

11 April, 2018

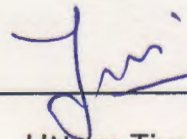
TO WHOMSOEVER IT MAY CONCERN

This is to certify that **Mr Manikanta Prasad GVN**, studying MBA at Acharya Institute of Technology has successfully completed his internship at Business Toys Private Limited and completed the project on **"A STUDY ON AWARENESS AND PERCEPTION UPON VIRTUAL EDUCATION AMONG COLLEGE STUDENTS IN BANGALORE"** for the period 15 January, 2018 to 24 March, 2018. Team Business Toys would really like to thank Manikanta Prasad for his remarkable contribution in our product development project. We found him really committed, professional and hardworking during the entire duration of his internship.

We wish his every success in his career going ahead.



For, Business Toys Private Limited



Uttam Tiwari

Director – University Connect

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ACHARYA INSTITUTE OF TECHNOLOGY

(Affiliated to Visvesvaraya Technological University, Belagavi, Approved by AICTE, New Delhi and Accredited by NBA and NAAC)

Date: 17/05/2018

CERTIFICATE

This is to certify that **Mr. Manikanta Prasad G V N** bearing **USN 1AZ16MBA36** is a bonafide student of Master of Business Administration course of the Institute 2016-18 batch, affiliated to Visvesvaraya Technological University, Belgaum. Project report on “**A Study on Awareness and Perception upon Virtual Education among College Students in Bangalore With Reference to Business Toys Pvt. Ltd**” at **Bangalore** is prepared by him under the guidance of **Prof. Sendhil Kumar M** in partial fulfillment of the requirements for the award of the degree of Master of Business Administration, Visvesvaraya Technological University, Belgaum, Karnataka.

Signature of Internal Guide

Signature of HOD

Head of the Department
Department of MBA
Acharya Institute of Technology
Soldevanahalli, Bangalore-560 107

Signature of Principal

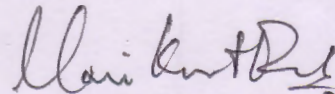
PRINCIPAL
ACHARYA INSTITUTE OF TECHNOLOGY
Soldevanahalli Bangalore-560 107

DECLARATION

I, Manikanta Prasad GVN, hereby declare that the Internship report entitled " A study on awareness and perception upon online education among students in Bangalore with reference to Business Toys Private Limited" prepared by me under the guidance of Prof. Sendhil Kumar M, Faculty of M.B.A Department, Acharya Institute of Technology and external assistance by Mr. Uttam Tiwari , Co-founder/Director at Business Toys Pvt Ltd. I also declare that this Internship work is towards the partial fulfilment of the university regulations for the award of degree of Master of Business Administration by Visvesvaraya Technological University, Belgaum. I have undergone a summer project for a period of Ten weeks. I further declare that this project is based on the original study undertaken by me and has not been submitted for the award of any degree/diploma from any other University / Institution.

Place: Bangalore

Date: 4 May, 2018


Signature of the student

ACKNOWLEDGEMENT

I deem it a privilege to thank our Principal, Dr. Sharanabasava Pilli, Dr. Mahesh, Dean Academics and our HOD Dr.Nijaguna for having given me the opportunity to do the project, which has been a very valuable learning experience.

I am truly grateful to my external guide Mr. Uttam Tiwari, Co-founder/Director, Business Toys Pvt Ltd., and my internal research Guide, Prof.. Sendil Kumar M, for their research guidance, encouragement, and opportunities provided.

I wish to thank all the respondents from the firms who spent their valuable time in discussing with me and giving valuable data by filling up the questionnaire.

My sincere and heartfelt thanks to all my teachers at the Department of MBA, Acharya Institute of Technology for their valuable support and guidance.

Last, but not least, I want to express my deep appreciation to my parents for their unstinted support.

Manikanta Prasad GVN

(1AZ16MBA36)

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Executive Summery

Instruction Innovation (Education Technology) or 'EdTech' has been named now, is one of the growing sectors. If we look at the actual numbers, India's online education market is set to go as high as \$1.9 billion, The report also further estimates that a total of 280 millions of students are expected to be enrolled by 2021, they would be the major count as the contributors to this market. The growth of online education is expected to grow with a dominant 39% market share by 2021.

Interweaving technology with education seems to be helping students at all levels. EdTech also provides an E-Learning to the working professionals upon different learning courses.

The use of education technology is not restricted to cities and metros, as one might believe. It is expanding its base to Tier II and Tier III cities as well. One of the reasons for this is difficulty in having access to proper instruction channels and resources/quality of education available to city students.

This project report is mainly aimed in order to check the awareness and perception upon online education through virtual learning among college students, For this report student from different streams are choosed like Diploma, U.G and P.G

Chapter - I

1.1. INTRODUCTION:

Virtual learning has many different meanings because the learning framework continues to evolve and students are embracing innovative approaches such as online journals and wikis that are emerging online. Virtual learning is not confined to the separation of classrooms, but it expands the possibilities of using network offices, stages, satellite connections and related frameworks to acquire, inspect, make, trade, and use information data. The recent route is relatively unbelievable.

It includes regular learning and counseling support through cooperation with content that is communicated in a serious manner, including online, intranet-extranet, re-enactment and entertainment, virtual universe, fog, satellite communications and other online instruments and media. Web stage. It contributes to the integration and use of the entire electronic talk, such as e-mail, portal, downloadable and executable files, confrontation books, interpersonal communication, online stage, electronic documents and electronic archives.

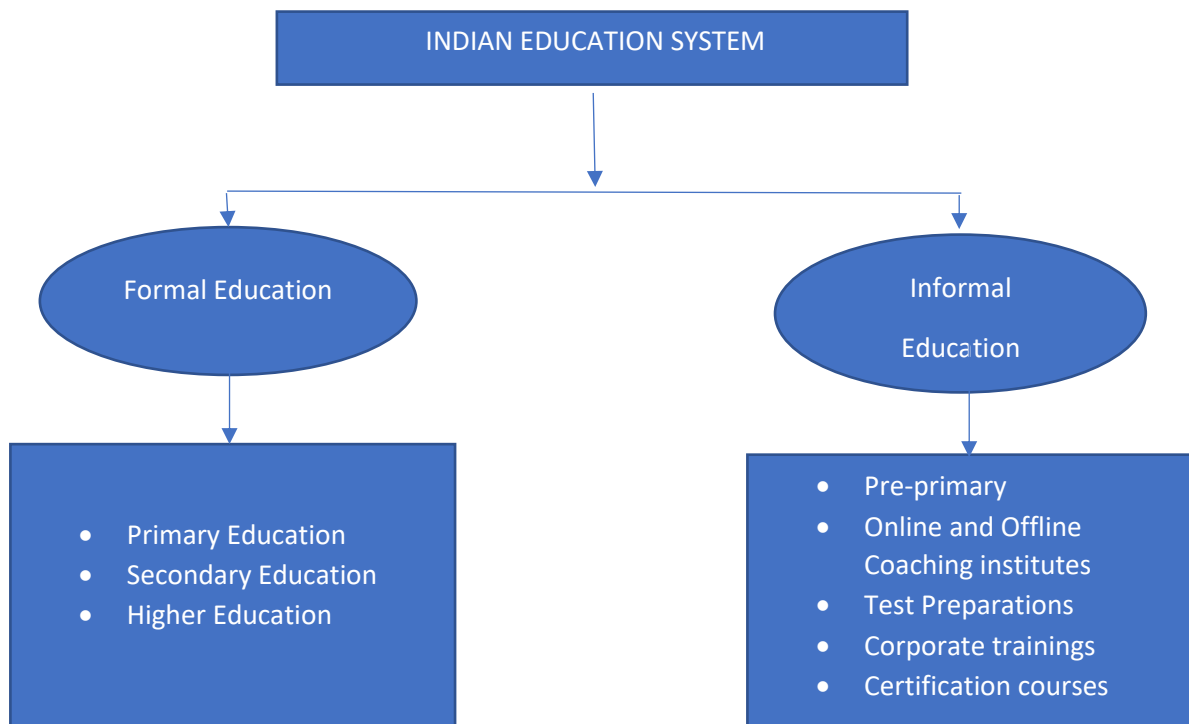
Versatile implementation, which has the ability to benefit or provide instructional sequences such as guides before providing personal pocket gadgets. PDAs, PDAs, and cell phones are also virtual learning. Virtual learning learns through the Internet, and online preparation and innovation convey guidelines in the Virtual Learning Conditions (VLE). VLE is characterized by PC-based situations, which are usually open frameworks that allow collaboration, experience through different members, and access to a variety of assets. VLE provides an adjusted device.

Infrequently called course administration frameworks (CMS), studying stages (SS) or learning management systems (LMS) this VLEs are apparatuses that have turned out to be progressively well known for learning in higher instructive organizations because of tremendous development of web innovation. Virtual-learning is made conceivable by advancements in Data and Interchanges Innovation (ICT) which have been fast as of late and furthermore have guaranteed to enhance instruction and preparing to an inexorably various associate of understudies. With an increasing development of ICT, advanced educational conditions are required to be more prominent spotlight on meetings understudy desires with more accentuation after broadening understudies interest towards ICT. The utilization of ICT in advanced education is likewise required worry through improvement deep root learning

aptitudes, the development of new subjects teaches and expanded utilization of innovation upon learning. The potential of ICT to give creative learning methodologies, for example, virtual learning as of now being broadly investigated in both customary and non-conventional instructive setting.

1.2. INDUSTRY PROFILE

INSIGHT INTO INDIAN EDUCATION INDUSTRY



Education population in India: The quantity of schools per lakh qualified (population in the ages 18-23 years) changes from 7 at Bihar to 59 at Telangana when contrasted with All India normal of 28. The best 8 states as far as most elevated number of Schools in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Telangana, Tamil Nadu and Madhya Pradesh which have 25 and more Universities for each lakh population. In Uttar Pradesh, there are 7073 Universities and for each one lakh populace there are 29 Schools. So also Maharashtra comes next with 4286 Universities and 32 Schools for every lakh population. Karnataka comes at third position with 3753 Schools and 53 Universities for each lakh

population though Rajasthan is at fourth position with 3203 Universities and 36 Schools for every lakh populace. Andhra Pradesh comes with 5th position with 2663 Universities and having School thickness of 48. Telangana comes at 6th position with 2370 Schools and 59 Universities for every lakh populace though Tamil Nadu is holding seventh position with 2368 Universities and 33 Universities for every lakh populace. Madhya Pradesh has 2173 Universities and 25 Schools for each one lakh population

The majority of the Schools run just Under Graduate level projects. Just 2.6% of Schools run Ph.D. level projects and 36.7% of universities run Post Graduate Level projects

Stand Alone Institutions in India:

Stand Alone Institution are arranged into 5 classes as depicted beneath:

- **I** - Recognition based Specialized Foundations, for example, Polytechnics, which are for the most part perceived by “All India Board for Specialized Training (AICTE)” and directed by State-Directorate of Specialized Training.
- **II** - Confirmation based Educator Preparing Organizations including Area Establishment of. Instruction and Preparing (Eating regimens) perceived by National Gathering for Instructor Training (NCTE) and for the most part controlled by State Gathering for Instruction Exploration and Preparing (SCERT).
- **III** - Recognition Based Nursing Foundations perceived through Indian Nursing Gathering (INC) and for the most part controlled from State-Nursing Committee/Sheets.
- **IV** - PGDM (Post Graduate Recognition in Administration) Establishments perceived through AICTE
- **V** - Foundations straightforwardly under control through different Focal Services. Number of foundations shifted broadly over the States including their level of reaction. Out of 11669 Remain solitary Establishments, 8453 (counting pooled information from 2015-16 and 2014-15) have transferred the information amid 2016-17 study. Sort shrewd subtle elements are as under

Total number of student enrolments has been classified in 8 levels:

Ph.D., M.Phil., PG, UG, PG in Diploma, Diploma, Certificate and Integrated.

The most noteworthy class of understudies are enlisted at UG level crosswise over India. Comparative circumstance could be seen in States. Over the aggregate in enrolment of 3,57,05,905 understudies, a greater part of 2,83,48,197 understudies are selected in Under Graduate that is a general 79.4%. Then again, second to UG, 11.2% understudies are enlisted in PG which are around 40.0 lakhs understudies. There are 3,538 understudies enlisted in Coordinated Ph.D. notwithstanding 1,41,037 understudies enlisted at Ph.D. Level. The understudy enrolment from UG raising higher to PG is in this way diminishing slightly. There are quite offers of 7.3% understudies selected at Certificate level in India that adds up to around 26.1 lakh understudies and this larger part of understudies were enlisted for Instructor Preparing, Nursing and Specialized-streams. Be that as it may, a little offer of 1.6 lakh and 2.15 lakh understudies are selected each at Declaration and PG Recognition levels individually, constituting approx. 0.5% - 0.6% of the aggregate offer at every levels of Ph.D, M.Phil. what's more, Incorporated levels additionally have under 0.5% understudy enrolment at each level. As far as states-offer of enrolment, Maharashtra state has best in the enrolments of understudies in Colleges (counting constituent with units) with 9,40,480. These are taken after from Tamil Nadu through 8,12,838 understudies and Delhi with 7,36,762 understudies.

Representation of Private Institutions in India:

There are over 77.8% universities running through Private division; supported and unaided are taken together, yet it provides just 67.3% of aggregate enrolments.

