

**AN EMPIRICAL STUDY ON ONLINE TEACHING AND ITS IMPACT OF MENTAL HEALTH –  
WITH RESPECT TO COLLEGE PROFESSORS**

**M. Sai Harshini** Researcher Amirta Vishwa Vidyapeetham Coimbatore :  
Saiharshini.mk@gmail.com

**Dr.N.Ponsabariraj** Assistant Professor Nehru Arts and Science College (Autonomous) Coimbatore

**Abstract**

The paper attempts to study the relationship between the online teaching and the mental pressure of the college professors in Coimbatore district. The study is based on primary data the data covered the duration period of one-month November 1<sup>st</sup>, 2020 to November 30<sup>th</sup>, 2020. The study has been used structured questionnaire method to collect the primary data. The data collection which was done by online platform. In addition to that, the other required dates was collected from various Journal, Magazine and Reports. The collected data have been used for analysis with the help of statistical tools. The statistical tools namely, Percentage Analysis and Chi-Square test. The Primary data collected through structured questionnaire of 67 respondent in Self-financing college professors. From the above details it was clearly interrupted that the online classes have severe drawbacks with respect to the health of college professors. So, the researcher of the paper suggests the professors to accept this online method of teaching as it is unavoidable and practice meditation, yoga and exercises to balance your mental pressure.

**Key Words:** Online teaching, Government policies promote online classes, Impact of online teaching and mental health.

**JEL Classification Code: G14, L1, L5 and L6.**

**INTRODUCTION**

Online teaching is an electronically supported method where either the teacher or the student rely upon technology for their interaction and sharing of their study materials. Due to the epidemic of covid-19 virus gave all of us no choice other than to pick up this online method of education. This method of teaching is quite different from the traditional method which has been used for years, Online mode of education is a continuous process of equivalent learning where the online environment makes the students an active mirroring and both students and college staff become advance in their learning of technology. Having this technology as the next generation learning platform we could also find this medium have brought both the faculty and students together to build a strong everlasting bond between them. One of the recent report says, the number of students taking at least one online course has grown by 151 percent – from 24,682 (21.3 percentage) in 2008-09 to 61,995 (48.3 percentage) in 2018-19. The number of university students taking only online classes also increased from 7,163 in 2008-09 (6.2 percentage) to 18,241 (14.2 percentage) in 2018-19. It is being estimated that 96 billion the current user base will grow at 44 percent CAGR to 9.6 million users by 2021. In fact, India's e-learning market is the second largest after the US which is forecasted to grow by 15.64 percent and exceed \$48 billion by 2020. Between 2015 and 2018, the number of students pursuing online education increased six-fold. Over 70 percentage of these students turned to online education for the purpose of learning a new skill or expanding their employment opportunities. The University Grants Commission (UGC) began to actively support online education models, allowing some institutions to offer a small percentage of their courses online. In 2019, the UGC expanded upon this, allowing qualified institutions to offer more courses and certificate programs online and creating a standard framework for them. This momentum was reinforced when the covid-19 pandemic pushed everything online at a dizzying rate. In the struggle to provide continued education while following social distancing, institutions and Governments have created an enormous surge of support for this online mode of learning. More institutions are offering

online courses and a gathering of resources are emerging to improve the online model and make it a viable substitute for a traditional classroom. Further information on these initiatives is included below. For further study the researcher want to know about the impact of the sudden emergent of online teaching method for the college teachers and to check its influence in their mental health.

### **GOVERNMENT POLICIES TO PROMOTE ONLINE CLASSES**

The Government has launched several programs under the initiatives such as ‘Digital India’ and ‘Skill India’ to spread digital literacy, create a knowledge-based society in India, and implement three principles ‘access, equity and quality’ of the Education Policy.

- e- Basta (school books in digital form)
- e- education (all schools connected with broadband and free wifi in all schools and develop
- MOOCs – develop pilot Massive Online Open Course)
- Nand Ghars (digital tools as teaching aids)
- SWAYAM (MOOC’s based on curriculum taught in classroom from 9<sup>th</sup> class till Post Graduation)
- India Skills Online (learning portal for skill training)
- In order to establish digital infrastructure, the government has also launched National Optical Fibre Network (NOFN) which aims to expand broadband connectivity and faster network.

