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Perceptions of Pakistani Students on Online Classes During COVID-19

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Abstract: *The worth of online education has been increased to a great extent during Covid 19. The present study investigates the perceptions of Pakistani university students regarding online classes. The data was collected from 300 students of 4 universities in Lahore. The findings specified a sufficient level of satisfaction among the participants, but with an encounter of the hindrances caused by the technology. In contrast, the learners contended with the space they got from the online learning by taking classes from anywhere with all the precision of the materials and syllabus.*

Key Words: Online Learning, Online Teaching, Online Classes, Perceptions, Distance Learning, Online Technologies

Introduction

The first quarter of 2020 was a tough time for the international economy due to Coronavirus (COVID 19). Many aspects of human efforts have been hampered by the worldwide pandemics: from the decline, Re-adjustments in the academic calendar of all educational establishments internationally. The stakeholders and the administration of higher education institutions did not have other alternatives, but to make use of internet technologies, to continue online learning. Online learning is a well-established learning schema that has both theoretical and pragmatic appeals. The prime focus of online learning is to make a succession of accurate predictions based on empirical evidence of the appropriate response to previous prediction tasks and potentially additional information available. Online learning has been explored in a variety of areas of study, including game theory, information theory and machine learning. It has also been of considerable concern to clinicians due to the recent advent of large-scale applications such as online advertisement aligning and online web evaluation.

Origins of Online Education

The computer-assisted curriculum is evolving the didactic environment as an increasing number of students are pursuing online education. Colleges and universities are now emphasizing the versatility of web-based curriculum and are quickly introducing online courses to gratify student demands worldwide. One research recorded that "increases in the number of online university courses have been very drastic over the last few years" (Lundberg et al., 2008). Think tanks also promulgate statistics on web-based professional development. "In 2010, the Sloan Consortium found a 17 percent rise in online students over the previous years and a 12 per cent increase over the previous year" (Keramidas, 2012).

In comparative analysis to the prevailing belief, online education is not a modern invention. The University of London introduced its first correspondence and distance learning services in the mid-1800s. This educational model relied on the postal service and was thus not used in the United States until the late nineteenth century. It was in 1873 that the first official correspondence academic facility was formed in Boston, Massachusetts, known as the "Society to Promote Home Studies." Since then, non-traditional research has evolved to what is now called a more

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feasible online educational solution. Technological innovation has certainly helped to increase the speed and usability of distance learning; now, students around the world have been able to take classes at home (Fekula, 2010).

Resources for Online Learning

The resources for online learning are:

- E-Books;
- Journals;
- Videos;
- Recorded lectures;
- Quizzes;
- Discussion forums;
- Live Q&A sessions; and
- Interviews.

The resources offered to you for learning online will depend on the institution where you take your online program. Some online learning programs may require you to order physical textbooks in advance by the mail, but these are generally being phased out in favor of eBooks and online-only methods of delivery (Ferguson, 2010). For certain universities that have made the transition to using 100 % online services, students can expect to learn using a mix of state-of-the-art technical resources without having to fly to take seminars, tests or in-person discussion sessions. Online learning can be a whole new experience for students studying on campus.

E-Books, Textbooks & Journals

These written materials are vital assets for almost every student's engagement. Using the reading list for each lesson, or on the recommendation of the course teacher, students need to splurge the amount of time they need to learn and understand the topics in the course. The key benefit of using this medium (especially eBooks) is that they are fully portable, allowing students to learn from their laptops, phones or tablets (Flottlemesch, K, 2000).

Recorded lectures

Lectures are a vital way to consume a vast volume of knowledge within a comparatively brief period of time. They are a hallmark of online and campus-based instruction. Students can attend lectures from their homes for online learning (Hong, S & Jung, 2014)

Interactive Sessions

The major problem facing online education services is how to recreate face-to-face experiences and in-person debates that on-campus organizations can effectively offer. Online learning also uses a combination of discussion boards and open question-and-answer sessions to provide students with the contact they need with other students and teachers (Hussein-Farraj, 2019)

Online Delivery of Classes

Online students frequently infer that their learning services will be delivered by email or even by snail mail! Many online organizations have moved away from this inefficient distribution process. The learning resources of the course or module are delivered through the institution's online learning environment or platform (Kim, 2011). The learning systems differ depending on the program used but typically consist of a single online portal that students can navigate from their personal PC, Smartphone or tablet.