Gross Enrolment Ratio for Higher Education:

The net enrollment ratio (GER) in India's promotion education is 25.2%, which is the proportion of the 18-23 age group. It is 21.1% for the scheduled score and 15.4% for the plan level. In India, the GER for the male population is 26%, but for SC males, the ST population is 21.8% and 16.7%. In addition, the GER of female population in India was 24.5%, compared with 20.2% for SC women and 14.2% for ST women. Of all the characteristics, female GER was highest in Chandigarh, which was 68.8%. Populations of Puducherry, Tamil Nadu, Delhi, Goa, Himachal Pradesh, Kerala, Manipur, Punjab, Sikkim, Telangana and Utrakhand have more than 30% of the GER. In terms of overall similarity, GER is also considered to require 18-22 civilians, and at the Indian level it eventually reached 29.3%.

OVERVIEW OF ED-TECH IN INDIA:

Education Technology, means using various current media and materials to promote learning experiences. Educational technology is one of the potential ways that Master proposes to succeed and skillfully hinder teaching.

Prior to this, teachers used to use inflexible, formal and three-dimensional education. Then imagine teaching as a way of spreading learning and thinking. Low-key studies have allowed the mind to get anything given by educators or reading materials. They often fail to understand what is being directed and rely on repetition during the exam season. Understudies are a group of quiet spectators who can't ask any reasonable questions or free reasoning.

Today, this bench is not seen as an empty boat filled with statistical data points. They are currently expected to make use of such a large amount of media and materials, and gain understanding from all aspects. Teaching is seen as a process of association and relationship letters. Cutting-edge educators need help to control and encourage student progress. Educators need to mobilize and inspire young weight-loss workers and help adult students complete their information and competency mission.

Why Ed-Tech?

Innovation in Education is characterized as a variety of apparatuses that supportive in propelling understudy learning and estimated in how and why people act.

Educational technology encourages e-learning investigations and ethical practices. It learns and improves execution by formulating, using, and supervising the fitting of mechanical programs and assets. Instructive innovation depends on the broad meaning of “innovation”, which is crucial for upgrading equipment and sources to enhance training capabilities.

History of Technology in Education:

Educational technology can be traced back to the rise of early devices, such as the distribution of given works of art. Despite this, its history usually starts in the 1920s demo film (1900s) or Sidney Presser's mechanical display machine.

During the Second World War in the United States, through the preparation of films and other content materials, it is possible to track the major innovations of major new uses. Today, based on the introduction of innovation, given that individuals can learn through auditory and visual collection, exist in many structures, such as gushing out sounds and videos, or PowerPoint presentations.

In the 1990s, there were various schools that had a PC based learning (CBL) framework. Given the conjectures of constructivist and cognitivist learning, they occur as often as possible, and these conditions focus on directing dynamic and regionally specific critical thinking learning.

The rise of various media and universal innovations in the 1920s provided another motivation for arranging learning assumptions and helped to learn about the presence of the audience. Currently experiencing a childhood of a senior age, they have a steady introduction to various media.

Education Technology Project in India:

The Indian government at the Ministry of Education and Social Welfare recognizes the importance of educational technology in improving the quality of education, and incorporated educational technology projects into its "Five-Year Plan" in 1971. The project has four sub-plans:

An education technology team is set up in the Ministry of Education and Social Welfare.

- Established the Center for Educational Technology (CET) in the NCERT.
- Assist countries to 100% develop education technology units and their plans.
- Enhance the education technology program for a few educational institutions.

Therefore, the unit began its work in the Ministry since 1971 and established the CET at NCERT in 1973. Educational technology units have formed different states since 1972-73. The Department's units are responsible for implementing education programs and all NCERT planning, decision making and funding, and have begun to play a role in the following areas:

- System design and implementation.
- Prototype production of suitable hardware and software.
- Training in different areas of educational technology.
- Research and evaluation
- Collect and disseminate information, data and consulting services.

The educational technology project was conceived as a collaborative effort between the Ministry of Education and Social Welfare, the Ministry of Information and Broadcasting, the Indian Space Research Organization and other relevant organizations. Emphasis was placed on the importance of inter-agency coordination, system planning, scientific assessment and effective use. The program is operationally trying to extend the benefits of technology to large groups, especially in rural areas. It aims to improve the quality of education at all levels, reduce waste and stagnation, and introduce new teaching and innovation methods.

Recently, information and communication technology (ICT) initiated by UNESCO conducted extensive consultations to determine the ability of teachers to effectively use technology in

the classroom. It is basically a general term covering all communication technologies such as the Internet, wireless networks, mobile phones, satellite communications, digital television computers and network hardware and software; and equipment and services related to these technologies, such as video conferencing providing access to information, Emails and blogs, etc.

Educational technology or 'Technology' is now known as a developing sector. If we look at these figures, the online education market in India will be as high as \$1.9 billion, the report further estimates that a total of 280 million students are expected to be enrolled by 2021, they would be the major count as the contributors to this market. The growth of online education is expected to grow with a dominant 39% market share by 2021.

Interweaving technology with education seems to be helping students at all levels. EdTech also provides an E-Learning to the working professionals upon different learning courses. As people think, the application of educational technology is not limited to cities and suburbs. It is expanding its base to second and third-tier cities. One of the reasons is that it is difficult to obtain appropriate guidance channels and the educational resources/quality of urban students.

Growth Drivers of Ed-Tech Market:



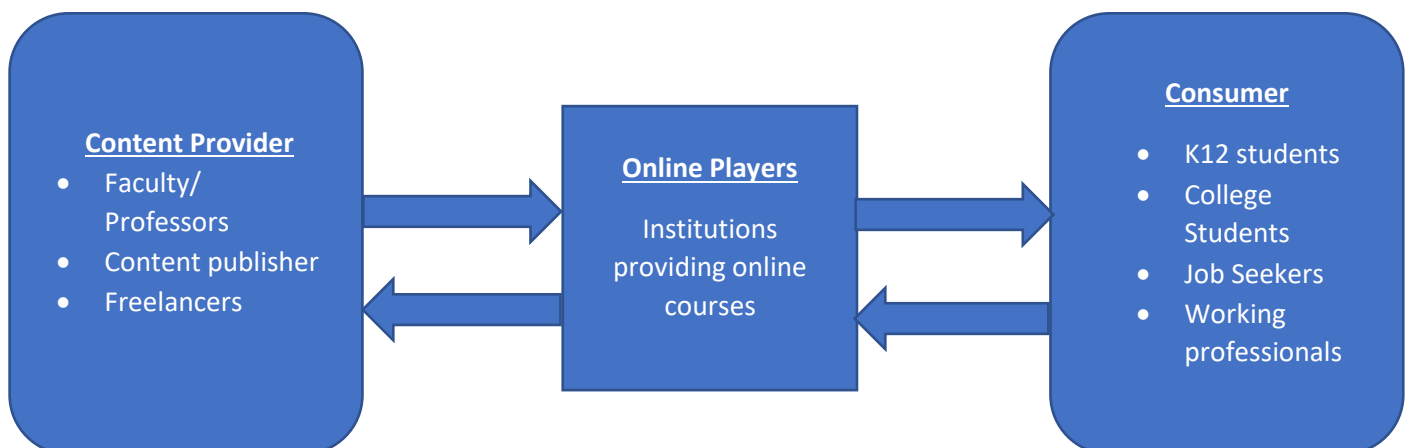
- **Internet Penetration:** Internet nowadays is becoming the hot place for place where anyone can get anything at anytime and since people are spending more of their time in searching for information. In a survey it was found that people are very keen in searching for learning purpose more than offline. Hence its one of the good aspect where the Ed-Tech Industry to use this platform to increase the revenue.
- **Employability Quotient:** There is a huge market size of people who are most frequently searching for jobs. These markets may include both students who are looking for jobs and also working professionals who will be looking forward for switching their jobs. In order to do so they would also look forward to enhance their skills through leaning new set of tools and techniques which will increase their employability skills.
- **Smartphone User-Base:** Day by day the number of smartphone users are increasing immensely, in a survey it was proved that most of an individual would spend in a day by using his smartphone than any other work. Since smartphone users are increasing the usage of websites and app-based programs are more. And hence it is one of the good drivers of Ed-tech Market.
- **Availability of Quality Content:** Many users search for the best quality of content if available online which reduces their time and it could be flexible for them. When a quality content is available for an individual in an online platform, where the user can source through it from anywhere. It is one of the good drivers for EdTech industries. Since they can provide lot more or of online content which is more preferred in the market.
- **Young population:** India is one country where maximum population is filled with youngsters as maximum population. And hence EdTech industries can target these youngsters who would be preferably looking for using more technological innovation in education and hence EdTech can target these group easily for driving revenue.
- **Cost of Education:** Some times in order to get quality education in good institutions, its very difficult for an normal income people and hence they tend to choose online platforms to study same courses which are offered offline through online.

Challenges faced by EdTech:

- **Competition:** Since this is an industry which is raising enormously, everyone has an eye on it and many number of start-ups are raising day by day, which is creating a huge competition.
- **Fund Raising:** Since there are already lots of players in the market, it is difficult to find investors unless the business model is quite unique than what's existing in the market in present.
- **Stakeholders Slows down the growth:** Even though a start-up comes out with a unique idea of conducting an online training, still most of the stakeholders in the society are making their footwalls into traditional education system.
- **EdTech costing high price:** Many educational institutions do not have access to afford the services provided by these EdTech companies, due to lack of excess money in their budget.
- **Confusing Students:** Educational institutions are more into theory and less about actions, whereas EdTech is more into reality and less into theoretical aspects, where this may clash in the mindsets of the students.

Overview of online education system:

It is an online platform providing E-learning for the students. It is a platform where students get to learn all variety of course starting for K12 till higher education. Also, it is a platform for job seekers and working professionals who would be looking for skill development.



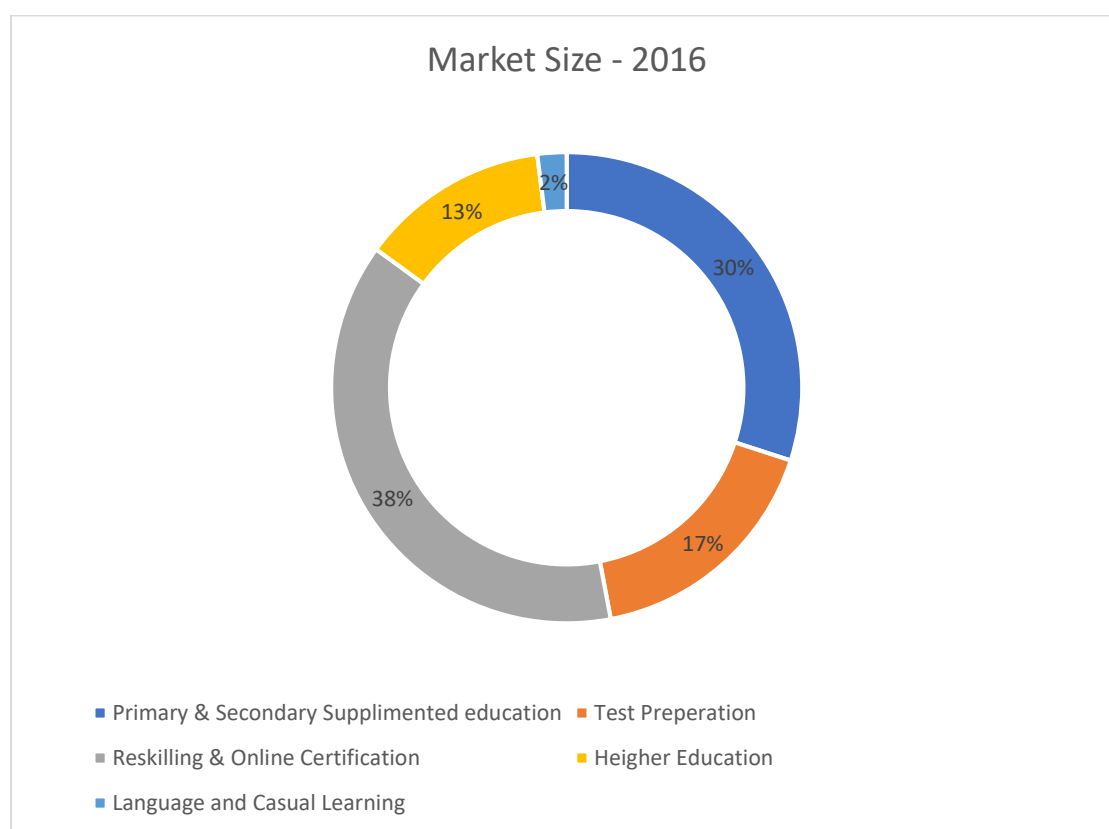
Relation between Content provider and Online Institutions:

- Delivery of educational content to the online institutions.
- Content updates based on requirements.
- Revenue sharing.
- Variety of courses offered.

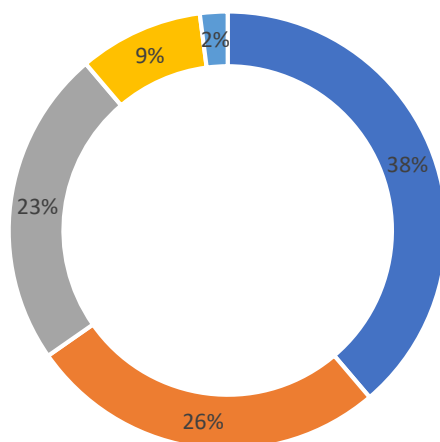
Relation between Online Institutions and Consumers:

- Product and service information.
- Course content, Evaluation and feedback, certification & degree.
- Customer support.
- Placement assistance.
- Course fees and subscription fees paid by the customers in return.