### **STATEMENT OF THE PROBLEM**

In the traditional method of teaching whose ancestor belongs to ‘Gurukul Kalvi’ the teachers got to face some physical problems only. With the evaluation of the modern teaching method which supports the centered learning and activity. This approach recognizes the learner as the primary reason for curriculum planning and teaching. It is called a constructivist approach because it enables the learner to construct the knowledge and skills through active student participation in the teaching-learning process. Through this teaching method it is possible to follow quality of teaching, handle misbehavior, Retaining and importance of reputation of the students, Maintenance of overall quality, Solution to many emotional and academic problems, In building the confidence of the student, Conducting exam professionally, Need to personalize and Innovative classroom methods. The teacher only acts as a guide, leading the learners to achieve the teaching objectives of the topics through the activities the learners are engaged in during classroom interactions. It encourages cooperation among the learners while reducing competition. However it gives teachers some physical issues like leg problem due to continuous standing and vocal cord issues as they teach in top of their voice. The study mainly focusing on the problem faced by the mental stress and relative hurdles of the subjects of students. So the researcher want to know how to face mental pressure during the online classes handling and the study highlight how to overcome the specific reasons. With this background the current research work aspires to analyse the “An Empirical Study on Online Teaching and Its Mental Health – With Respect To College Professors”

- Whether the personal factors of the respondents is related with the impact of mental pressure during online class?

### **OBJECTIVES**

1. To find out the personal demographic profile of the college teachers.
2. To know the relationship between online teaching and mental pressure of the college professors.

### **RESEARCH DESIGN**

#### **Sources of Data**

The study is based on primary data. The study period covers one month from November 01, 2020 to November 30, 2020. The mode of Primary data a Questionnaire method has been framed.

And it is collected in Google forms. In addition, the other required dates was collected from various Journal, Magazine and Reports.

**Technique of Analysis**

The collected data have been used for analysis with the help of statistical tools. The statistical tools namely, Percentage Analysis and Chi-Square test.

**Sampling Design**

The Primary data collected from structured questionnaire method 67 respondent of Self-financing college professors in Coimbatore district. The Sampling were selected for purposive method.

**Research Hypothesis**

H<sub>01</sub>: There is no significant relationship between demographic factors and mental stress of college student.

**SIGNIFICANCE OF THE STUDY**

- The study present helps to the teacher’s management and government, at college to take valuable decision to promote the online teaching pedagogy at next level.
- The study confined only on mental stress on while teaching in online and not relevant to other aspects.

**ANALYSIS AND INTERPRETATION**

**Table – 1** Gender Influences the Online Teaching towards the Mental Health during the study period

Gender		Frequency	Perce nt	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Male</b>	30	44.8	44.8	44.8
	<b>Female</b>	37	55.2	55.2	100.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

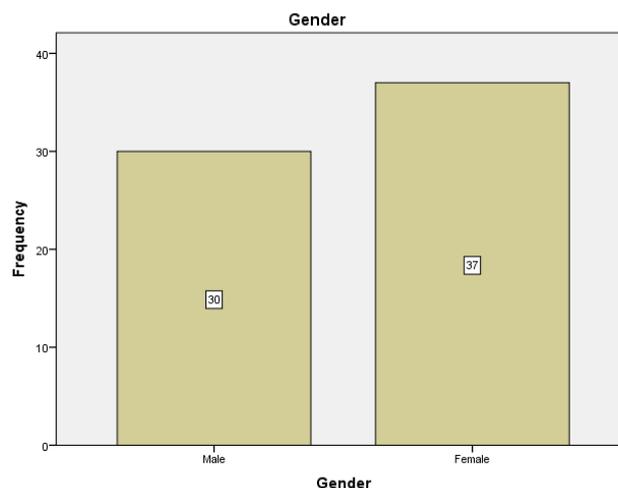
**Source:** Primary Data

It could be collected from the table - 1 that gender influences the online classes of the respondents that out of 67 respondents taken for the study, 55.2 percent of the respondents are female and the remaining 44.8 percent of the respondents are male.

It is concluded that majority of the respondents are female.

**Exhibit - 1**

**The Gender Influences the Online Teaching towards the Mental Health during the study period**



**Source:** Primary Data

**Table – 2** The Age Influences the Online Teaching towards the Mental Health during the study period

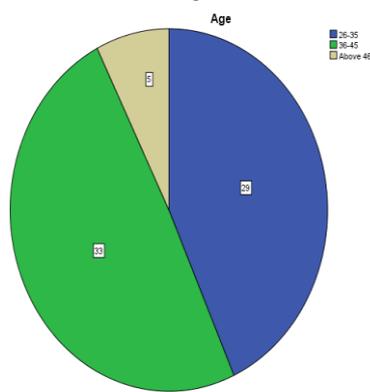
Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26-35	29	43.3	43.3	43.3
	36-45	33	49.3	49.3	92.5
	Above 46	5	7.5	7.5	100.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

It is observed from the table - 2 that 49.3 percent of the respondents were in the age group between 36-45 years, 43.3 percent of the respondents belong to the age group between 26-45 years and 7.5 percent of the respondents belong above 46 years.

It is reported that majority of the respondents belong to the age groups between 36-45 years.