Unending simplicity is one of the big advantages of using services that are hosted exclusively online. In online learning, students can opt to access their course details and complete assignments at any time. This helps them to adapt their study time to their jobs, families and other responsibilities. It also ensures that students who want to continue working whilst studying do not have to hang on to their jobs.

Online Assessment

Students completing a degree program or an individual course online are also being evaluated at daily intervals during their research time to determine their comprehension of the course materials. This method can be daunting for anyone new to online education. The various ways of assessment in online learning as follow by (Levin 2019):

Individual Assignments

This is the evaluation approach that most students undergo. They receive their subjects, timelines and word count for each task. They are expected to create a structured, logical statement under the constraints defined by the course teacher.

Discussion Activities

Face-to-face conversations with friends and colleagues are what we all do every day. However,

the online academic debate involves a particular set of skills and does not come as readily as students begin their online learning experience first. These exercises vary depending on the organization, but the course teacher usually concludes each conversation with a topic or question. Students would then need to study the subject and post their answers to a challenge that illustrates their own experience and understanding. Students inevitably end up in a dispute with the thoughts and perspectives of fellow students.

Journal Activities

Like message forums, newspaper events tend to be unique to online classes. The journal entry is an ongoing update that offers you the chance to look back on what students have learned in the course of their studies, the time of analysis and how they will apply what they have learned in the future. Journal entries are simple opportunities for course professors to consider how students are going through the course and how they are procuring information in the right fields.

Exams

Institutions can opt to encourage students to complete their exams on their own personal computer, at the location of their convenience. Since tutors don't have a way to track a simulated exam or examination, they're normally open-book and open-note. As a feasible choice, many universities offer the opportunity to complete and take-home exams in the form of an essay or final assignment. Any organizations can use exam apps, such as virtual proctors, or tracking tools, Google forms etc.

Strengths and Weaknesses of Online Learning
Strengths

The modern education system massively promotes distance learning, including online programs, as it is a need of an hour. Moreover, the biggest advantage is exposure to an unlimited prospect of education, besides setting the latest standard for instructors, which is only possible in an online educational system (Kolloff, 2013). Therefore, an online educational setting involves various advantages such as,

Anywhere

Practically, the biggest benefit is the participation of both learner and instructor with the compulsion of computer and internet connection is made easier; participation in a class of students could be easily made from any part of the globe, hence, eliminating all the difficulties that were encountered in any physical classroom.

Anytime, Any Pace

Another significant aspect of an online learning system is its availability that remains unchallenged. It is easier to access the virtual classroom as it remains all day long unchanged. It is often seen time as a hurdle for traditional classrooms, as every individual needs to show up at the same time, leaving behind all the chores. On the contrary, where online learning set-up brings up various virtues with it, time efficiency is considered as one of its fortes, as it permits the family to participate or experts at work to take part in the class. Also, syllabus, class discussions, and lecture availability are present for a student 24 hours a day, which made revision for students handier.

Synergy

Active communication among learners as well as teachers is possible through online learning. It is convenient to participate in class discussions and give remarks on another individual's task, on the generation of mutual thoughts, ideas as well as resources. So, it is appropriate to testify that the online learning educational system encourages a distinctive synergy that is present in a student-centred Virtual classroom.

High-Quality Dialogues

An in-depth, neatly articulated dialogue is a byproduct of the online learning setting where a student could easily contemplate ongoing class discussion, his/her fellow views before giving out his/her suggestion which is made possible by asynchronous discussion. This way, maximum students get a chance to participate in class discussions with a high-end response, which is contrary to the physical classroom setting.

Student-Centered

Learners usually give a response to the views of other learners based on class lectures. Significantly, they discuss these subjects based on their subjective issues in broader discussion settings—consequently, such settings giving rise to focused and reduced discussions among them. Furthermore, when each learner goes through

other student's discussions, they get a chance to consciously participate in the most relatable discussion that is catering to their subjective beliefs. Briefly, online discussions both give a chance for students to exhibit their identity and grasp a collective set of appropriate knowledge.

Level Playing Field

Further, the obscurity factor is mostly involved in Virtual classroom settings. It is difficult for another individual to perceive someone on substantial aspects such as their dressing, race, ethnicity, and age that cannot be measured. So, the matter of interest largely and solely remains on class discussion, active participation, comprehension of course work, and rational response from students.