Market size of online education system:



Market Size - 2021



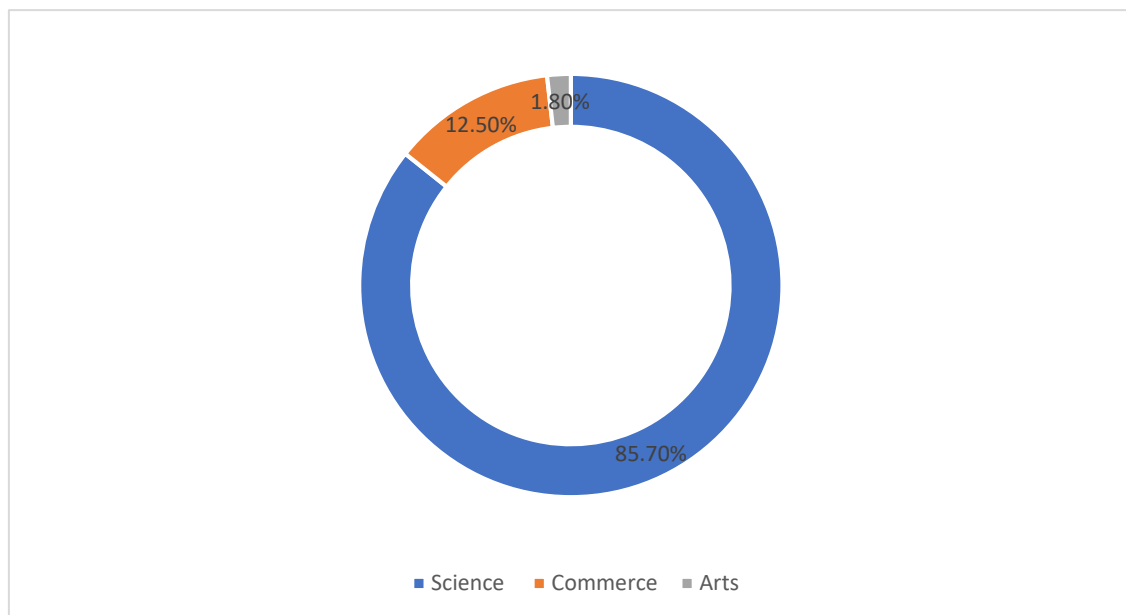
- Primary & Secondary Supplimented education
- Reskilling & Online Certification
- Language and Casual Learning
- Test Preperation
- Heigher Education



Primary & Secondary Supplementary Education: An online platform which provides students with advanced learning experience, which helps them in learning the concepts relating to all subjects which they study in school like Maths, Physics, Chemistry and so on. This is a flexible platform where students can cultivate a learning pedagogy

- Works with C2C model.
- With an CAGR of 60%.
- Target market – up to K12 Students.
- Subscription fees ranging from 10000-20000 INR per annum.
- Provides a custom based content based on student requirements.

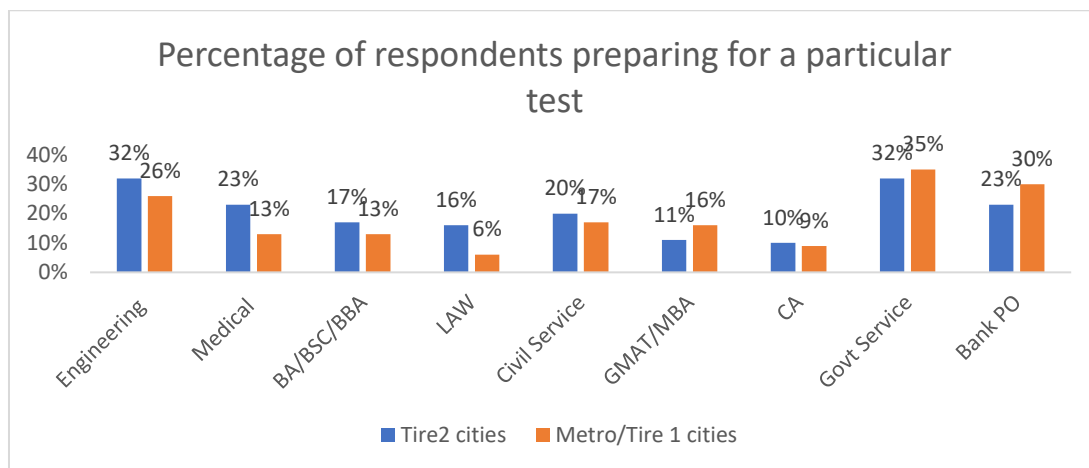
Higher Education Students preferring online courses:



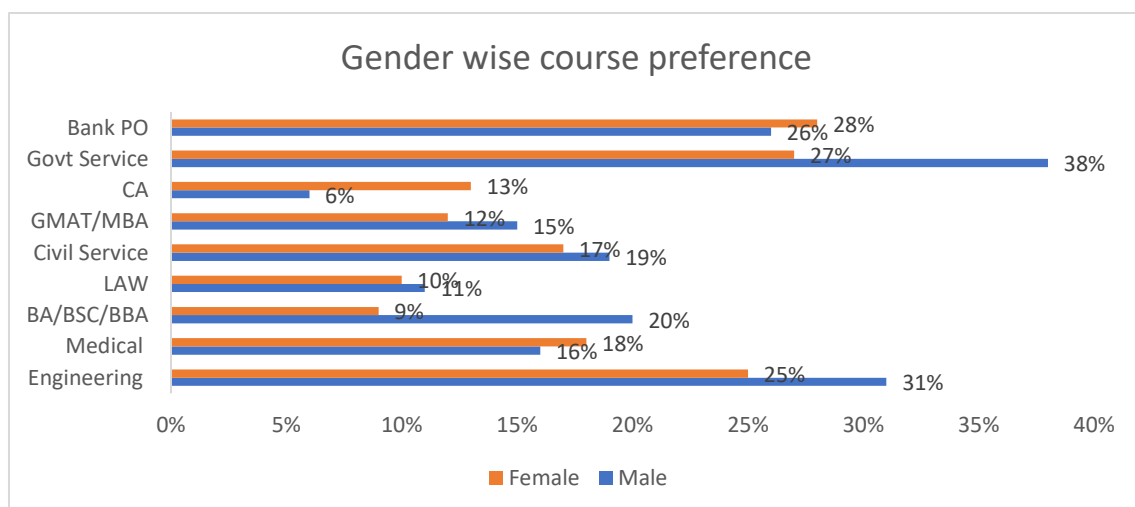
Test Preparation:

- Works with B2C model.
- With a CAGR of 64%.
- Provides a platform for training students for entrance exams like CAT, IAS, IBPS, JEEE, Govt Exams etc.
- Subscription fees ranging from 5000-400000 INR per course based on exam type.

Tire wise adoption of test preparation courses:



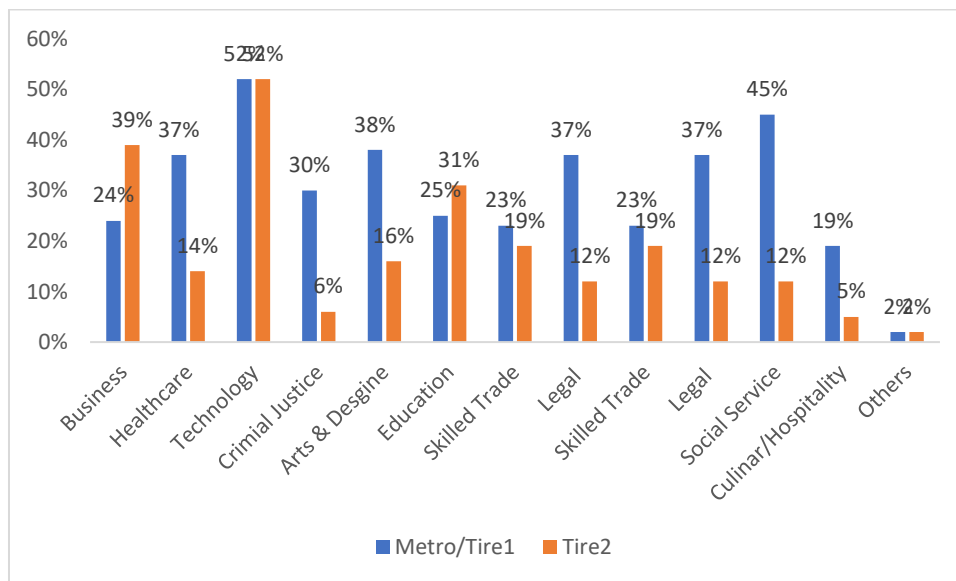
Gender wise adaption of test preparation course:



Reskilling and online certification:

- Current market is B2C dominated.
- With a CAGR of 38%
- Target market – Job seekers & Working professionals.
- Courses would have a duration of 3 – 6 months.
- Course is conducted through case study, live projects, assignments.
- Subscription fees ranging from 8000 – 30000 INR per course.
- Study material and Certificates will be provided in the course period.
- Recruitment assistance has gained popularity in this course.

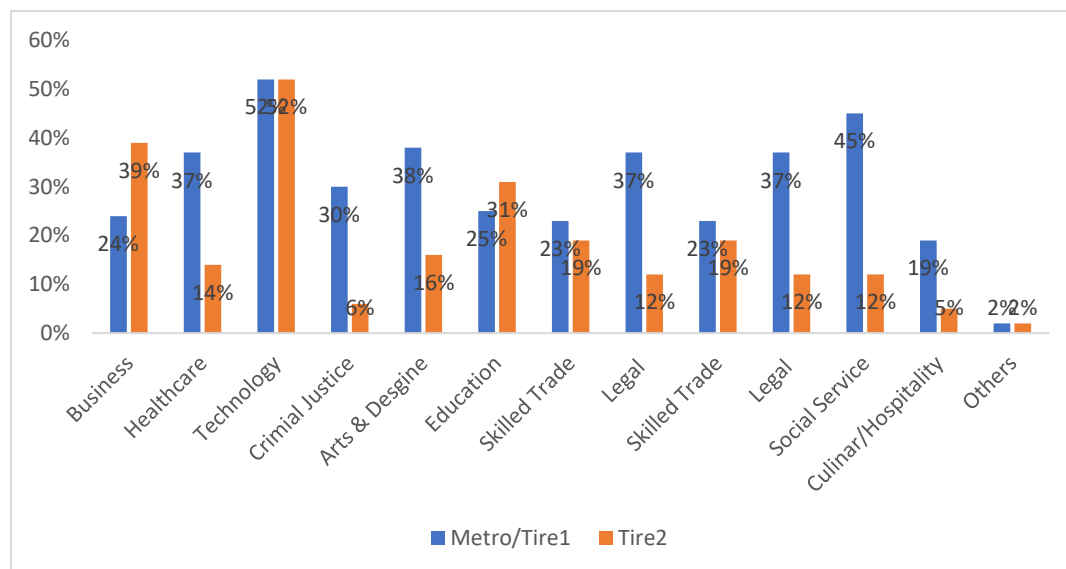
Consumption of Reskilling & Certification courses across tiers:



Higher Education:

- Currently working with B2C model.
- Having a CAGR of 41%.
- Demand for online MBA/MCA course are high.
- Fees varies across institutions and courses.
- For a Graduation and Diploma Courses, Course price ranges from 15000 to 50000 INR.
- For MBA/MCA Courses pricing is around 150000 INR.

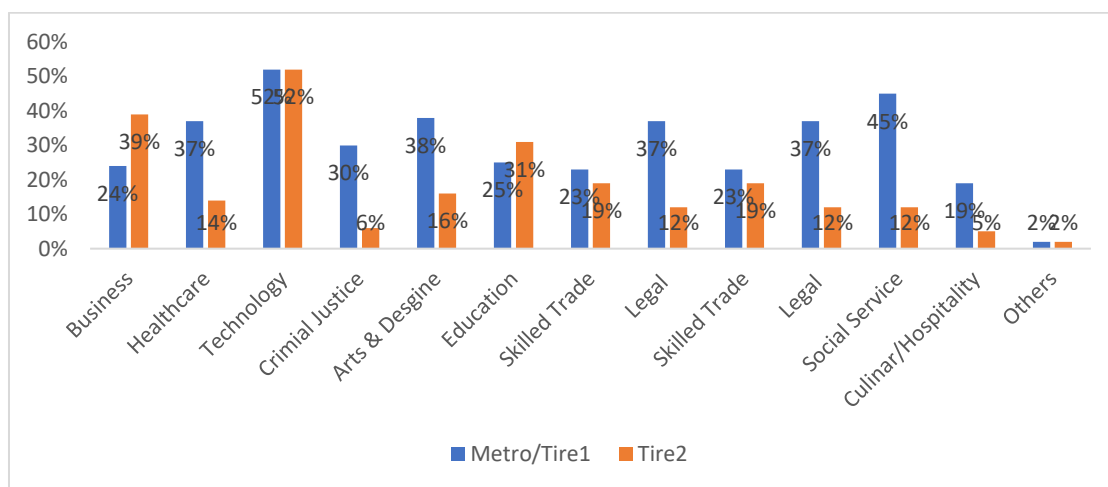
Online Higher Education adoption of courses across tiers:



Language and Casual Learning:

- The market is dominated by B2C but in some cases C2C is showing up.
- With a CAGR of 42%.
- Primarily driven by English language learning.
- Training is conducted based on levels A-1 to C-2.
- Course fees is determined by the levels and defers across institutes.