**Exhibit – 2** The Age Influences the Online Teaching towards the Mental Health during the study period



Source: Primary Data

**Table – 3** The Teaching Experience Influences the Online Teaching towards the Mental Health during the study period

Teaching Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3	3	4.5	4.5	4.5
	4 -7	16	23.9	23.9	28.4
	8-11	22	32.8	32.8	61.2
	Greater than 12	26	38.8	38.8	100.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

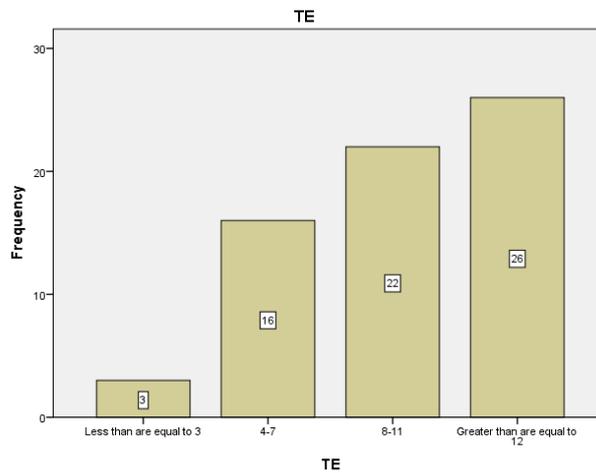
Source: Primary Data

It is found from the table – 3 that out of 67 respondents taken for the study, 38.8 percent of the respondents belong to greater than and equal to 12 years of experience. This is followed by 22 percent of the respondents belongs to 8-11 years of teaching experience, 16 percent of respondents belong to the category of 4-7 years of experience and the remaining 4.5 percent of respondents' in less than and equal to 3 years of experience.

It is concluded that majority of the respondents' belong to greater than and equal to 12 years of experience.

**Exhibit– 3**

**The Teaching Experience Influences the Online Teaching towards the Mental Health during the study period**



Source: Primary Data

Table –4

The Education Qualification Influences the Online Teaching towards the Mental Health during the study period

Education Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Postgraduate	8	11.9	11.9	11.9
	M.Phil	27	40.3	40.3	52.2
	Ph.D	31	46.3	46.3	98.5
	PDF	1	1.5	1.5	100.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

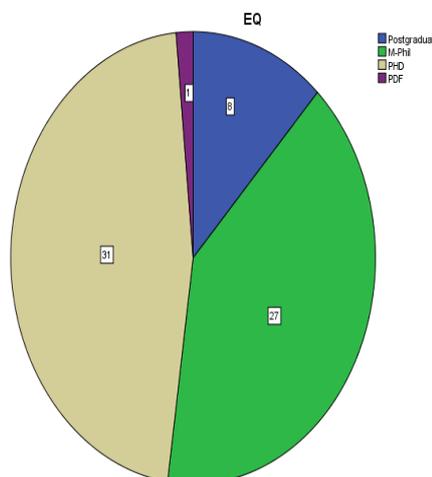
Source: Primary Data

It is obvious from the table - 4 that 46.3 percent of the respondents have completed Doctorates, 40.3 percent of the respondents are at M.Phil as their education the remaining 1.5 percent of them have completed PDF.

It is concluded that majority of the respondents have completed Doctorates.

Exhibit –4

The Education Qualification Influences the Online Teaching towards the Mental Health during the study period



Source: Primary Data

Table – 5

The Marital Status Influences the Online Teaching towards the Mental Health during the study period

MS		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	57	85.1	85.1	85.1
	Unmarried	10	14.9	14.9	100.0
	Total	67	100.0	100.0	

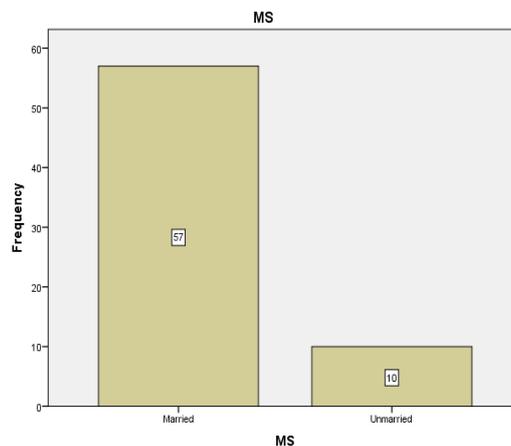
Source: Primary Data

It is clear from the table -5 that 85.1 percent of the respondents are married and 14.9 percent of the respondents are unmarried.

It is concluded that the majority of the respondent are being married.