Access to Resources

Another significant aspect of an online classroom involves that learners can easily come in contact with the course materials; resources exist at far off places. Moreover, a teacher could conveniently gather all to be read course-section consisting of a broader reading of educational materials, links to digital libraries from across the globe, so students can get a deeper understanding of their curriculum.

Creative Teaching

Moreover, both self-directed, as well as critical thinking are encouraged as a significant part of adult education. Still, there exists a conflict as several instructors seem to endorse this conception in their lessons, while other instructors seem to embrace the traditional concept of repetition. But the need for an hour in online teaching programs seems to practice more creativity induced in self-directed learning, which greatly facilitates students' own learning experience. Further, the teacher and learner mutually corporate to generate new and unique learning settings, which significantly give rise to the new learning opportunity on the part of students. It is important for instructors to carefully analyze their teaching pattern along with, aims of their module, as several traditional teaching merits could also be taken into consideration for a favorable set of online classroom teaching.

Weakness of Online Learning

Though distance learning provides significant edification with many conveniences, it does have negative aspects too that can be the cause of any program's failure. And these aspects are linked with its application which can be classified into six groups (Ni, 2013).

Technology
Equity and Accessibility to Technology

The success of distance learning depends on learners' adjustment to this mode of knowledge. Financial or rational reasons are big hinders to the ways of capable students to cope up with distance learning; hence they avoid adopting this kind of class. Mostly it happens in the case of an urban area and those who are not financially stable. In other words, pupils who don't have enough expenses to utilize resources leave the course as consumers. Apart from this, internet facility is not available everywhere, and if so then it is out of the range of many people. Its expenditures are either monthly or according to the time, one spends online. In the latter case, it is necessary to match the time of the internet with that of class time so that proper learning may take place.

Computer Literacy

The use of technology is another issue in this regard. The teacher and the pupil need to have basic knowledge of technology and its use so that they may work easily according to the needs of the course. They should be competent enough in using various functions of the internet and should be equally comfortable in searching with cyberspace to update the knowledge about technologies and their utility (Moore, 2007). Lack of this fundamental skill is a barrier for the participants to cope up with the program that becomes the very reason for the failure of the whole course.

Limitations of Technology

The crucial factors in the achievement of any online classes are the proper use of technology and its dependability. But it is impossible to ensure that even the classiest tools will work wholly. The most noteworthy thing is to determine the time of loop whole occurrence. It can happen any time, even during the class, when all things went right, and suddenly some errors occur. And it can be of

any kind. The meeting organizer's connection may be lost, resulting in the extermination of the session, technical issues in the tool used for the participants may also get some problem during the class, personal problems related to network use or tool can also restrict a participant and lastly, but most importantly network is also a huge problem as its signals can cause a big problem at any time. Their failure or slow speed is troubling so, it is impossible to depend on any machine.

The Students

There are different kinds of learning styles, and learners may adopt distinct learning manners. Autonomous learners may better cope up with distance learners, while for teacher dependent students' traditional classes may be more suitable. Distance learning is more flexible as compared to face-to-face learning; it gives more room to the learners as they can manage the time accordingly that contributes to the development of independent learners. In a way, online learners should be liable so that they may arrange the things properly on assigned time and for that one should be more active and energetic as well as conscious of how to tackle the given work and achieve the goals on time. Young learners cannot fulfil these requirements, so this mode of education is not suitable for them as well as for those who mostly depend on the teacher in the class.

The facilitator

Lack of Essential Online Qualities

The instructor who proved to be an excellent teacher in face-to-face classes does not mean that he will necessarily be equally proficient in distance teaching as well because there is a great difference between both modes of teaching. So, they require distinct kinds of skills to work in both kinds of teaching. Special qualification is required to adjust to the online environment. As a teacher should be a subject specialist in the same way for online mode of teaching, he should have enough knowledge to deliver the lecture; otherwise, there can be a big disaster. The teacher in distance teaching should be wise enough to make his students feel his existence so that they may participate properly. He should assign such activities to his learners that make them participate with each other as well as with the facilitator. And if he succeeds in doing so, still lack

of being there physically is a constraint in this mode of teaching. And this restriction is not only for students or teachers; instead, the other members of the institution and occasions too suffer from this inadequacy.