Usage of language & Casual learning platform across age brackets:



Reason for Students going online:

- Convenience and Flexibility.
- Variety of study material.
- Quality of course content.
- Easy accessible over mobile and laptops.
- Increase in competitive exam aspirants.
- Reskilling and Upskilling in Technical Course.
- Online higher education course.

Future Growth Potential of EdTech Industry:

1. Growth in Web and cell phone clients: -

By 2020, the number of Internet users may increase by 730 million. In the future, India may replace China with the second largest user, because the United States and India are also the third largest smart phone market. The number of users is expected to reach 369 million U.S. dollars by the end of 2018. Users may exceed 300 million.

2. Cost of Online Education is low: -

According to statistics from the National Sample Survey Office, expenditures for general education institutions in the country have increased by 175%. At the same time, from 2008 to 2014, parents spent more than 6 years in secondary schools in public schools, exceeding 36,000. If students are studying in boarding schools, the cost is close to Rs. 180,000. Upon graduation, postgraduate degrees in engineering, medicine, science, and business are very expensive. Therefore, online education is much less costly because it does not require too much on infrastructure and management costs (such as wages, stationery and books). As a result, cost savings are delivered to the user.

3. Traditional model unable to fulfil the demands: -

The government plans to increase the total enrollment rate by nearly 30% by 2020. By 2020, India will have the world's largest population of higher education and the second largest graduate talent. However, the existing educational infrastructure is already equipped to meet additional requirements, so e-learning can complement traditional models and bridge the gap between them.

4. Demand among the working experts and occupation searchers: -

By 2021 the working age populations would be 64% in the overall population and hence lots of unemployment would take place and due to technology driven artificial intelligence lots of employees are replaced because of lack of skill. Hence, it's a very good market for EdTech industry to provide with the required courses which will be in high demand by 2021.

5. Gamification of learning concepts:-

Gamification is the concept where the user learns the concepts through playing games and simulations which are built on particular concepts. It will drive the users involvement and also helps in increasing their knowledge acquiring perspective as well.

6. Users are adapting more of hybrid channel approach:

Coordinated efforts of on the online and offline channels to give universal substance and learning. Online players to set up disconnected touch focuses for students. Disconnected players to expand their part to offer some incentive included administrations and upgrade general learning background.

7. To bring in the concept of continuous learning:

Embracing of online instruction to be driven crosswise over age bunches by three sorts of requirements:

- Employability – Need to remain applicable in the activity advertise
- Social Learning – Easy going learning and social expertise advancement
- Business enterprise – Building business enterprise aptitudes and certainty

1.3. Company Profile

Business Toys Private Limited is Edu-tech and Consultancy Company. Business Toys is initiated by alumnus of IIMs and corporate executives. Business Toys seek to offer cutting edge technology-based learning platform for students through simulating the etc. Which are completely fun based yet imparts important business skills to enable students to get into top

jobs in the corporate world. Apart from building games and simulation, Co-founders are into Consultancy.

1.3.1 Promoters

Promoters of Business Toys Private Limited are:

Omkar Raikar

Omkar Raikar is Toy make and Co-Founder of Business Toys, Omkar spread heads retail & Institution segment. A passionate trainer Omkar, helps students & corporates build skills like financial modeling & business analytics. Omkar has 3 years of corporate experience as Rating Analyst in CRISIL & Edelweiss. He has a post-graduate management degree and holds bachelor's degree in Computer Science from NIT Goa.

Uttam Tiwari

Uttam Tiwari is Toy maker and Co-Founder of Business Toys and manages research & development division, He works closely with corporates in development of various skill-based industry-oriented courses. He is having 4 years of experience as Associate Fund Manager in a Buy side firm tracking pharma, Agri, Chemical and Plastic Industry. He has a post-graduation management degree and holds bachelor's degree in B. Pharmacy from university of Pune

1.3.2 Vision Mission & Quality Policy

Vision: Learnings celebrated is the concept which we aim to achieve in every classroom across India.

Mission:

- To deliver fun & activity-based learning via, games and simulations to make the classroom livelier.
- To orient students, mind to attend classes and be participative.
- To drive in corporate applications in the classroom by using technology aiming the concept of bringing corporate world to classroom.

1.3.3. Product / services profile

1) Foundation Programs:

A. Business Analysis Certification Program

B. Financial Analysis Certification Program

2) Advance Programs:

A. Finance:

- Equity Research Analyst Certification Program
- Credit Analysis Certification Program
- Advance Financial Programming
- Investment Banking Certification Program

B. Marketing:

- Business Analytics with R-Programming
- Retail Analytics
- Digital Marketing
- Marketing Analytics

C. Human Resource:

- Human Resource Analytics

1.3.4. Areas of operation

- Web based platform
- Institutional clients

1.3.5. Infrastructure facilities:

Business Toys Private Limited is a start-up which was started two years back, since now the company is in its initial stage, there is no much investments done in infrastructure of the company, But still the company provides spacious work space environment for the employees to work effectively.

1.4 SWOT Analysis

Strength	Weakness
<ul style="list-style-type: none">• Fun based and simulation-based learning pedagogy.• Expertise in strategic thinking and implementation.• Adapting new technologies and innovations.• Strong networks and Industry connections.	<ul style="list-style-type: none">• Client dependency.• Low brand awareness.• Limited retail presence.
Opportunities	Threat
<ul style="list-style-type: none">• To increase number of customer across India.• Collaborations with larger universities.	<ul style="list-style-type: none">• Increasing competition through various online EdTech Companies.

1.5 Future Growth and Prospects

Business Toys Private Limited believe there is high growth potential with this business idea because of:

- Rich fun-based games designed for concepts like statistics, accounting, economics, finance, and marketing management.
- Single cloud-based platform connecting all the stakeholders

CHAPTER – II

Conceptual background and Literature Review

2.1. Background of the Study

The interest in online learning seems to come from different directions, such as companies and education departments. Companies see e-learning as a tool to save training and the cost of going to a learning center. From an education point of view, this is to further improve the teaching and learning process and promote better communication between teachers and learners. In the fast-growing pace of Virtual learning, the market for online learners are increasing day by day, due to which more and more technology and web based online platforms are evolving drastically. Since they are targeted more over to the students, how effective is their approach to the students. Are students really aware about the online portals which are readily available for them to make use of it.

To assess the level of awareness in this study, students in Bangalore have been chosen as the basis for information gathering and data collection. The information to be collected is to assess students' level of awareness of virtual learning and their views on e-learning. For this survey, graduates and postgraduate students are random

2.2. Review of Literature:

- Pea & Soloway (1987) : Assuming that technology mite be the factor for help of “ bridge the widening gaps between education institutions and societies” U.S Congress office of Technology Assessment (p. 33-44)
- Kerr(1991) : Stated that "Those who use technology in education often make arrogant statements. We start from one place, that is, the value of the new method we advocate is obvious, and teachers should naturally want to be transformed into radical ways. In order to take advantage of new technologies, impatience may be another feature of those who are interested in pursuing an education system through technology." American Education Research (p. 264-280)
- Johnson (1996): Talks about “Numerous examinations depicting their objectives of people, participation and cooperation, upgrading data assessment, critical thinking procedures. These investigations discuss how understudies can turn out to be better

residents, better as purchasers, better in communicators, better scholars and over altogether improved people for the general public”. Digital Education Research (p. 25-30)

- Alavi (1994): States “Some individual needs to learn at a higher rate of effectiveness and efficiency than ever before because of rapidly growing technologies of relevant information and the escalation of knowledge and skills required for most of the jobs”. E-Learning & Digital media (p. 67-70)
- D’Ignazio (1993): Describes “Enterprises have been building an electronic highway, and education has been creating an electronic dirt road, and it is sometimes as simple as walking on muddy roads.” Electronic journal of E-Learning (p. 114-118)
- Peck and Dorricott (1994): Says educational institutions as "With the advent of computers, it is virtually unchanged." Because education systems often use technology in a non-systematic way, in some cases it is quite resistant to implementing technology. Harvard Education Research (p. 54-59)
- Hawkins and Honey (1993): Says that “It has turned out to be clear finished the previous decades that basic motivational and short-workshop plans are immensely deficient to empower a veteran and even new PC age. Educators to instruct contrastingly and to show well with the assistance of advancements”. International Journal for E-Learning & Distance Education (p. 184-195)
- O’Donnell (1996): Tells that “The end result for advanced education when each understudy has a connection to a surge of words and pictures of their each and every believable conform to the world and when each instructor and each understudy can contact each other at extremely inconvenient times of the day and night”. Online Education & E0Learning Research Journal (p. 44-58)
- Swan & Mitrani (1993): Stats that “Computers can change teaching and learning at the most basic level. We must ensure that we are using our current knowledge application technology as a basis for future education.” Higher Education Outreach & Engagement Research (p. 158-198)
- Kinnaman (1995): Says “One thing is clear: technological advances are creating and building new richer teaching and learning environments that are more successful and necessary.” Learning & Development Research (p. 79-83)
- McKenzie Kamieson (1995): Describes “Learning through online could be effective enough as every individual can access the same content manner times according to their

flexibility, which may not be available in classroom training”. A monthly Electronic commentary on Educational Technology Vol 5 No.4

- Clarkand Mayer & Maqableh et al (2011): Tells that “Now-a-days most of the universities and institutions of higher education are adopting e-learning all around the world. E-Learning delivers a flexible education and easy way through use of internet to support learning and improve academic performance” Vol 3 (p. 286-193)
- Eservel Law, Ifenthaler Ge and Miller (2014): Found “Motivation determines their degree of participation in the game process, which in turn determines their ability to develop complex problem solving.” Therefore, they believe that “the motivation of learners, the ability to participate in and solve problems is affected by the nature and design of the game mission. great influence”(p. 42-46)
- Lotte Brants, Katrien struvven (August 2009): Suggests that “The viability of healing created training can be fruitful just with the mix of online instruction and PC upheld synergistic learning” (p. 53-59)
- Black & Williams (2005) : Argues that “Looking at enhancing learning in classrooms in of high enthusiasm for educators since it is community for their expert personalities. Educators need to be viable and to positively affect their understudy learning”. (p. 244-264)
- Hattie and Timperley (2007): Proposes that “Those investigations demonstrating the most astounding effectivity measure included understudies accepting data and input about the errand how they could do it all the more viably. Lower effectivity measure was identified with laud prizes and disciplines”. (p. 84-95)
- Smith et al. (2006) Found "Unless teachers and managers discuss the consistency of curriculum objectives and curriculum, and implement new technologies in education, individual teacher changes may sometimes bring new challenges." (p. 174-186)
- Senge et al (1999): Points out "When people achieve personal results from the change plan, people's enthusiasm and willingness to commit will naturally increase, which in turn strengthens their investment and leads to further learning."(p. 47-51)
- Middlewood Parker and Beere (2005): Describes “By evaluating the work of others, students have the opportunity to see different ways of solving tasks and analyze their strengths and weaknesses in the feedback process.” (p.126-130)

Chapter – III

Research Design

3.1. Problem Statement: -

In today's world technology and innovation is being used to an extent where anything could be possible, similarly lots of innovations have been brought up in terms of education technology but still most of the times students still rely upon classroom training rather than taking up online training, the reason behind this maybe the wrong perception towards upon the online platform which students may think that they may not get proper content for which they pay for or even if the content is provided, the question among the students is that how much can they rely upon the online content. This is happening because lack of quality in the content, even if the content is good they fail to present it to the students by which they could understand it. Sometimes it may also happen that in online education students come across lots of doubts which may not be possible for an online platform to make them understand in a clear manner, hence students may think their would be lack of interaction like how they could do in the classrooms.

3.2. Need of the study:

- To understand how EdTech market is affecting traditional education system.
- To determine the challenges faced by the online education in India.

3.3. Objective of the study:

- To check the awareness about online education program among the college students.
- To understand the perception about online education.
- To understand the interest of students in taking up online education in future.

3.4. Scope of the Study:

This study aims at determining the perception and awareness level of college students in Bangalore upon online education and upon taking up online courses, in order to do that three category students have been chosen from different departments like PG, UG and Diploma. Here research questionnaire is framed in such a way that we can assess the perception level of the students upon the online course and classroom training and also to check the hypothesis which is mentioned below.

3.5. Research Methodology:

Under descriptive research survey, this study chose to initiate a random sampling method. Survey studies are designed to collect and analyse demographic data to determine the current status of the population in terms of one or more variables. This design is suitable for this study because it has led to the analysis of students in Bangalore colleges about their awareness and perception of virtual learning.

3.5.1 Data Sources:

The following methods are used for the data collection and analysis:

Primary Data: Data collection was made through questionnaire

Secondary Data: Source of information was collected through KPMG report 2018, through other online survey sources.

3.6. Hypothesis statement:

Hypothesis 1:

Null Hypothesis: There is a significant difference between male and female taking number of online courses.

Alternative Hypothesis: There is no significant difference between male and female taking number of online courses.

Hypothesis 2:

Null Hypothesis: There is a significant difference between age group and student's willingness to pay for an online course.