Exhibit – 5

The Marital Status Influences the Online Teaching towards the Mental Health during the study period



Source: Primary Data

Table – 6 The Monthly Income Influences the Online Teaching towards the Mental Health during the study period

Monthly Income		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10,000	1	1.5	1.5	1.5
	10000-15000	10	14.9	14.9	16.4
	15001-20000	14	20.9	20.9	37.3
	Greater than 20001	42	62.7	62.7	100.0
	Total	67	100.0	100.0	

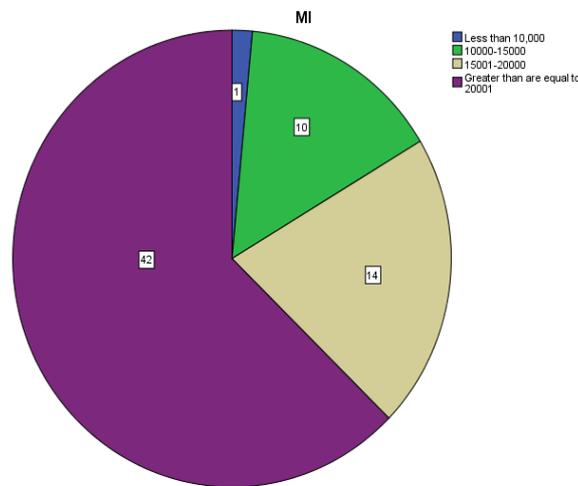
Source: Primary Data

It is clear from table – 6 that out of 67 respondents taken for the study, 62.7 percent of the respondents belong to their income group is greater than Rs. 20001. This is followed by 20.9 percent of the respondents belongs to the income group between Rs. 15001 to - Rs. 20000, 14.9 percent of respondents belong to the income group of above Rs.10000- 15000 and the remaining 1.5 percent of respondents' income group is less than 10000.

It is concluded that majority of the respondents' income is greater than Rs.20001.

Exhibit- 6

The Monthly Income Influences the Online Teaching towards the Mental Health during the study period



Source: Primary Data

Table – 7

The Usage of Internet Influences the Online Teaching towards the Mental Health during the study period

Usage of Internet					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	1	1.5	1.5	1.5
	Everyday	66	98.5	98.5	100.0
	Total	67	100.0	100.0	

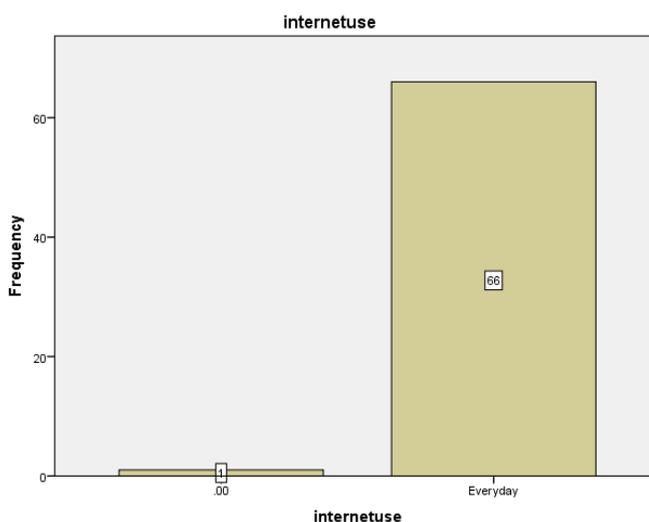
Source: Primary Data

From the above table – 7, it is vibrant that from the total of 67 persons in 98.5 percent teachers are using their internet on daily basis and 1.5 percent teachers are not using internet on the daily basis,

It is concluded that the majority of the teachers use the internet on the daily basis.

Exhibit- 7

The Usage of Internet Influences the Online Teaching towards the Mental Health during the study period



Source: Primary Data

**Table – 8** The Time spent on Online Teaching towards the Mental Health during the study period

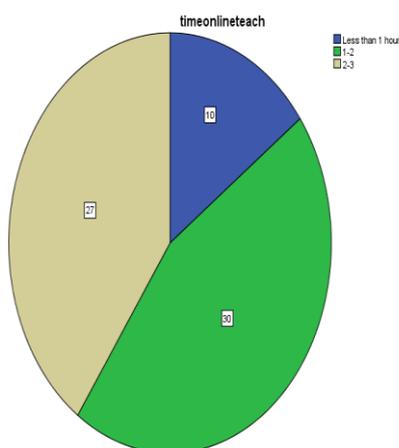
Time spent in online Teaching					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hour	10	14.9	14.9	14.9
	1-2	30	44.8	44.8	59.7
	2-3	27	40.3	40.3	100.0
	Total	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

**Source:** Primary Data

It is strong from table – 8 that out of 67 respondents taken for the study, 40.3 percent of the respondent’s spent 2 to 3 hours in online teaching. This is followed by 44.8 percent of the respondents belongs to the category of 1 to 2 hours and the remaining 10 percent of respondents’ spent time less than hour.

It is concluded that majority of the respondents spent an average time of 1 to 2 hour for online teaching.

