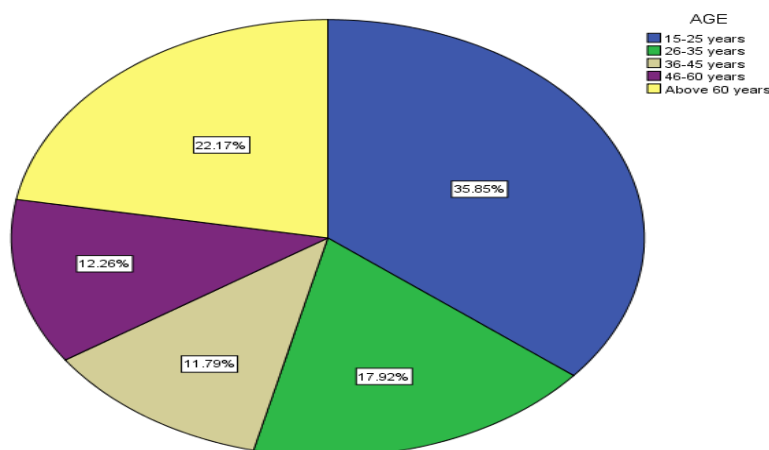
LEGEND:FIGURE 1 shows the distribution of age among the respondents
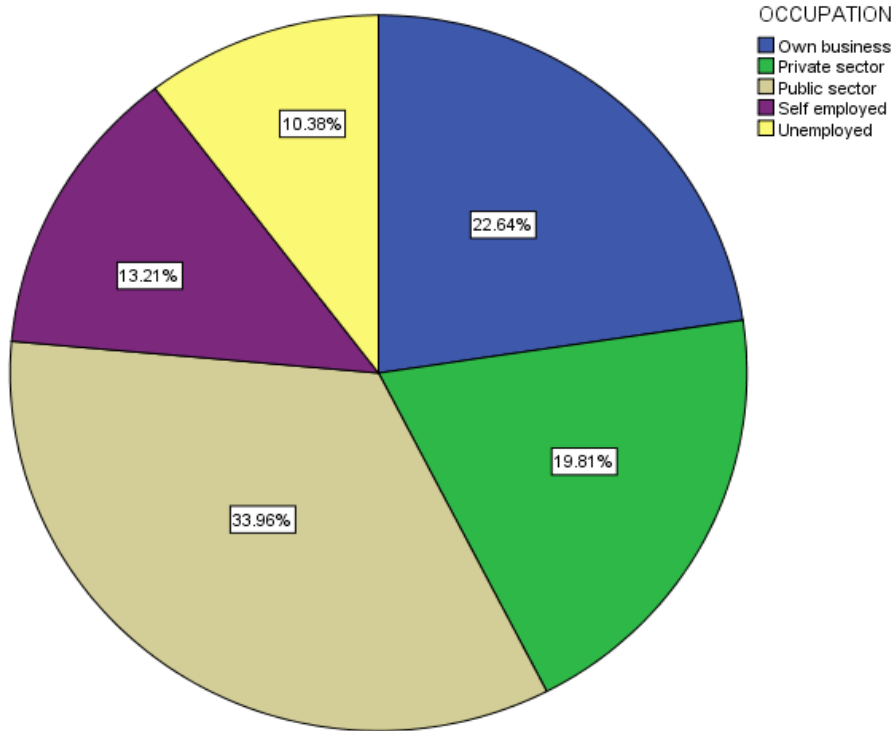
FIGURE2:

LEGEND: FIGURE 2 shows the gender distribution of the respondents
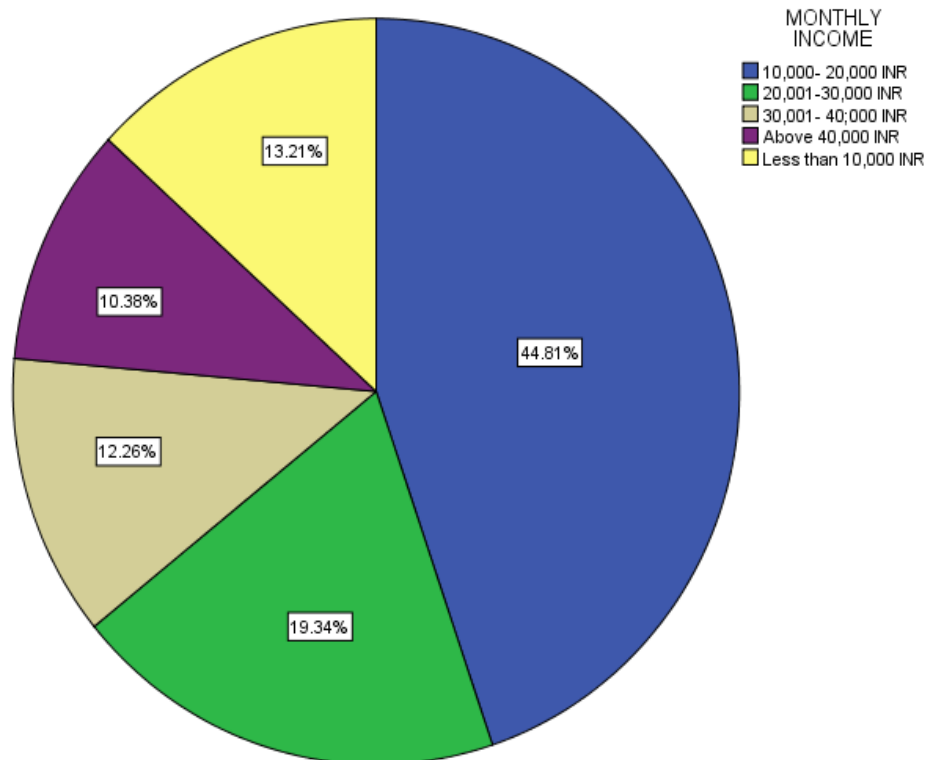
FIGURE3:

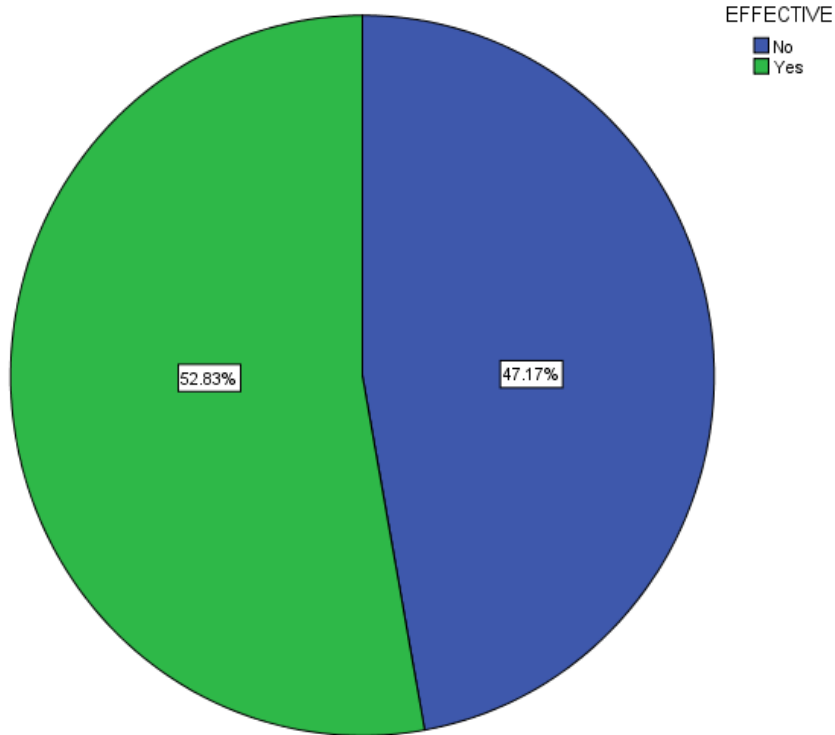LEGEND :FIGURE 3 shows the educational qualification of the respondents

FIGURE4:

LEGEND: FIGURE4 shows the occupation of the respondents
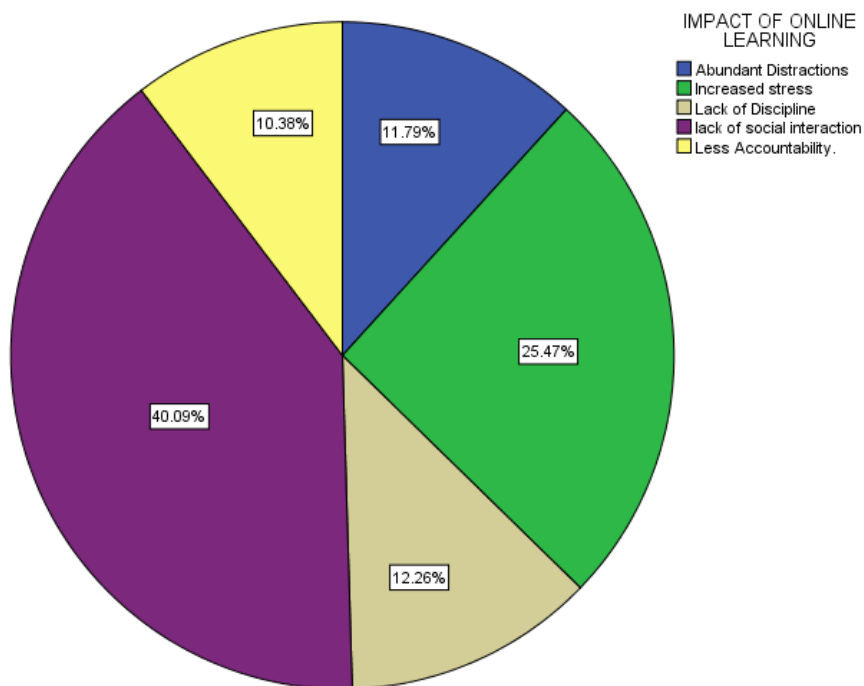
FIGURE5:

LEGEND: FIGURE5 shows the monthly income of the respondents
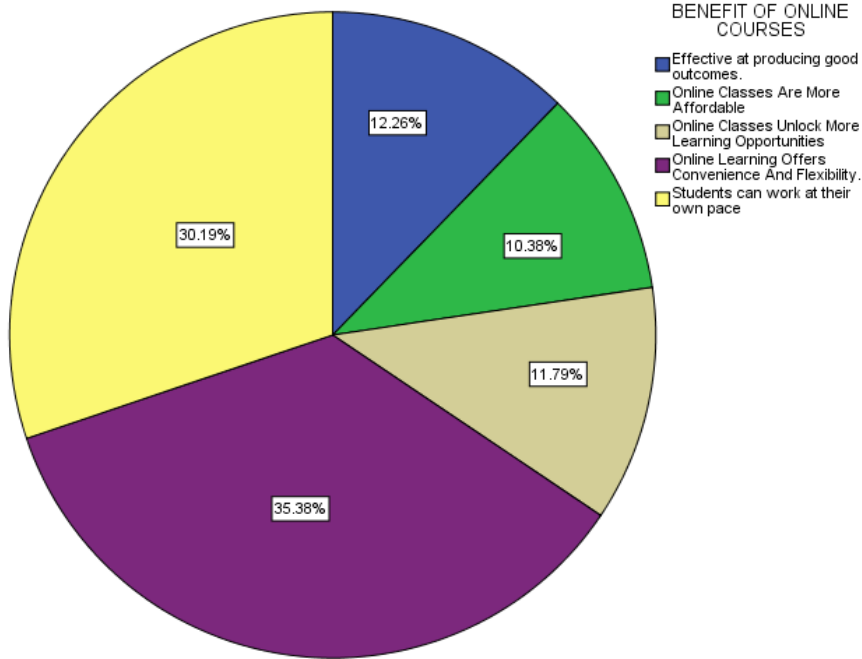
FIGURE6 :

LEGEND: FIGURE 6 shows the opinion of the respondents on whether online classes are effective in educating students.
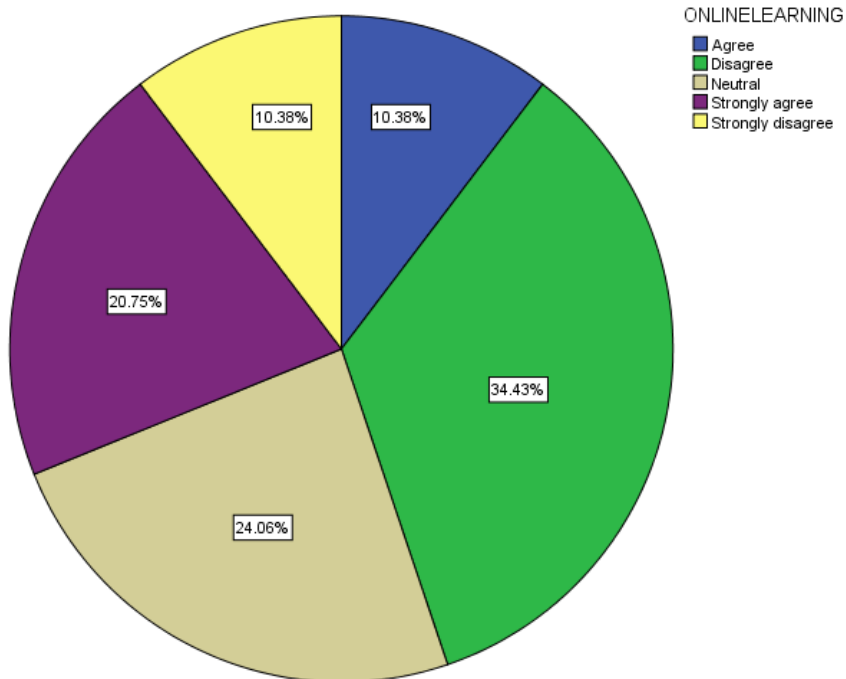
FIGURE 7 :