Alternative Hypothesis: There is no significant difference between age group and student's willingness to pay for an online course.

3.7. Limitations:

- Some of the company's details were not available due to privacy issues, due to which, was not able to fully access to the company's information's.
- Only 500 respondents were choosed out of 580 responses, since many respondents had not filled the questionnaire full and their response was incomplete.
- Limited availability of time.

3.8. Chapter Scheme

Chapter 1: Introduction

Introduction, industry profile and company profile, Promotes, Vision, Mission & Quality policy. Products/ services profile, areas of operations, infrastructure facilities, SWOT Analysis, Future growth and prospectus.

Chapter 2: Conceptual background and Literature review

Theoretical background of the study, Literature review with research gap.

Chapter 3: Research Design

Statement of problem, Need for the study, Objectives, Scope of the study, Research Methodology, hypothesis, Limitations, Chapter Scheme.

Chapter 4: Analysis and Interpretation

Analysis and interpretation of the data – collected with relevant tables and graphs, Results obtained by the using statistical tool – (Chi-Square Test).

Chapter 5: Findings, Conclusion and Suggestions

Summary of findings, Conclusion and Suggestions/ Recommendation.

Chapter – IV

Analysis & Interpretation

4.1 Data Analysis & Interpretation

Data analysis is considered as an important step and core of research work. After collecting data with related tools and technologies, the next logical step is to analyze and interpret the data in order to solve the empirical solution to the problem. The data analysis of this study was quantitatively completed with the aid of descriptive statistics and inferential statistics. In order to analyze the opinions, the chi-square test was used.

Sample space consist of survey data collected from 580 respondents from different streams like Under Graduation, Post-Graduation & Diploma courses.

But since few responses were not completely filled, only 500 respondents whose responses who had completely provided were considered for this study.

This data analysis and interpretation includes demographic details like Gender, Age group, Area of study and Income level etc., along with other information like use of internet connectivity, type of social media used, satisfaction with respect to online course and other E-learning course related information along with their perception and satisfaction level were collected as a part of survey.

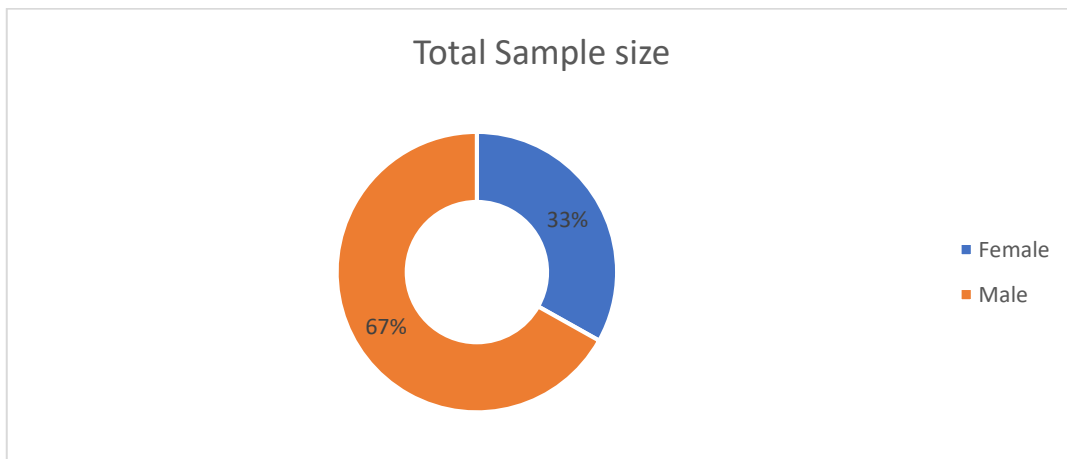
Analysis of Demographic Details:

4.1.1 Gender split:

4.1.1 Table Showing Gender split:

Gender	Total number of respondents	Total %
Male	335	67%
Female	165	33%
Total	500	100%

4.1.1 Chart showing Gender split:



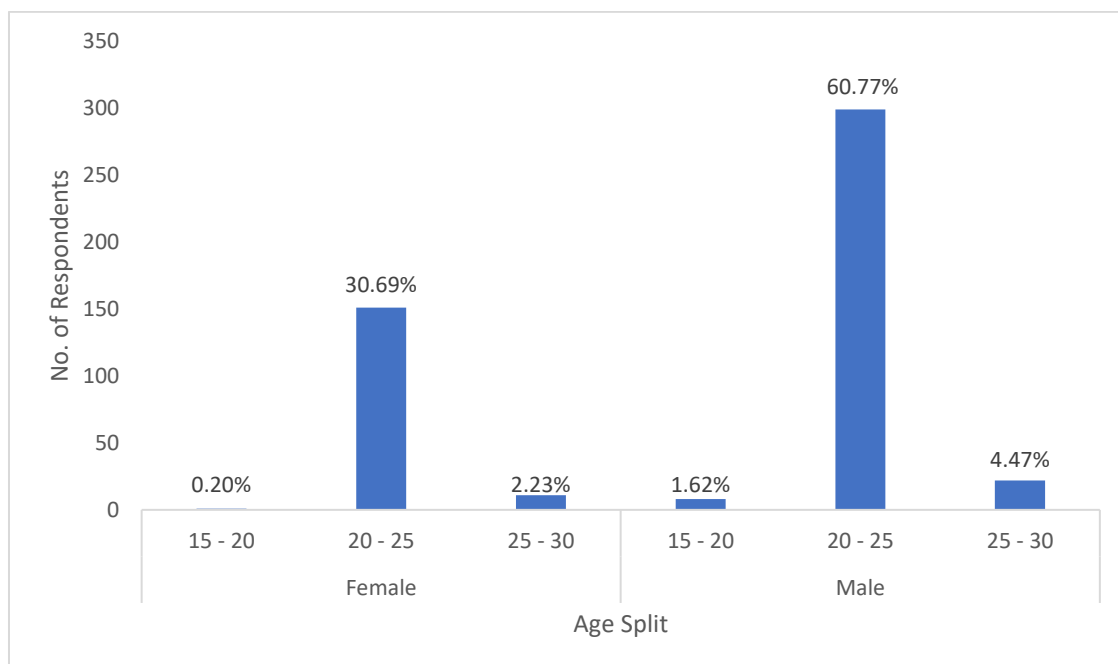
Interpretation: 67% of sample space comprises of male & rest 33% of sample comprises of female.

4.1.2 Age split with gender:

4.1.2 Table showing age split with gender:

Age	15-20	21-25	26-30
Female	0.2%	30.69%	2.23%
Male	1.62%	60.77%	4.47%
Total	1.82%	91.46%	6.7%
Grand Total	100%		

4.1.2 Chart Showing Age split with gender:



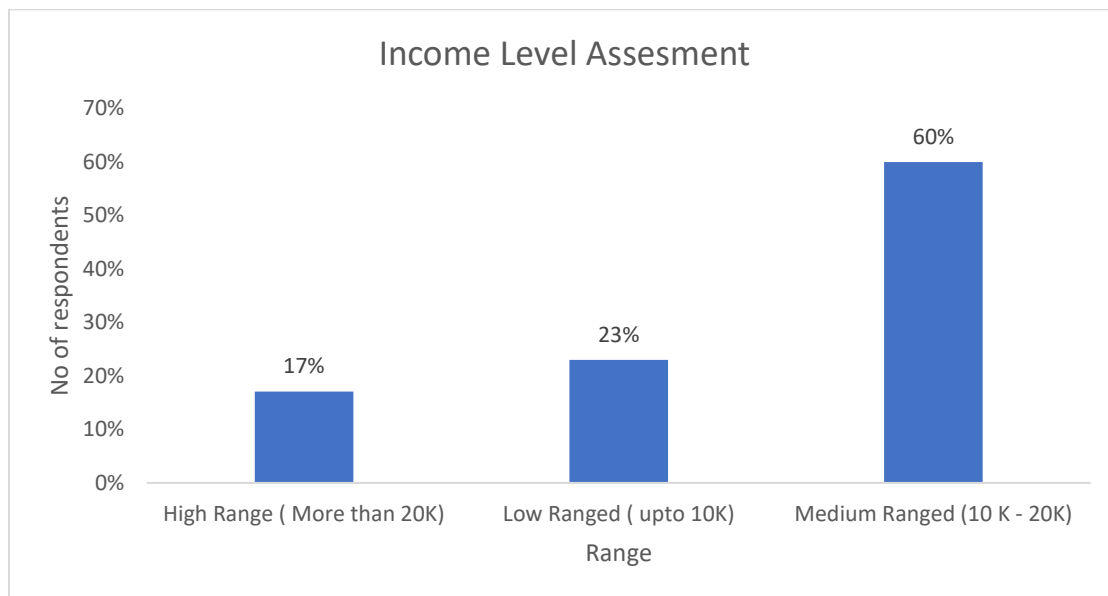
Interpretation: It is inferred that 60.77% of male & 30.69% of female respondents lie under the age group of 20-25.

4.1.3 Income Level Assessment:

4.1.3 Table showing Income level:

Mobile Phones Used	Total number of respondents	Total %
High Range (Above 20 K)	85	17%
Low-Range (10 K to 20 K)	115	23%
Mid-Range (Below 10K)	300	60%
Total	500	100%

4.1.3 Chart Showing Income Level:



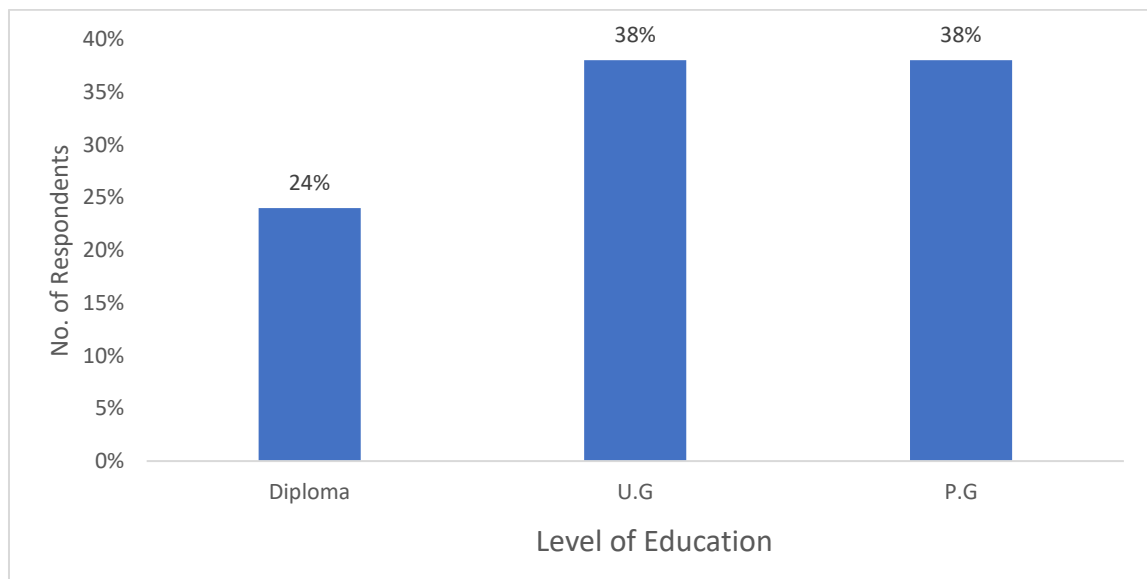
Interpretation: From the above table it is inferred that 60% of the students are using medium ranged phones, 23% of the respondents are using low ranged phones and only 17% of the respondents are using high ranged phones.

4.1.4 Education Level:

4.1.4 Table Showing level of education:

Courses	Total number of respondents	Total %
Diploma	120	24%
U. G	190	38%
P. G	190	38%
Total	500	100%

4.1.4 Chart showing level of education:



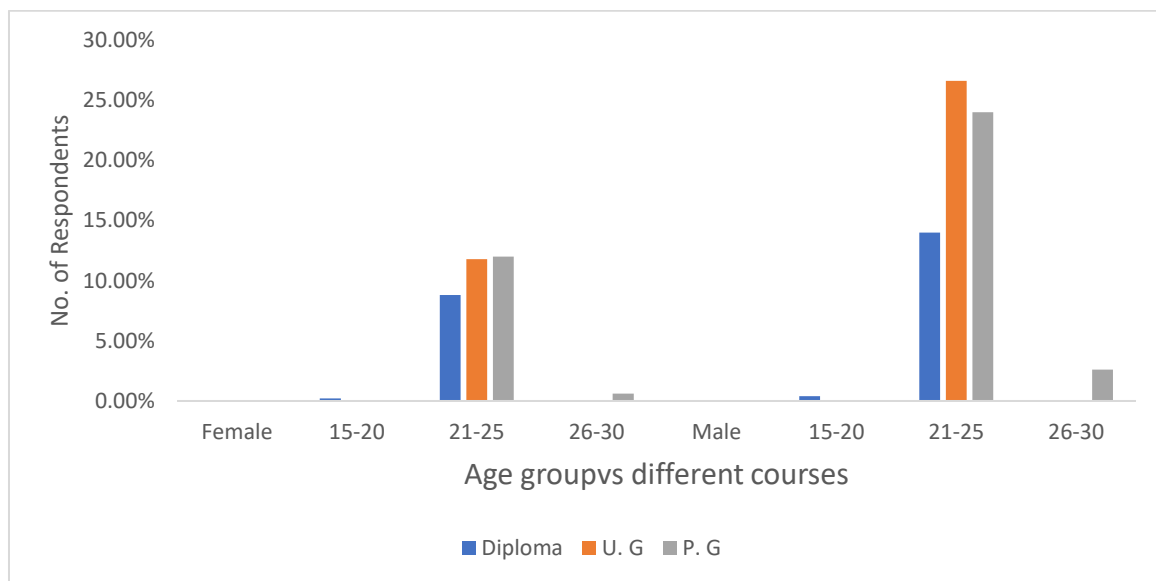
Interpretation: It is inferred that number of respondents from U.G and P.G were 38% in both, rest 24% of the respondents were from diploma.