**Exhibit – 8** The Time spent on Online Teaching towards the Mental Health during the study period



**Source:** Primary Data

**Table – 9** The Mode of Gadgets Influences the Online Teaching towards the Mental Health during the study period

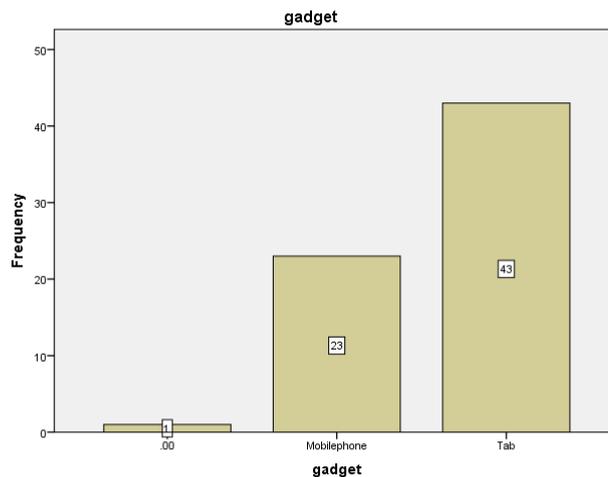
Mode of Gadgets					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mobile phone	23	34.3	34.3	35.8
	Tab	43	64.2	64.2	100.0
	Others	1	1.5	1.5	1.5
	Total	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

**Source:** Primary Data

It is evident from table – 9 that out of 67 respondents taken for the study, 64.2 percent of the respondent’s use Tab as their mode of gadgets. This is followed by 34.3 percent of the respondents uses the Mobile Phone and the remaining 1.5 percent of respondents use other devices.

It is concluded that majority of the respondents use Tab as the mode of gadget used in Online Teaching.

**Exhibit – 9** The Mode of Gadgets Influences the Online Teaching towards the Mental Health during the study period



Source: Primary Data

**Table – 10** The Platform prefer to use Influences the Online Teaching towards the Mental Health during the study period

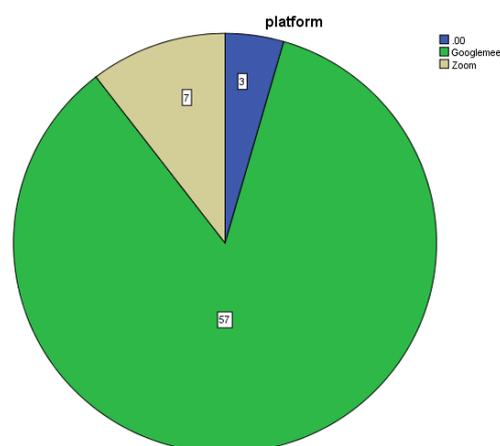
Platform prefer		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Google meet	57	85.1	85.1	89.6
	Zoom	7	10.4	10.4	100.0
	Others	3	4.5	4.5	4.5
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

It is evident from table – 10 that out of 67 respondents taken for the study, 85.1 percent of the respondent’s prefer Google Meet as their platform to teach the Online Class. This is followed by 10.4 percent of the respondents prefer Zoom and the remaining 3 percent of respondents prefer other platforms.

It is concluded that majority of the respondents prefer Google Meet as the platform for their Online Teaching.

**Exhibit – 10** The Platform prefer to use Influences the Online Teaching towards the Mental Health during the study period



Source: Primary Data

**Table – 11** The Preparation for Online Classes Influences the Online Teaching towards the Mental Health during the study period

Preparation for Online Classes				
	Frequency	Percent	Valid Percent	Cumulative Percent

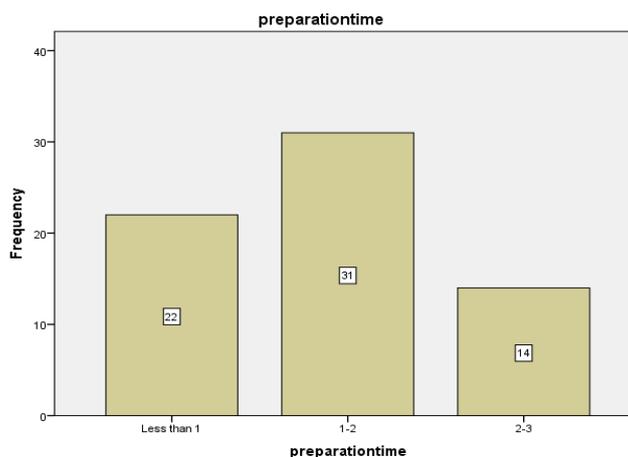
<b>Valid</b>	<b>Less than 1</b>	22	32.8	32.8	32.8
	<b>1-2</b>	31	46.3	46.3	79.1
	<b>2-3</b>	14	20.9	20.9	100.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

It is strong from table – 11 that out of 67 respondents taken for the study, 20.9 percent of the respondent’s spent 2 to 3 hours in the preparation for online teaching. This is followed by 46.3 percent of the respondents belongs to the category of 1 to 2 hours and the remaining 32.8 percent of respondents’ spent time less than hour.

It is concluded that majority of the respondents spent an average time of 1 to 2 hour for the preparation for online teaching.