The Administration and Faculty

Co-operation is the key to any success. The same is the case for failure. Some situations become troublesome because of the people who don't want to adopt the change. This is what happens in online learning too. Some staff members who don't leave their dogmas and consider that only traditional learning can best achieve the goals create a great hinder in the ways of distance teaching because they consider it an inadequate mode of learning for, they are incompetent in the use of online tools, and that's why reluctant to adopt the change. So, the members like this hinder the success of distance learning. Apart from this, it is often viewed as a means to enhance expenditures and ignores the fact that it is beneficial to those who cannot attend face-to-face classes because of their busy schedule or other reasons. So, the organizations not having enough knowledge about the main aspects of remote classes like class size, use of technology, and others create a huge disaster on the name of online courses.

The Online Environment

Levels of Synergy

Distance learning has its targets that are visible in the views of participating members, and they can achieve the goals by sharing their views. The very success of their aims depends on cooperation. The size of the class is significant in this regard because large classes minimize the rate of communication among the class and with the instructor that fails the online class.

The Curriculum

The development of the curriculum is significant for the achievement of desired goals. But unfortunately, it is neglected most of the time in the alacrity of starting a new distance learning course. And by chance, if it is developed, then the experts required for the formation of the curriculum are ignored as well. Apart from this, the same curriculum cannot work for both traditional as well as online learning because these

are distinct modes of learning; their requirements are diverse and need discrete strategies of teaching from those of traditional teaching. Collaborative learning is the core of the online curriculum, so it should be designed accordingly. One can get and give maximum education by distance learning, but only if its curriculum may fulfil the requirements of this mode of teaching and learning.

Online Learning Versus Traditional Learning

The discussion about online learning at variance with traditional learning has been increasing every year. All over the world, employees were compelled to work online from home, as the recent corona pandemic made it more applicable.

Therefore, all learning scheme had been conducted online.

Internet is the main source of online learning activities. Online learning is a type of distance learning (non-formal). It is used as a synonym for e-learning. A learning management system is used to store training content that can be used all time, while the classroom is necessary for traditional learning (Levin, 2019). A trainer is a moderate worker to provide information and knowledge. The written home-based task is assigned to employees by trainers to strengthen their knowledge. The use of technology in the classroom is the need of the modern era. The trainer is a vital part of traditional learning. These are the dissimilarities between both:

Table 1

Online learning	Traditional learning
It is conducted via the internet	Face to face learning
Accessible everywhere	Fixed timetable and place are necessary
No need for space	Venue is mandatory
Alone	Together with your colleagues
It doesn't cater to learning styles	Learn by interaction
E-content is the main source of knowledge	The trainer is necessary for conveying knowledge
Less interaction	Encouraged interaction
No hidden curriculum	Hidden curriculum

Previous Studies

Study 1 - Texas

In Texas, research was conducted on online teaching and learning. The objective of this was to analyze the perceptions of graduate students related to online learning. A survey was conducted on 249 graduate students to investigate their satisfaction and perception issues related to online learning. The result of the study shows that the main reason for satisfaction is the interaction of students and teachers. There were significant problems diagnosed related to learning resources as well as different instructional design and way of coping with students according to their interests. On the contrary, the clarity and organization of instruction using different resources are related to student's satisfaction. The student's satisfaction is directly related to instructor performance (Fedynich, 2015).

Study 2 -India

A study conducted by Agarwal (2020) reviewed that online learning is the best way of the

utilization of time and resource as well as helping to break down of burden. It is helpful to take them away from the stress of COVID and give them mental relief. There are tremendous problems faced by learners during online sessions as technical faults, time feasibility, along limited participation of students. These problems can be decreased by using an updated version of the software with unlimited access to interact with students. The need for online training can be felt during the COVID crisis by teachers and university students. A clear comparison can be observed about student's satisfaction with online learning. Online learning has a great impact on students learning as well as morale by redirecting their knowledge in COVID.

Study 3- Pakistan

The objectives of this study were to investigate the perception of Pakistani university students related to the use of the internet and online academic life. The result shows the pros and cons of using the internet from an academic point of view—the perception regarding online classes varying

between male and female students. The female students have a strong positive perception rather than male students with reference to the importance of online classes (Ali. Z, 2014).

Study 4 - Pakistan

This examination was attempted to inspect the function of data and correspondence innovation (ICT), e-administration quality and e-data quality towards a brand picture of colleges by focusing on understudies' e-learning, e-verbal exchange and fulfilment. The objective populace was the understudies of public and private colleges and universities in Pakistan. Information gathered utilizing an e-survey by 408 understudies was exposed to PLS-SEM for examination. Discoveries uncovered that ICT, e-administration quality and e-data quality are decidedly contributed toward understudies' e-realizing, which eventually prompts make the positive e-verbal exchange and understudies' fulfilment. In the interim, results additionally distinguished that e-informal exchange and understudies' fulfilment lead to creating a positive brand picture of colleges (Shehzadi etl, 2020).