4.1.5 Cross Table Analysis:

4.1.5 Table showing Cross Table Analysis of (Age group with Different courses):

Female	Diploma	U. G	P. G
15-20	0.2%	0%	0%
21-25	8.8%	11.8%	12%
26-30	0%	0%	0.6%
Male			
15-20	0.4%	0%	0%
21-25	14%	26.6%	24%
26-30	0%	0%	2.6%

4.1.5 Chart Showing Cross Table Analysis:



Interpretation: Majority of respondents are under the age group of 20-25, these age group could be the better target customers for the companies which provide online courses. Since these age groups maybe more interested in taking up online courses.

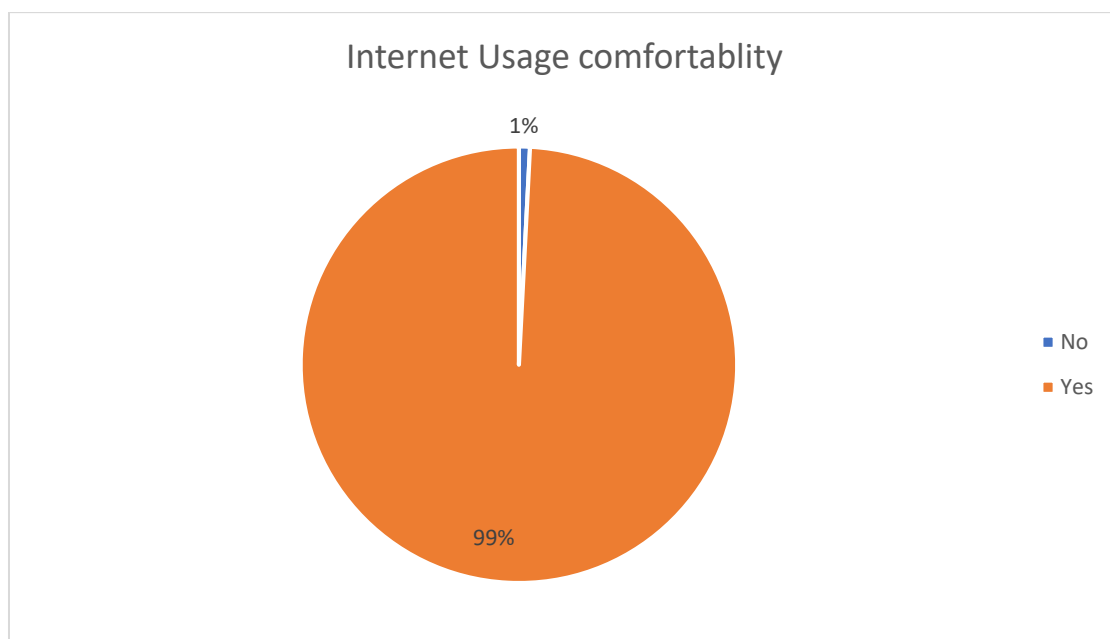
Analysis of Research Data:

4.1.6 Usage of Internet:

4.1.6 Table Showing Usage of Internet:

Internet Usage	Total number of respondents	Total %
No	5	1%
Yes	495	99%
Grand Total	500	100%

4.1.6 Chart showing usage of Internet:



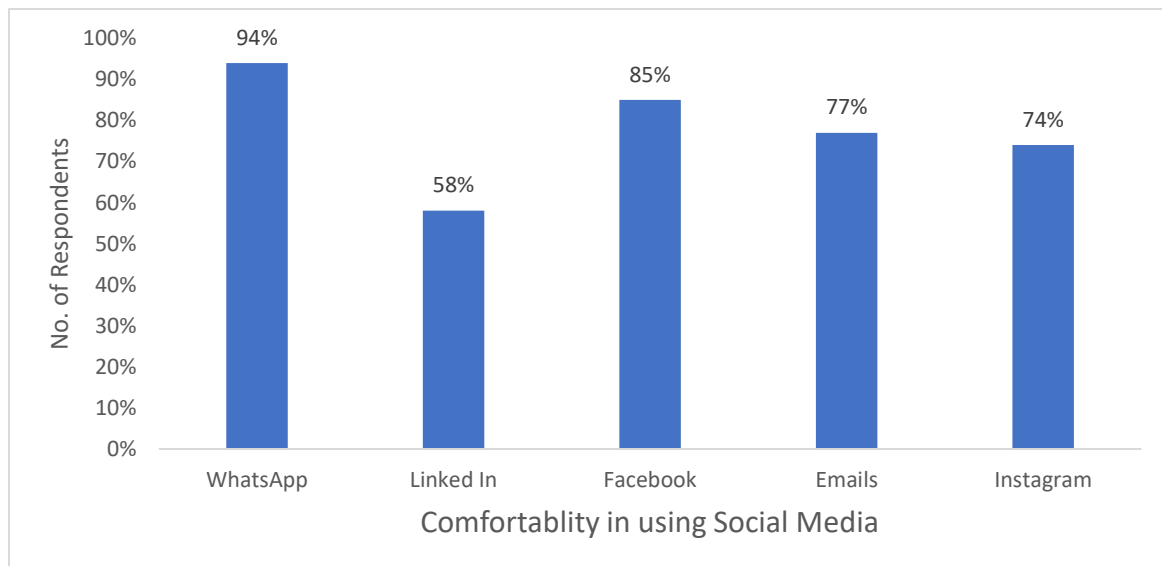
Interpretation: This indicates that 99% of our respondents are capable and comfortable of using internet.

4.1.7 Usage of Social Media:

4.1.7 Table showing students comfortability in using social media:

Social Media	Total number of respondents out of 500	Total %
WhatsApp	470	94%
Linked In	290	58%
Facebook	425	85%
Emails	385	77%
Instagram	370	74%
Ground Total	Out of 500	Out of 100%

4.1.7 Chart showing students comfortability in using social media:



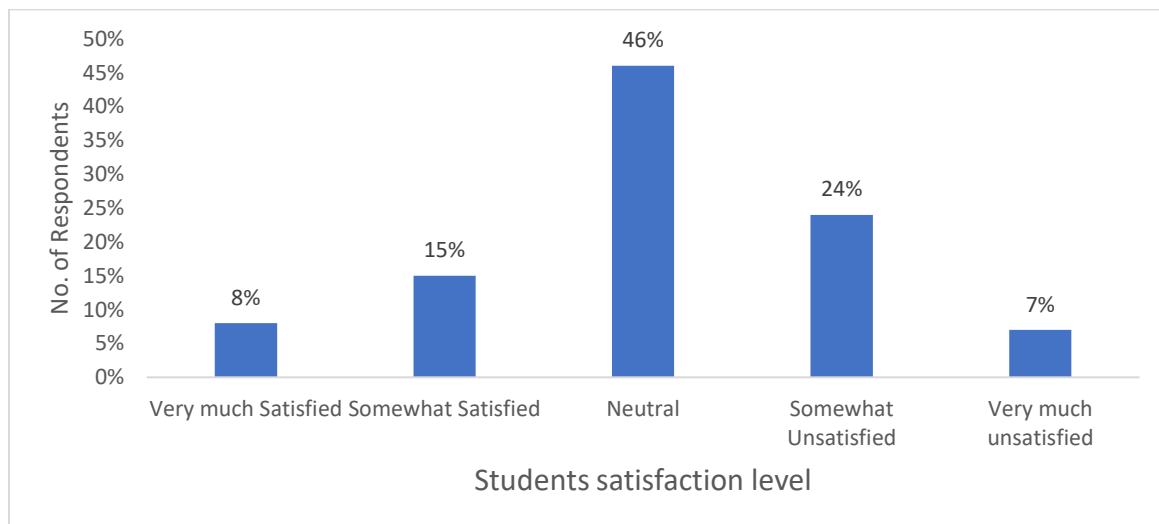
Interpretation: Out of the total sample size we have found that 94% of the respondents are using WhatsApp followed by emails 77%, Facebook 85% and 74% on Instagram and LinkedIn at 58% simultaneously.

4.1.8 Satisfaction level upon courses offered by the college:

4.1.8 Table showing Students satisfaction level:

Satisfaction level	Total number of respondents	Total %
Very much Satisfied	40	8%
Somewhat Satisfied	75	15%
Neutral	230	46%
Somewhat Unsatisfied	120	24%
Very much unsatisfied	35	7%
Ground Total	500	100%

4.1.8 Chart showing students satisfaction level:



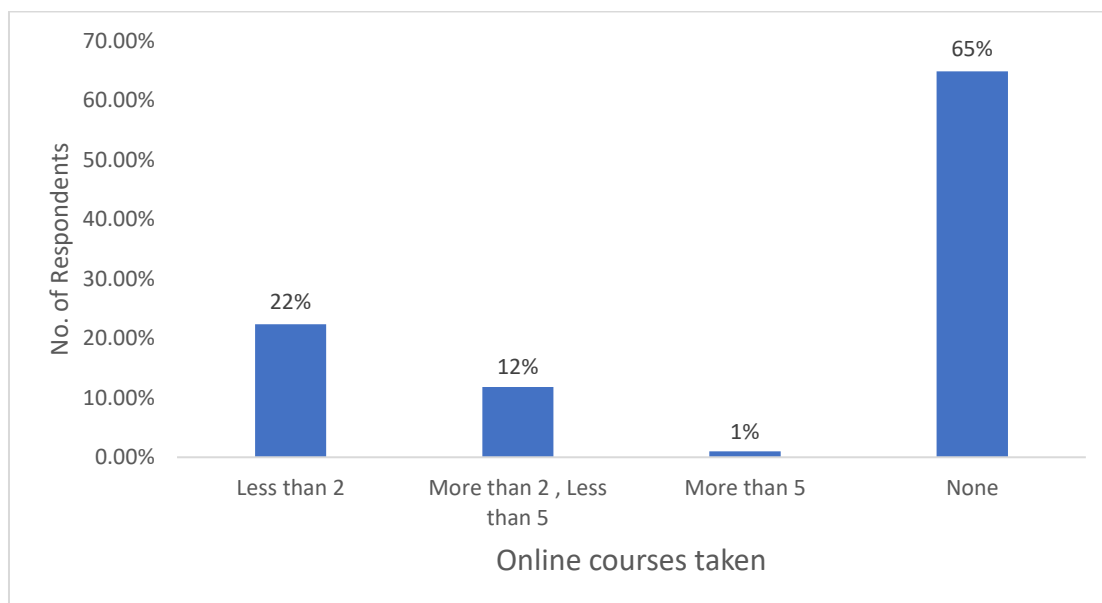
Interpretation: 46% of respondents feel that there is no difference after taking up additional course offered by the college, 24% of the respondents were unsatisfied, 15% of the respondents were satisfied, 8% of the respondents were very much satisfied and 7% of the respondents were very much unsatisfied.

4.1.9 Online courses taken by the students:

4.1.9 Table showing online courses taken by students:

No. of online courses	Total number of respondents	Total %
Less than 2	110	22%
More than 2, less than 5	60	12%
More than 5	5	1%
None	325	65%
Grand Total	500	100%

4.1.9 Graph showing online courses taken by students:



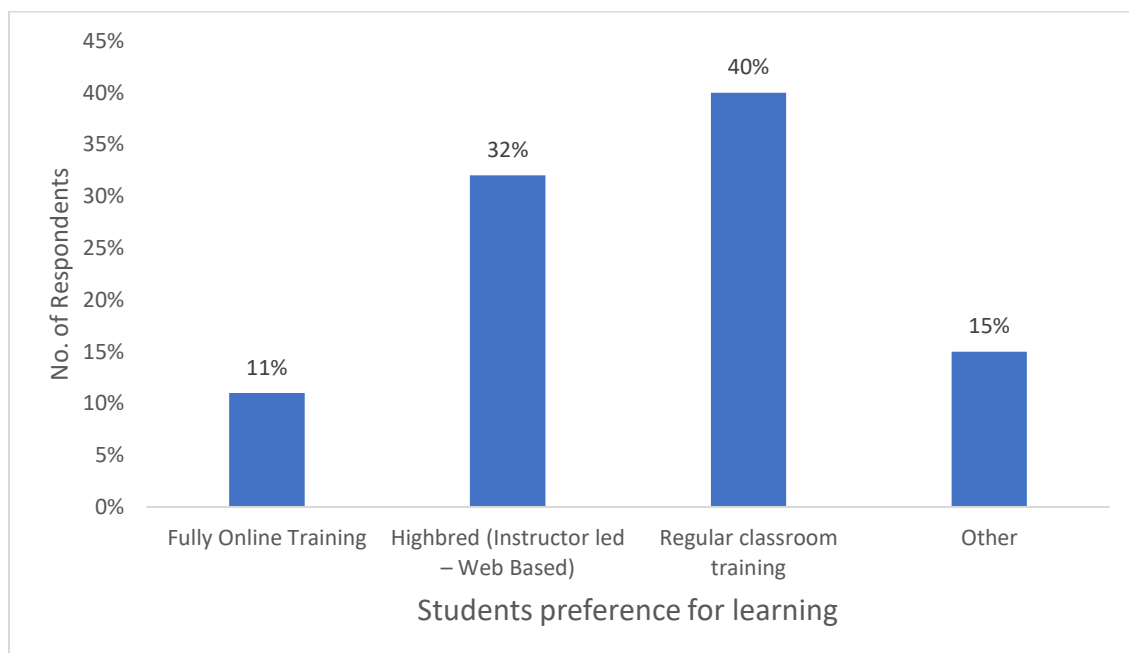
Interpretation: 65% of the respondents have not taken up any courses outside. 22% of the respondents took less than two online courses, 12% of the respondents took more than two less than five online course, 1% of the respondents took more than five online course.