**Exhibit – 11 The Preparation for Online Classes Influences the Online Teaching towards the Mental Health during the study period**



Source: Primary Data

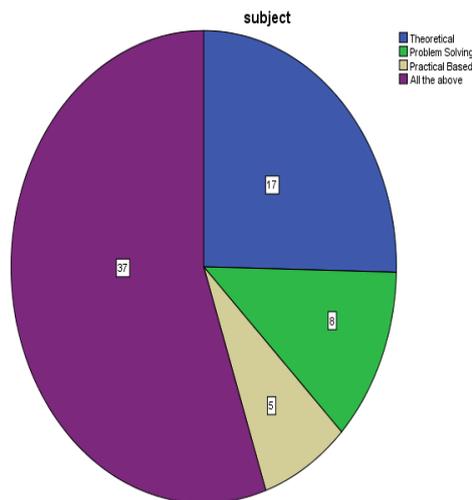
**Table – 12 The Subjects Influences the Online Teaching towards the Mental Health during the study period**

<b>Subjects Influences</b>					
		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>Theoretical</b>	17	25.4	25.4	25.4
	<b>Problem Solving</b>	8	11.9	11.9	37.3
	<b>Practical Based</b>	5	7.5	7.5	44.8
	<b>All the above</b>	37	55.2	55.2	100.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

It’s observed from the table – 12 that 55.2 percent of the respondents are very keen in Theoretical Problem Solving and Practical Based. Followed by 17 percent of the respondents are only theory based skills and problem solving skill stands 11.9 percent and 7.55 is practical based. Its concluded that majority of the respondents possess all the skills which is essential for online classes.

**Exhibit – 12 The Subjects Influences the Online Teaching towards the Mental Health during the study period**



Source: Primary Data

**Table – 13 The Comfortableness of Teaching in Online Class towards the Mental Health during the study period**

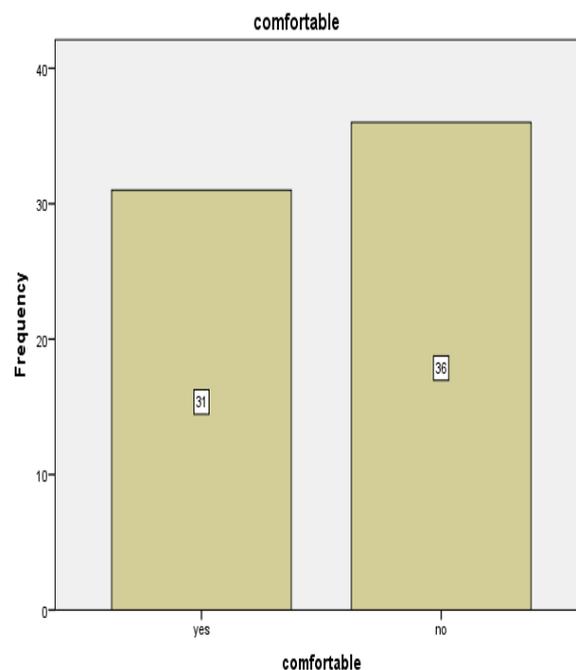
Comfortableness of Teaching		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	46.3	46.3	46.3
	No	36	53.7	53.7	100.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

It could be collected from the table – 13 that 53.7 percent of the respondents are having the comfortableness in teaching online class and the remaining 46.3 percent do not have such experience of comfortableness.

It is conclude from the above table that majority of the respondent are not comfortable in taking the online classes.

**Exhibit – 13 The Comfortableness of Teaching in Online Class towards the Mental Health during the study period**



Source: Primary Data

**Table – 14 The Satisfied with the Interaction with Students Influences the Online Teaching towards the Mental Health during the study period**

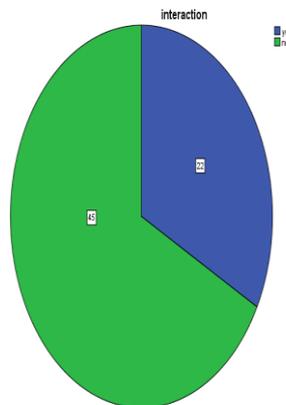
Satisfied with the Interaction with Students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	32.8	32.8	32.8
	No	45	67.2	67.2	100.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

It is observed from the table -14 that 67.2 percent of the respondents are satisfied with the interaction of students during their online classes and rest of 32.8 percent of the respondents are not satisfied.

It is concluded from the above table that the majority of teachers are not satisfied with the interaction of the students.