Study 5 – Pakistan

Another examination was led by Abbasi (2020) with the reason to decide the view of understudies towards e-picking up during the lockdown. A spellbinding cross-sectional examination was led at a school level College, where understudies of all levels partook in the investigation with an example size determined as 377. The discoveries of the investigation uncovered that the understudies didn't incline toward e-instructing over up close and personal educating during the lockdown circumstance. They further referenced that they were not happy with the web-based learning and exhibited the absence of scholarly aptitudes during on the web classes.

Study 6 - China

This paper targets evaluating whether Ghanaian global understudies in China are happy with the "mass" web-based learning in higher instructive organizations in Beijing, China. Accordingly, this examination utilized an online overview to research the degree of fulfilment of internet learning in higher instructive establishments and how Ghanaian worldwide understudies are adapting to these "new activities". The discoveries from the examination recommend that the

execution of internet learning programs was an extraordinary thought as most of the tested understudies upheld the activity. The investigation likewise uncovered that understudies have sufficient information on the COVID-19 pandemic. Another finding that surfaced during the exploration is the significant expense of taking an interest in internet learning. Notwithstanding, our outcomes indicated the understudies outside China because the COVID-19 go through such a lot of cash to purchase web information for internet learning. To wrap things up, the investigation found that the web network was delayed for understudies leaving inside the quarters of different colleges in China (Demuyakor, 2020).

Statement of the Problem

The present study investigates the perceptions of Pakistani students regarding online classes during the situation of COVID-19. It further explores the understanding and problems of students in online classes.

Research Questions

1. What are the perceptions of Pakistani students on online classes?
2. What are the problems students face during online classes?

The population of the study

The population of the study is university-level students in the context of Punjab, Pakistan.

Sample of the Study

The sample of the study consisted of 300 university students from Punjab, Lahore. The sample was collected from 4 universities in Lahore. The participants of the study were enrolled in various disciplines with an age range of 20-30.

Research Methodology

The quantitative research method was used for the present study, and the data was collected through a survey questionnaire.

Instrument of the Study

A survey questionnaire was used as the tool for the data collection. The questionnaire was adapted from a study conducted in Texas on the perceptions of students regarding online learning by Fedynich,

Bradley & Bradley in 2015. Further, additions were made to the questionnaire to gather information from the students regarding the problems they face during online classes.

Data Analysis

The data was analyzed through percentages. Each category of the questionnaire was separately analyzed, where the percentages demonstrated the calculated perceptions of the participants on each statement.

Findings and Interpretations

Statement of the Item	SA	A	N	D	SD
1. During online classes, students are provided with ample opportunities to interact with one another	2 (0.6%)	5 (1.6%)	9 (3%)	161 (53.6%)	123 (41%)
2. Online courses identify clear topics and provide instructions for completing assignments in a timely manner	66 (22%)	143 (47 %)	17 (5%)	28 (9%)	46 (15%)
3. Online courses provide assistance on how to participate in online discussion forums, chats, or others used	108 (36%)	37 (12%)	8 (3%)	100 (33%)	47 (16%)
4. Online instructors provide explanatory feedback that facilitates learning	89 (29%)	79 (26 %)	4 (1%)	68 (23%)	60 (20%)
5. Students have to be self-motivated to be successful in an online program	128 (43%)	56 (18%)	12 (4%)	39 (13%)	65 (22%)
6. Online classes provide sufficient course-specific resources, contact information for the instructor and/or the department	56 (19%)	98 (33%)	88 (29 %)	23 (8%)	35 (12%)
7. Online classes offer access to a wide range of course content	99 (33%)	110 (37%)	9 (3%)	23 (8%)	59 (20%)
8. Online courses facilitate learning in students of diverse learning styles and personalities	63 (21%)	143 (47%)	34 (11%)	25 (8 %)	35 (12%)
9. Online courses utilize a variety of sources that assist student learning (articles, links to websites, etc.)	97 (32%)	101 (34%)	4 (1%)	45 (15%)	53 (18%)
10. Online classes provide multiple activities for students to develop critical thinking skills	87 (29%)	99 (33%)	24 (8%)	34 (11%)	56 (19%)
11. Online courses provide for formative or continuing assessment and feedback to students about their performance throughout the semester	76 (25%)	164 (55%)	3 (1%)	33 (11%)	24 (8%)
12. During online classes, students are able to get help when they have questions.	84 (28%)	102 (34%)	0 (0 %)	45 (15%)	69 (23%)
(SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree)					