4.1.10 Students preference upon mode of training:

4.1.10 Table showing mode of preference:

Training Mode	Total number of respondents	Total %
Fully Online Training	65	11%
Highbred (Instructor led – Web Based)	160	32%
Regular classroom training	200	40%
Other	75	15%
Grand Total	500	100%

4.1.10 Graph showing mode of preference:



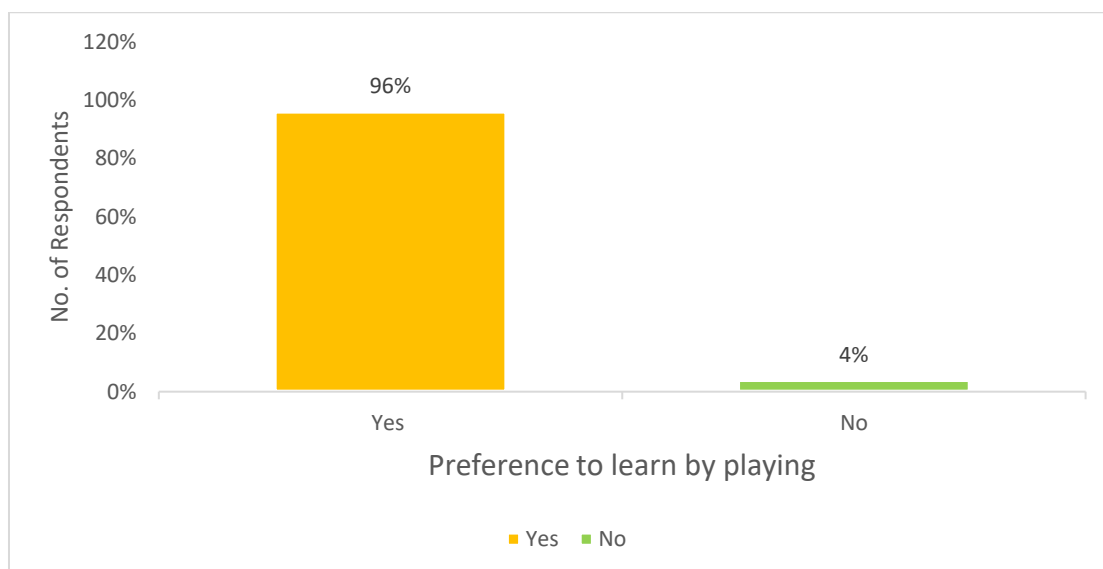
Interpretation: In spite of lots of innovations in education technology due to lack of proper awareness, It is seen that 40% of the students would still prefer that regular classroom training but since now the trend is changing and about 32% of the population thinks that it's good to have an hybrid training where the blend of both online and offline would combine.

4.1.11 Do you like to learn by playing web-based games?

4.1.11 Table showing students who like to learn concepts by playing web-based games:

Students Preference	Total number of respondents	Total %
No	20	4%
Yes	480	96%
Grand Total	500	100%

4.1.11 Chart showing students who like to learn concepts by playing web-based games:



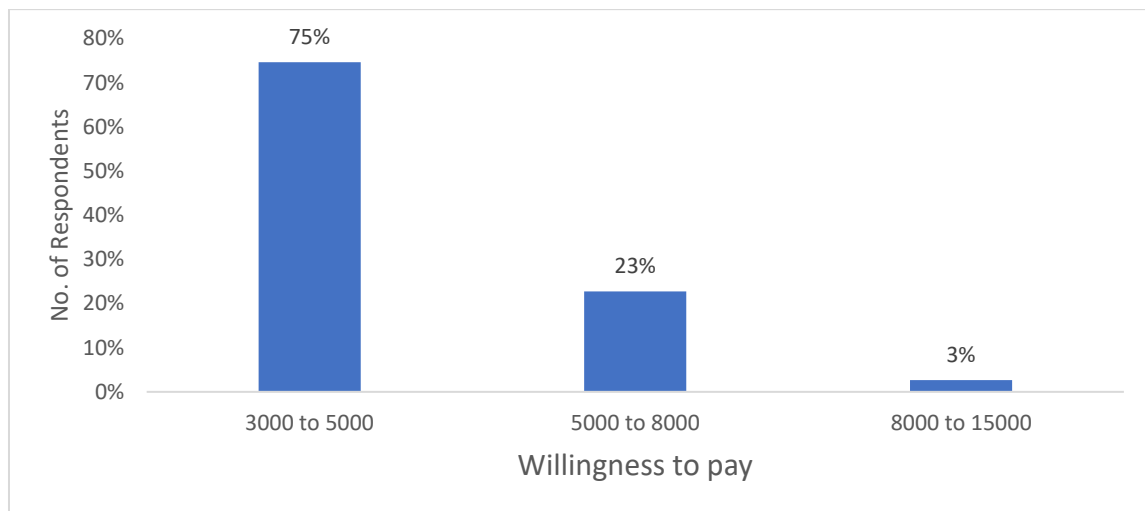
Interpretation: 96% of the respondents agree that they like to learn by playing games , 4% of the respondents doesn't like to learn by playing games

4.1.12 Willingness to pay for online courses:

4.1.12 Table showing students willingness to pay for online courses.

Amount payable	Total number of respondents	Total %
3000 – 5000 K	373	75%
5000 – 8000 K	115	23%
8000 – 15000 K	15	3%
Grand Total	500	100%

4.1.12 Chart showing students willingness to pay for online courses.



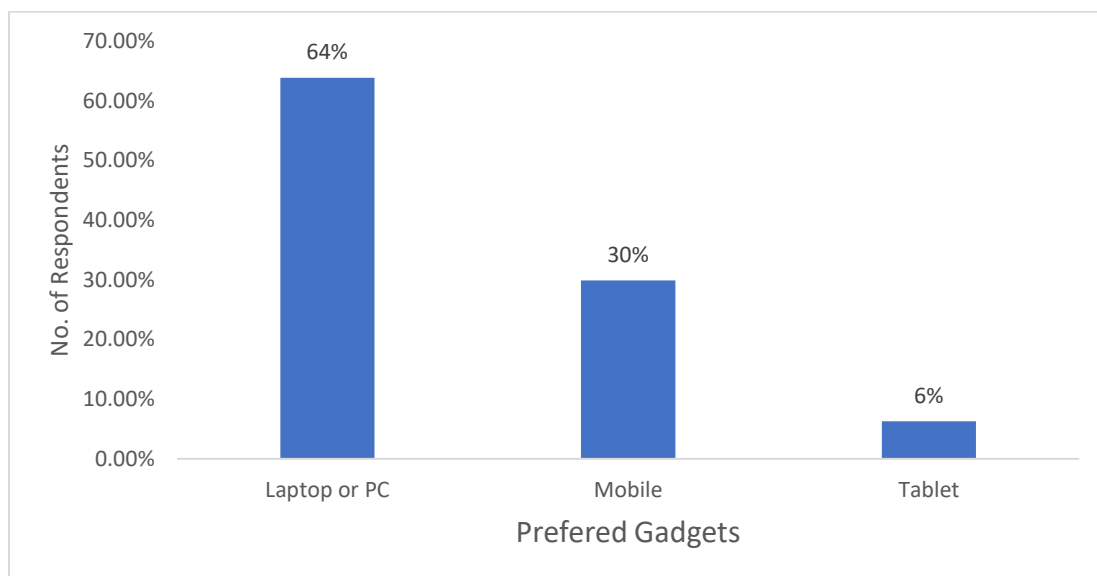
Interpretation: 75% of respondents wish to pay up to 5000 for any online training programs. But 23% of respondents who are aware about the effectiveness of online training may go ahead to take up course which are beyond 5000. Only 3% of the respondents who would like to online courses which is more than 8000.

4.1.13 Students preferred gadgets for E-Learning:

4.1.13 Table showing preferred gadgets for E-learning:

Gadget's	Total number of respondents	Total %
Laptop or PC	320	64%
Mobile	150	30%
Tablet	30	6%
Grand Total	500	100%

4.1.13 Chart showing preferred gadgets for E-learning:



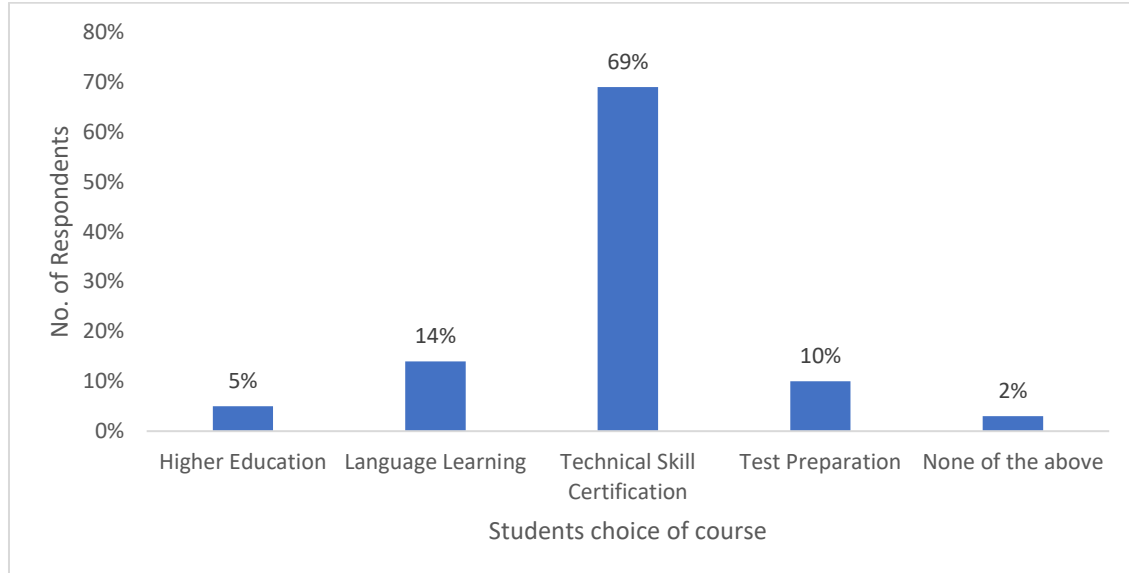
Interpretation: Even though the mobile usage are growing in faster pace among the students, It is inferred that 64% of the respondents wish to learn through their laptops or PC's, 30% of respondents wish to learn through mobiles and only 6% wish to study through tablets.

4.1.14 Types of online courses preferred by the students:

4.1.14 Table showing students choice of online course:

Courses	Total number of respondents	Total %
Higher Education	25	5%
Language Learning	70	14%
Technical Skill Certification	345	69%
Test Preparation	50	10%
None of the above	10	2%
Grand Total	500	100%

4.1.14 Chart showing students choice of online course:



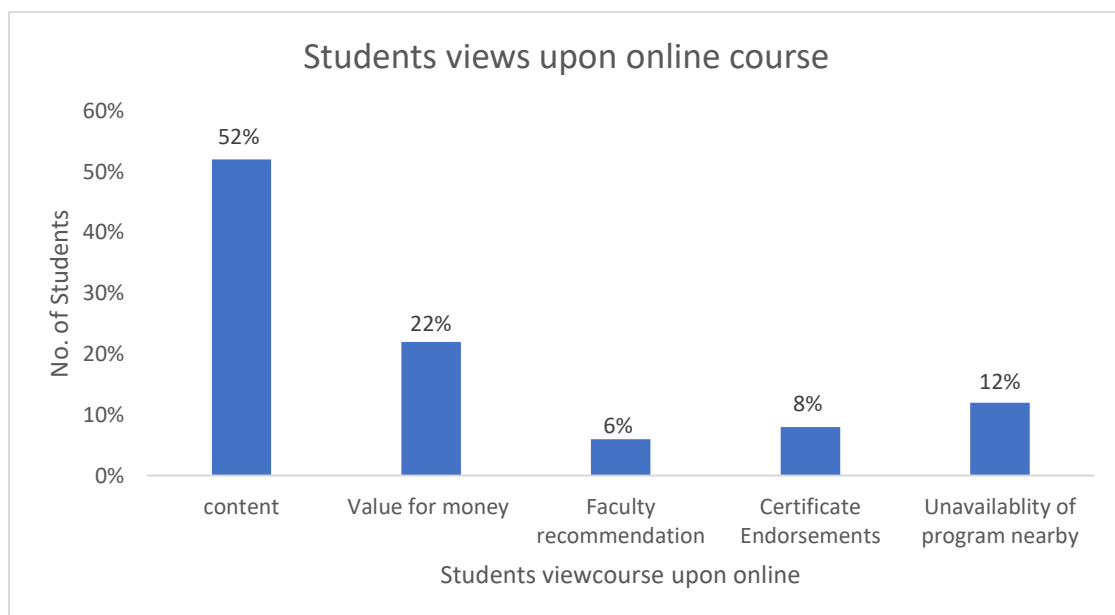
Interpretation: 69% of the respondents wish to take up technical certification courses more than any other courses, 14% of the respondents wish take up language learning courses and 10% wish to take up test preparation and very less of only 5% wish to go for higher education

4.1.15 Key aspects of online course according to students:

4.1.15 Table showing key aspects which students look into:

Key Aspects	Total number of respondents	Total %
Content	260	52%
Value for money	110	22%
Faculty recommendation	30	6%
Certificate Endorsements	40	8%
Unavailability of program near by	60	12%
Grand Total	500	100%

4.1.15 Graph showing key aspects which students look into:



Interpretation: 52% of the respondents is concerned about content which is available and 22% of the respondents are concerned about value which they get for the money paid, 12% of the total respondents students wish to take up online program when there is lack of availability of such programs offline across them.