**Exhibit – 14 The Satisfied with the Interaction with Students Influences the Online Teaching towards the Mental Health during the study period**



Source: Primary Data

**Table – 15 Teaching the Students for Extra-Knowledge Influences on Online Teaching towards the Mental Health during the study period**

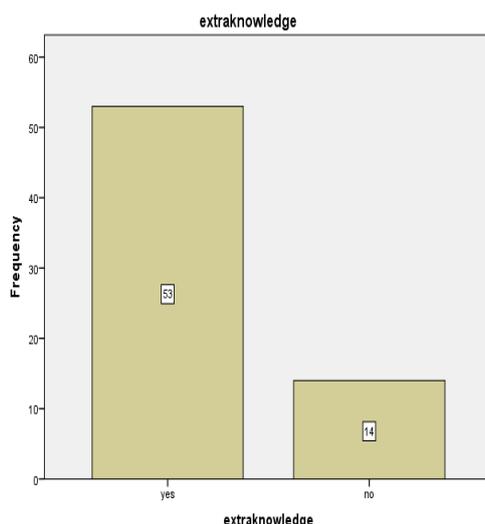
Teaching the Students for Extra-Knowledge					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	79.1	79.1	79.1
	No	14	20.9	20.9	100.0
	<b>Total</b>	<b>67</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

Its noted from the table – 15 is 79.1 percent of respondents giving extra knowledge during their online classes and remaining 20.9 percent are unable to give extra classes for various reasons.

It can be concluded from the above table that the majority of teachers are able to Teaching the Students for Extra-Knowledge.

**Exhibit – 15 Teaching the Students for Extra-Knowledge Influences on Online Teaching towards the Mental Health during the study period**



Source: Primary Data

Table – 16 Mean Score Rank of

S.No	Variable Name	Mean Score	Rank
1	Attentive	5.0299	V
2	Assignment	5.2239	II
3	Exam	5.2388	I
4	Behaviour	5.0448	IV
5	Presence	4.8358	VIII
6	Cocurricular	5.0149	VI
7	Extracurricular	4.8955	VII
8	Prerequisite	5.0896	III

Source: Primary Data

Table 16 reveals the Mean score rank of mental health of online teaching during the study period. The result indicates that liquidity position of the company is more or less improving over the Pre-and Post-period. On the basis of ultimate rank as suggested by mean score it can be concluded that Exam is occupying the first rank and followed by assignment is occupying the second rank. From the least of Extracurricular and Presence occupying the seventh and eighth rank.

Table – 17 Gender wise Level of Satisfaction and Mental Pressure towards Online Teaching:

S. No	Variables	Chi-Square Gender	Chi-Square Age	Chi-Square Teaching Experience	Chi-Square Marital Status	Chi-Square Monthly Income
1	Family co-operation while teaching online class	0.435	0.718	0.549	0.000	0.529
2	Family commitments interfering your online classes schedule	0.031	0.799	0.565	0.316	0.719
3	Lacking of peaceful environment while taking online classes	0.047	0.613	0.723	0.809	0.266
4	Facing Technical / Network issues during classes	0.244	0.786	0.427	0.707	0.347
5	Burden with over loads of uninteresting work	0.530	0.556	0.542	0.151	0.250

Source: Primary Data

It is evident from the table 17 that the calculated chi-square value 0.031 and 0.047 who's significant value is 5 percent level. Hence the null hypothesis is rejected and it can be reported that there is a significant relationship between gender and family commitments and lacking of peaceful

environment. Others variable not significant. The calculated chi-square value is more than the 0.05 whose significant value is 5 percent level. Hence the null hypothesis is accepted and it can be reported that there is no significant relationship between age and all the variables in Mental Pressure towards Online Teaching. The calculated all the chi-square value whose more than significant value is 5 percent level. Hence the null hypothesis is rejected and it can be reported that there is a significant relationship between teaching experience and facing technical issues. Others variable not significant. The calculated chi-square value 0.000 whose significant value is 5 percent level. Hence the null hypothesis is rejected and it can be reported that there is a significant relationship between marital status and family co-operation. Others variable not significant. the calculated chi-square value is more than the 0.05 whose significant value is 5 percent level. Hence the null hypothesis is accepted and it can be reported that there is no significant relationship between age and all the variables in Mental Pressure towards Online Teaching.