Altogether, 12 research questions directed this research contracted with the effect of the student satisfaction in online classes. It indicates the agreement from the students in 2nd Q where the learners contend on the clarity of the topics of the assignments along with the instructions and challenging deadlines. If we analyze Qs 3,5,7,9,10 and 12, above 80% conformity regarding the positive effects of the online classes is observed. The assistance in how to make the maximum students' participation active in Q 3, the feedback strategies, access to the content extensively, the presence and allocation of supporting material from websites, journals and articles links etc., above all the development of critical skills by the learners are at the highest range, i.e., nearly 62%

confirmed in the rest of the questions. The learners are moderately gratified with the ongoing feedback, assessment and or the formative evaluation on their performance shown in the result (Q 11) that 240 participants stayed positive in this aspect. The students supported the fact that the online classes can be successful only if the learners are self-motivated, referred in Q 5 with 61% agreements.

The ratio is decreased where comes the discussion of the opportunities from the instructor or peers as 123 participants strongly disagreed on the interactive environment facility. A consolidated result of the survey exposed the fact that the experience of online classes is taken as a positive aspect in the lives of the learners.

Discussion

Online education is not a modern creation but prevailed at much higher scales in 2020 due to the Covid pandemic. In the previous study 1 in Texas, they are having the topic of evaluating the perception of 249 learners on online learning resulted in the satisfaction on the point of the interaction of teachers and students, whereas they were dissatisfied with the learning materials and some instructional designs. In the current study, 209 participants are positive in clarity of instructions and identification of the topics regarding assignments, but the results showed there are not ample opportunities for the learners to interact with one another. Study 2 investigated India's students' perception that shows high morale in online classes, which according to them, let them remain busy in the threatening environment, but they show worries about technical issues and inadequate participation of the students during class. Similarly, the current research outcomes illustrate that self-motivation is the basic tool to make the maximum participation and student's self-motivation. The 3rd study from Pakistan categorizes the population in both genders though the topic is the same 'Online academic life and internet'. According to this research, female students tend towards learning more rather than males, unlike the current study, which exposed the positive trend of both genders in an equal manner. The fourth study is also from Pakistan, which investigates the e-administration, e-learning, e-verbal exchange during the classes and concludes that students' satisfaction with the online education system relies on the flawless ICT system. Likewise, the current research also proved that class participation, assessment, feedback, participation in an online forum and multiple activities all depends on adequate internet facilities. The reason behind the 5th research in Pakistan is to heave out whether the students are picking web-based learning or not. This study showed that at the college and school level, learners are not satisfied with the absence of scholarly aptitude, which is thoroughly opposing the current research. There is a difference in opinions which the level of learners gets down. The students at college/university and school level rely much on the traditional way of learning. The 6th research from China done on the Ghanaian global students' gratification regarding online education or learning in which it is discovered that inside the quarters from different cities of China, it is difficult to manage to learn with the technology as it itself is much expensive. Their satisfaction or dissatisfaction varies from the current study, which has less concern with this aspect. By reflecting on the current study, the massive population countered in agreement.

Conclusion

By all counts and by all proven outcomes, it was considered by many learners that the online learning and education system in this ruthless pandemic of Covid-19 is satisfactory as there is a continuous and ongoing process of assessment, activities and feedback along with the formative evaluation too. But there are some loopholes that can be covered by experiencing more like:

- Make the internet connections strong enough to rely on without having distorted classes.
- There should be some teachers training sessions to make them friendly to the new and untraditional way of taking classes with the help of different soft-wares.
- Making sure the students are well aware of the importance of the only tool of learning at the moment of crisis to make them intrinsically motivated.
- Encourage students to have dialogues during classes.
- Promote activities and class participation.
- Faculty is the wheel of any educational institute, reward the faculty with extra bonuses for its effort and appreciate them for it so that it will reflect in their ways of teaching.
- Assistance from the management is much fruitful at this time to make the online system successful by providing all the resources an instructor asked for like advance laptops, gadgets for recording lectures etc. to give their best.

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