LEGEND : FIGURE 7 shows the This result shows the impact of online learning in students
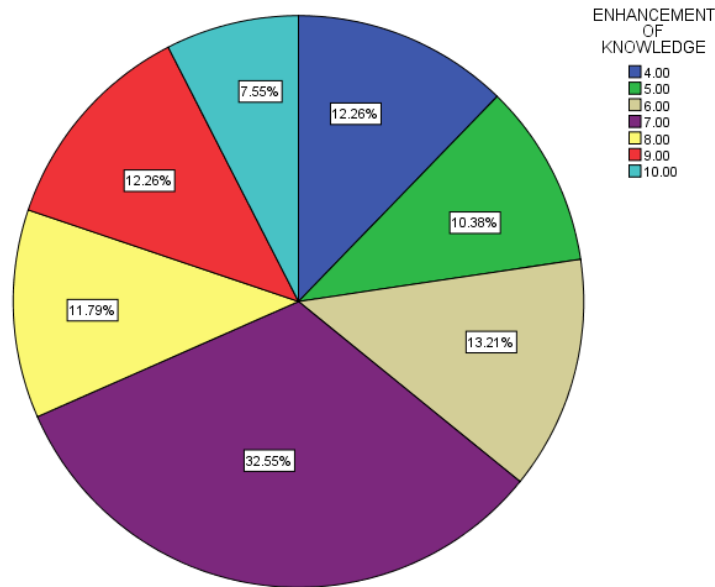
FIGURE8:

LEGEND: FIGURE 8 This result shows the benefits of online learning in students
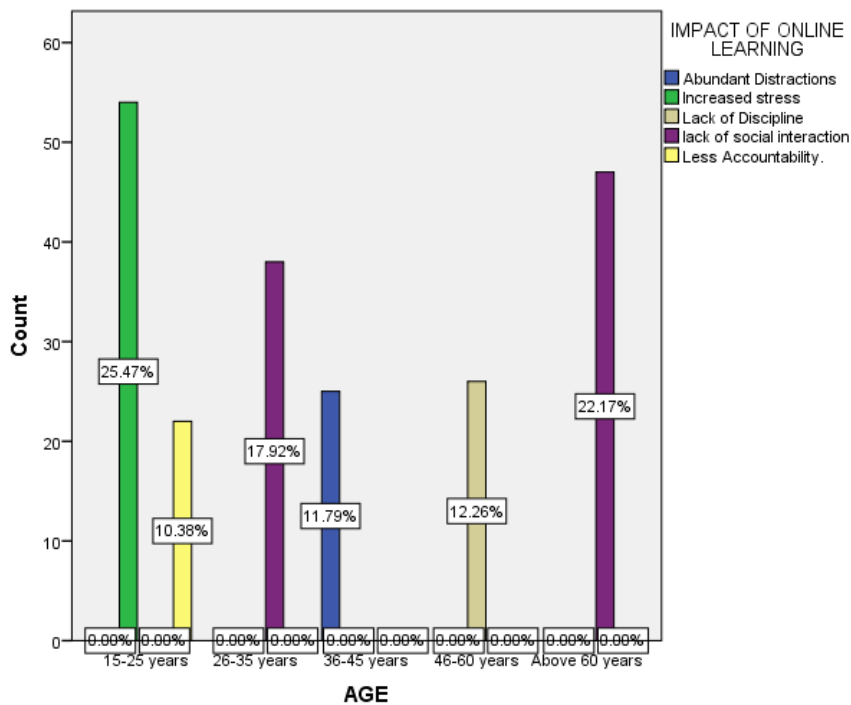
FIGURE9:

LEGEND:This result shows the opinion of the respondents whether online learning is effective than offline learning
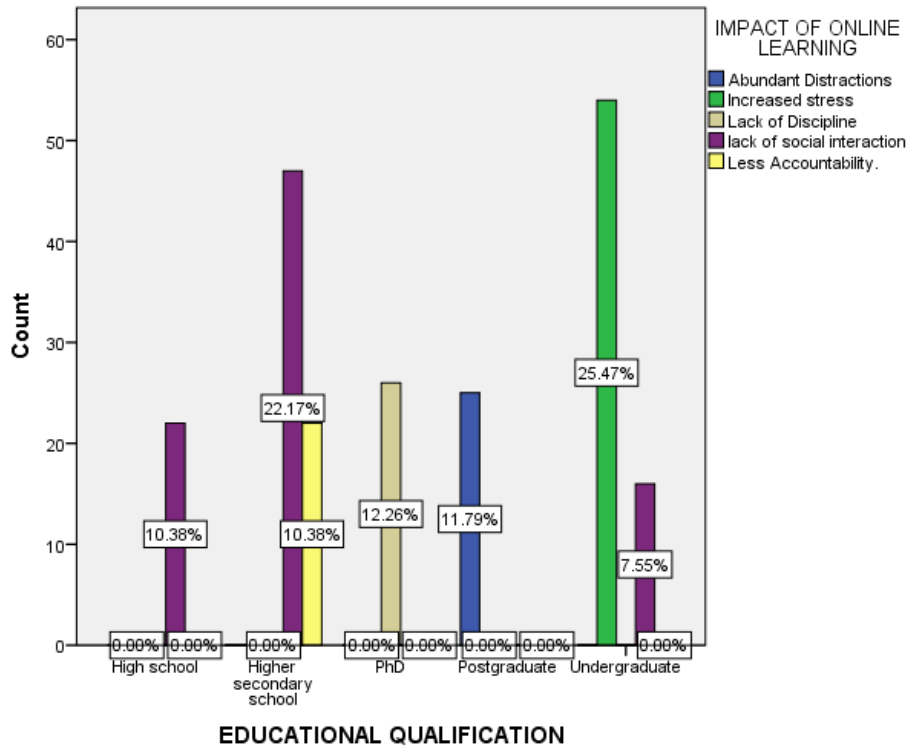
FIGURE10:

LEGEND: FIGURE 10 This result shows the respondents opinion on whether online classes enhance students knowledge

FIGURE11:

LEGEND: FIGURE11 This result shows the age of the respondents and impact of online learning in students.

FIGURE12:

LEGEND: FIGURE 12 This result shows the educational qualification and impact of online learning in students .

TABLE1:

AGE * EFFECTIVE Crosstabulation

Count

		EFFECTIVE		Total
		No	Yes	
AGE	15-25 years	28	48	76
	26-35 years	0	38	38
	36-45 years	25	0	25
	46-60 years	0	26	26
	Above 60 years	47	0	47
Total		100	112	212

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	141.036[a]	4	.000
Likelihood Ratio	193.182	4	.000
N of Valid Cases	212		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.79.

LEGEND: TABLE 1 This result shows the chi square test, since p value is less than 0.05 ,Null hypothesis is rejected.Alternative hypothesis is accepted.

RESULT:

This result shows the distribution of age among the respondents.35.85%are from 15-25 age group,17.92%are from 26-35 age , 11.79% are from 36-45 age ,12.26%are from 45-50 age and the remaining are above 50 years .(**figure 1**) This result shows the gender distribution of the respondents. 43.40% of the respondents are female,44.81% are male and 11.79% are non binary people. (**figure 2**)This result shows the educational qualification of the respondents.32.55% are studying in higher secondary schools,10.38% are from high school ,12.26% are doing PHD ,11.79% are doing postgraduate and 33.02% are doing undergraduate.(**figure 3**)This result shows the occupation of the respondents.25% are from government sector , 12.25% run their own business ,m 24.02 % private business , 27.94% are self employed (**figure 4**)This result shows the monthly income of the respondents.37.25% are earning INR 10,000-20,000, 15.69% earn INR 20.000 - 40,000 and 12.25 % earn 40,000-50,000 (**figure 5**)This result shows the opinion of the respondents on whether online classes are effective in educating students . 52.83% have said yes and 4717 % have said no (**figure 6**)This result shows the impact of online learning in students.11.79% have said abundant distractions ,25.47% have said increased stress , 12.26% have said lack of discipline ,40.09% have said lack of social interaction ,10.38% have said less accountainablilty . (**figure 7**)This result shows the benefits of online learning in students. 12.26% have said effective at producing good outcomes, 10.38%r said online classes are more afforable ,11.79% online classes unlock more learning opportunities and 30.19% say students can work on their own pace . (**figure 8**)This result shows the opinion of the respondents whether online learning is effective than offline learning.. 34.43% say that they disagree , 10.38% say that they strongly disagree, 20.75% strongly agree and 10.36% agree.(**figure 9**)This result shows the respondents opinion on whether online classes enhance students knowledge. 12.26% rated 4 on their opinion ,32.55% rated 7 on their opinion 11.79% rated 8 . (**figure 10**)This result shows the age of the respondents and impact of online learning in students. 25.47 % from age group 15-25 years have said increased stress, 17.92% from age group 26-35 have said lack of social interaction and 12.26% from age group have said lack of discipline.(**figure 11**) This result shows the educational qualification and impact of online learning in students .10.38% from high school say that lack of social interaction , 11.79% from postgraduate sa that abundant distractions and 22.17% from higher secondary school say that lack of social interaction.(**figure 12**)This result shows the chi square test, since p value is less than 0.05 ,Null hypothesis is rejected.Alternative hypothesis is accepted.

DISCUSSIONS:

This results depicts that 52.83% of the respondents have stated that yes online classes are effective in educating students and 47.17% said that no online classes are not effective in educating students. Therefore many people state that yes online classes are effective in educating students (**Figure6**)This results depicts that 40.09% of the respondents have stated that lack of social interaction is the impact of online learning and 10.36%have stated that less accountability is the impact of online learning and . Therefore many people state that lack of social interaction is the impact of online education as the students will not get chance to interact with the people physically.(**Figure7**)This results depicts that 35.38% of the respondents have stated that the benefits of online classes is that students can work at their own pace and 10.36%have stated that benefits of online classes are that they are more affordable . Therefore many people believe

that the benefits of online classes are that students can work at their own pace since online classes can be taken anytime and anywhere.(**Figure8**)This results depicts that 34.38% of the respondents have stated that they disagree that online classes are more effective than offline classes and 10.36%have stated that they agree that online classes are more effective than offline classes . Therefore many people believe that online classes are not more effective than offline classes, since it has more distractions than offline classes.(**Figure 9**)This results depicts that 32.55% of the respondents have rated 7 for stating that online classes enhance knowledge and 7.55% have rated 10 for stating that online classes enhance knowledge . Therefore many people believe that online classes enhance knowledge as it is more effective.(**Figure10**)This results depicts that 25.47% of the respondent from age group 15-25 years state that increased stress is one of the impact of online classes and 10.38% of the respondent from age group 15-25 years state that less accountability is one of the impact of online classes . Therefore many people believe that online classes increase stress among students as it is a new way of learning.(**Figure 11**)This results depicts that 25.47% of the respondent doing undergraduate state that increased stress is one of the impact of online classes and 7.55% doing undergraduate state that lack of social interaction is one of the impact of online classes.Therefore many people believe that online classes increase stress among students as it is a new way of learning and many students find it difficult to understand.(**Figure 12**).This result depicts that chi square test , Since the p value is less than 0.05 null hypothesis is rejected and alternative hypothesis is accepted.Therefore there is significant relation between age and whether online classes are more effective than offline classes.

CONCLUSION:

In conclusion, the use of online classes, webinars, and video online courses has become increasingly popular in India, especially in the wake of the COVID-19 pandemic. These tools and resources have proven to be effective in enhancing knowledge and skills among students, professionals, and learners of all ages.The Indian government has launched several initiatives to promote online education, such as the SWAYAM platform, the National Digital Library, and the eVidya portal. These initiatives have helped to bridge the gap between traditional classroom learning and online education, making quality education accessible to a larger population.However, there are several challenges to the adoption and implementation of online education in India, such as infrastructure limitations, limited access to technology, and the digital divide. Addressing these challenges and providing equitable access to online education will be crucial to ensure that no learner is left behind.Overall, the future of education in India is likely to be increasingly digital, with online classes, webinars, and video online courses playing a critical role in enhancing knowledge and skills among learners of all ages and backgrounds

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