### **FINDINGS:**

- ✓ Gender influences the online classes of the respondents that out of 67 respondents taken for the study, 55.2 percent of the respondents are female and the remaining 44.8 percent of the respondents are male. It is concluded that majority of the respondents are female.
- ✓ 49.3 percent of the respondents were in the age group between 36-45 years, 43.3percent of the respondents belong to the age group between 26-45 years and 7.5percent of the respondents belong above 46 years. It is reported that majority of the respondents belong to the age groups between 36-45 years.
- ✓ Out of 67 respondents taken for the study, 38.8percent of the respondents belong to greater than and equal to 12 years of experience. This is followed by 22percent of the respondents belongs to 8-11 years of teaching experience, 16percent of respondents belong to the category of 4-7 years of experience and the remaining 4.5percent of respondents' in less than and equal to 3 years of experience. It is concluded that majority of the respondents' belong to greater than and equal to 12 years of experience.
- ✓ 46.3percent of the respondents have completed Doctorates, 40.3percent of the respondents are at M.Phil. As their education the remaining 1.5percent of them have completed PDF. It is concluded that majority of the respondents have completed Doctorates.
- ✓ 85.1percent of the respondents are married and 14.9percent of the respondents are unmarried. It is concluded that the majority of the respondent are being married.
- ✓ Out of 67 respondents taken for the study, 62.7percent of the respondents belong to their income group is greater than Rs. 20001. This is followed by 20.9percent of the respondents belongs to the income group between Rs. 15001 to - Rs. 20000, 14.9percent of respondents belong to the income group of above Rs.10000- 15000 and the remaining 1.5percent of respondents' income group is less than 10000.It is concluded that majority of the respondents' income is greater than Rs.20001.
- ✓ From the total of 67 persons in 98.5 percent teachers are using their internet on daily basis and 1.5 percent teachers are not using internet on the daily basis, it is concluded that the majority of the teachers use the internet on the daily basis.
- ✓ Out of 67 respondents taken for the study, 40.3 percent of the respondent's spent 2 to 3 hours in online teaching. This is followed by 44.8 percent of the respondents belongs to the category of 1 to 2 hours and the remaining 10 percent of respondents' spent time less than hour. It is concluded that majority of the respondents spent an average time of 1 to 2 hour for online teaching.
- ✓ Out of 67 respondents taken for the study, 64.2 percent of the respondent's use Tab as their mode of gadgets. This is followed by 34.3 percent of the respondents uses the Mobile Phone and the remaining 1.5 percent of respondents use other devices. It is concluded that majority of the respondents use Tab as the mode of gadget used in Online Teaching.

- ✓ Out of 67 respondents taken for the study, 85.1 percent of the respondent's prefer Google Meet as their platform to teach the Online Class. This is followed by 10.4 percent of the respondents prefer Zoom and the remaining 3 percent of respondents prefer other platforms. It is concluded that majority of the respondents prefer Google Meet as the platform for their Online Teaching.
- ✓ Out of 67 respondents taken for the study, 20.9 percent of the respondent's spent 2 to 3 hours in the preparation for online teaching. This is followed by 46.3 percent of the respondents belongs to the category of 1 to 2 hours and the remaining 32.8 percent of respondents' spent time less than hour. It is concluded that majority of the respondents spent an average time of 1 to 2 hour for the preparation for online teaching.
- ✓ 55.2 percent of the respondents are very keen in Theoretical Problem Solving and Practical Based. Followed by 17percent of the respondents are only theory based skills and problem solving skill stands 11.9percent and 7.55 is practical based.Its concluded that majority of the respondents possess all the skills which is essential for online classes.
- ✓ 53.7percent of the respondents are having the comfortableness in teaching online class and the remaining 46.3percent do not have such experience of comfortableness. It is conclude from the above table that majority of the respondent are not comfortable in taking the online classes.
- ✓ 67.2 percent of the respondents are satisfied with the interaction of students during their online classes and rest of 32.8 percent of the respondents are not satisfied. It is concluded from the above table that the majority of teachers are not satisfied with the interaction of the students.
- ✓ 79.1 percent of respondents giving extra knowledge during their online classes and remaining 20.9 percent are unable to give extra classes for various reasons. It can be concluded from the above table that the majority of teachers are able to Teaching the Students for Extra-Knowledge.

#### **POLICY FOR IMPLICATION**

- ✓ The Online Teaching when compared to other professional jobs it should be preferred by female at the age of less than 35 and they must have minimum teaching experience of three years. This is an evidence they cannot balance with family environment as well as professional environment. Hence, they can concentrate on productivity work and time.
- ✓ The most of the respondent are unmarried and also, they earn less than Rs. 10,000 as their monthly income. So, the financial constrains also identified during the study period, the management of colleges they can fix affordable salary for them.
- ✓ From the online classes it's very difficult to identify the practical based classes promote with live sessions.
- ✓ Even though the highest impact of mental stress by the professors facing during online classes family commitments and lacking of peaceful environment. So, the management reduced the time period of working hours to promote expected efficient productivity.

#### **Reference:**

1. **Pravat Kumar Jena (2020), "Online Learning During Lockdown Period for Covid-19 In India"** International journal Of Multidisciplinary educational research Issn:2277-7881; Impact Factor :6.514(2020); Ic Value:5.16; Isi Value:2.286 Peer Reviewed: Volume:9, Issue:5(8), May:2020.
2. **R.Radha , K.Mahalakshmi , Dr.V.Sathish Kumar, Dr.AR.Saravanakumar, (2020) "E-Learning during Lockdown of Covid-19 Pandemic: A Global Perspective"**, International Journal of Control and Automation, Vol. 13, No. 4, (2020), pp. 1088-1099.
3. <https://sannams4.com/overview-of-online-education-in-india/>
4. <http://www.aurumequity.com/the-online-education-industry-in-india-present-and-future/#:~:text=E%2Dlearning%20is%20Big%20in%20India&text=It%20is%20expected%20witness%20an,exceed%202448%20billion%20by%202020.>