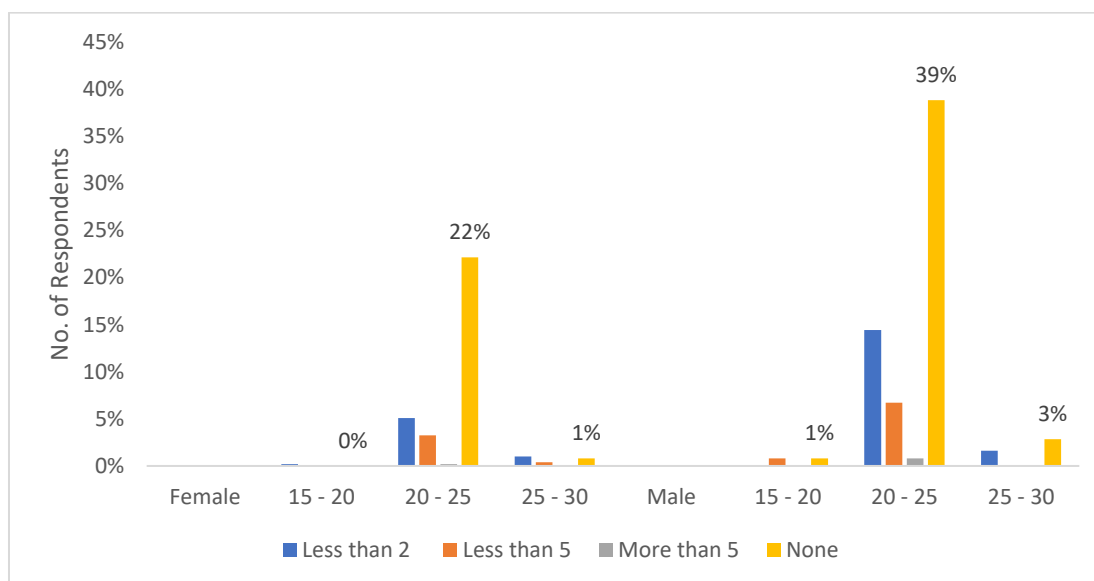
Cross Table analysis:

4.1.16 Cross table analysis of (Age group with No. of online courses taken):

4.1.16 Table showing Cross table analysis:

Female	Less than 2	Less than 5	More than 5	None
15 – 20	0%	0%	0%	0%
20 – 25	5%	3%	0%	22%
25 – 30	1%	0%	0%	1%
Male				
15 – 20	0%	1%	0%	1%
20 – 25	14%	7%	1%	39%
25 – 30	2%	0%	0%	3%

4.1.16 Chart showing Cross table analysis:



Interpretation: The maximum number of respondents who have taken online courses are under the age of 20 – 25, similarly maximum number of students who has not taken any course are also under the same age group.

Hypothesis Test:

Hypothesis 1:

Null Hypothesis – There is a significant difference between male and female taking number of online courses.

Alternative Hypothesis – There is no significant difference between male and female taking number of online courses.

Chi Square summary data:

Actual Data:

Gender	Less than 2	Less than 5	More than 5	None	Total
Female	32	19	1	113	165
Male	78	41	4	212	335
Total	110	60	5	325	500

Expected Data:

Gender	Less than 2	Less than 5	More than 5	None	Total
Female	36.44	20.22	1.656	107.67	165
Male	73.55	39.77	3.34	217.32	335
Total	110	60	5	325	500

Chi Square Test:

Summary		Alpha	0.05
Counts	Rows	Cols	Df
492	2	4	3

Chi-Square Result:

	Chi-Sq.	p-value
Pearson's	2.16899179	0.53808181

Interpretation: The result shows that Chi-Sq = 2.16, p-value = 0.53, which is greater than 0.05, hence we reject the null hypothesis and hence accept the alternative hypothesis saying “There is no significance difference between male and females taking up online courses”.

Hypothesis 2:

Null Hypothesis: There is a significant difference between age group and student's willingness to pay for an online course.

Alternative Hypothesis: There is no significant difference between age group and student's willingness to pay for an online course.

Chi Square summary data:

Actual Data:

Age Group	3000 to 5000	5000 to 8000	8000 to 15000	Total
15 – 20	9	2	0	11
20 – 25	334	101	15	450
25 – 30	26	12	0	38
	373	115	15	500

Expected Data:

Age Group	3000 to 5000	5000 to 8000	8000 to 15000	Total
15 – 20	8.71	2.04	1.23	11
20 – 25	335.67	102.43	11.89	450
25 – 30	26.61	10.51	1.87	38
	373	115	15	500

Chi-Square Test:

Summary		Alpha	0.05
Counts	Rows	Cols	Df
492	3	3	4

Chi-Square Result:

	Chi-Sq.	p-value
Pearson's	2.94726582	0.56668877

Interpretation: The result shows that Chi-Sq = 2.94, p-value = 0.56668877, which is greater than 0.05, hence we reject the null hypothesis and hence accept the alternative hypothesis saying “There is no significance difference age group and students willingness to pay for an online course”.

Chapter – V

Summary of Findings, Conclusion and Suggestion:

5.1. Findings:

- In this survey the 91.46% of respondents were lying between the age group of 20-25.
- It is observed that most of the respondents were using middle ranged phones, since they are using middle ranged phones, they are assumed to be average smart phones.
- Respondents were randomly picked but still number of respondents in diploma were less in number when compared to U.G and P.G
- It was found that 99% of the respondents agreed that they were comfortable using Internet.
- It is found that on an average 77.6% of our respondents are very much comfortable in using social media.
- It was ascertained that for about 46% of the overall respondents felt neutral even after taking up additional courses provided by their respective college.
- Put to gather only 35% of respondents wish to take up online courses and due to lack of proper awareness upon course availability 65% of the students have not taken up any online courses.
- 40% of the total respondents wish to take up regular classroom training instead of other modes of training even after so much technological advancement has been made in terms of learning.
- It is found that 96% of the respondents would like to learn the concepts through playing games.
- 75% of respondents wish to pay upto 5000 for an online course if provided they maybe Because students may have the perception of not spending much on online training because of their reliability aspects.
- Laptops & PC's are considered as the best for studying and learning purpose according to 64% of majority respondents than Tablets and Mobiles.
- Enhancing technical skills and knowledge is what required more efficiently than any other courses as per 69% of our respondents.

- It is found that before taking up an online course the first concern for 52% of respondents is towards the quality of content and next majority of students i.e., 22% of respondents prefer value for the money paid.
- Compared to females, males have taken more online courses.

5.2. Conclusion:

- Very less percentage of respondents have taken online courses, due to lack of proper awareness upon Online education.
- In order to increase the awareness, EdTech companies need to concentrate more on their marketing and advertising strategies.
- Awareness can be more effective if adds relating to online courses and offers are posted on social media, since lot more respondents frequently uses those social media sites.
- Students has to gain more knowledge upon advance technologies and understand smarter way of learning through online learning due to flexibility.

5.3. Suggestion/ Recommendations:

- Now that lots of companies are providing varieties of courses offline at a very high price, if the same would be provided online with much cheaper price, it is a great way to attract more students to take up online courses. Students should also be much more aware about the availability of variety of courses which will help them in enhancing their skills which may not be provided by the colleges as well.
- 65% of the respondents have not taken up any courses outside the reason maybe for this can be either they won't be aware of availability of courses, even if they are aware there may be some price constraints and quality constraints.
- Hence it's good to gamify the concepts which they learn in the classrooms and should be thought so that students will learn and understand it

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Annexures:

1. Name –

2. Contact Number

3. Email –

4. Gender – A. Male B. Female

5. Graduation – A. Diploma B. U.G C. P.G

6. Age Group – A. 15-20 B. 20-25 C. 25-30 D. 30 and above

7. Currently which phone you are using

a) Low Range(upto 10k)

b) Medium Range(10 -20K)

c) High Range(More than 20k)

8. Am I comfortable in using internet – A. Yes B. No

9. I am comfortable using

a) WhatsApp Yes/ No

b) Emails

c) Facebook

d) LinkedIn

e) Instagram

10. Are you satisfied with the additional courses offered by your college?

A. Yes B. No (5 Likert scale)

11. Have you taken any Online certification courses –

A. Yes B. No

12. Number of Online Courses I have taken

a. None B. Less than 2 C. More than 2 Less than 5 D. More than 5

13. Please choose one of the following mode for undergoing skill development programme

- A. Regular Classroom training.
- B. Fully Online training.
- C. Hybrid-Instructor led & web based.
- D. Other, Please specify

14. As a student what you prefer the most

- A. Offline Instructor led sessions
- B. Online Instructor led sessions
- C. Pre Recorded Video/Audio recording
- D. Simulation/games-based sessions

15. Would you like if to learn by playing web-based games?

- A. Yes B. No

16. What price you are comfortable in paying for a 30 hrs online training programme?

- A. 3000 to 5000
- B. 5000 to 8000
- C. 8000 to 15000
- D. More than 15000

17. What mode of learning would you prefer for online training?

- A. Mobile B. Laptops C. Tablet

18. If at all if you would have given a choice of taking up an online course which one would it be

- A. Test Preparation
- B. Technical skill certification

C. Language Learning

D. Higher Education

E. None of the Above

19. Rate following in 1 to 10 (1= least, 10= highest) before choosing an Online Certification Programme ?

A. Value of Money ()

B. Content

C. Faculty recommendation

D. Advertisements

E. Certificate Endorsements

F. Unavailability of the Programme near by

20. What you think the effectiveness might be if you have not taken an online course of online learning compared to meeting regularly in a classroom setting.

- offering convenience
- meeting individual learning needs
- contributing to effective communication in the class
- increasing your sense of community with the instructor and fellow students
- promoting greater student participation and interaction

A. Strongly Agree B. Agree C. Nutural D. Disagree E. Strongly Disagree

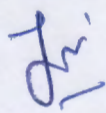
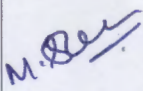
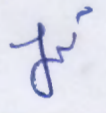
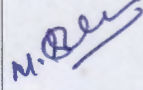
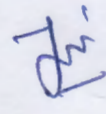
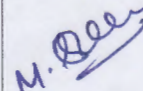
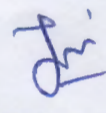
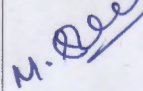
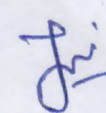
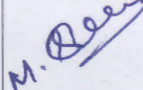
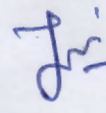
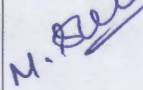
21. Please share your opinion on online & game/simulation-based learning experience



ACHARYA INSTITUTE OF TECHNOLOGY
DEPARTMENT OF MBA
INTERNSHIP WEEKLY REPORT (1AZ16MBA36)

Name : Manikanta Prasad GVN
Name of the Project : A study on Awareness and perception upon virtual education among college students in Bangalore with reference to Business Toys Private Limited
Internal guide : Prof. Sendhil Kumar M
USN No : 1Z16MBA36
Specialization : Finance & Marketing
Company name : Business Toys Private Limited
Company Address : #259, 60 feet road, AGB Layout 3rd Stage, Hesargatta Main Road, 560090 Bangalore.

Week	Work Undertaken	External Guide Signature	Internal Guide Signature
15-1-2018 to 20-1-2018	Understanding Structure, culture and functioning of the Organization.		
22-1-2018 to 27-1-2018	Understand products/services and the problems of the organization		
29-1-2018 to 3-2-2018	Understanding EdTech Industry profile and designing the topic relating to problem faced by the company		
5-2-2018 to 10-2-2018	Preparation of questionnaire and designing the data collection mode		

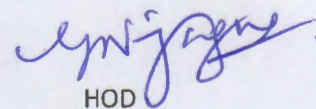
12-2-2018 to 17-2-2018	Circulating the questionnaire and gathering the responses		
19-2-2018 to 24-2-2018	Circulating the questionnaire and gathering the responses		
26-2-2018 to 3-3-2018	Data analysis and interpretation		
5-3-2018 to 10-3-2018	Findings, conclusions and suggestions		
12-3-2018 to 17-3-2018	Discussions with guide for final corrections in the project		
19-3-2018 to 24-3-2018	Discuss with guides for final corrections in the project		



Company Seal



College Seal


HOD

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