# Impact of Teaching Learning Process on Performance of Management Students

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## ABSTRACT

The teaching-learning process is a collective process in which instructor analyses and measures learning needs, outlines and forms learning objectives, and design new teaching-learning strategies to impart knowledge. The key purposes of the teaching-learning process are to encourage students for gaining more knowledge and to improve understanding of students about the topic, enhance talent and skills, and to shape attitudes and improve behavior. Management education in Kolhapur district has grown progressively over the last two decades, with several colleges and institutes offering courses such as BBA, MBA, BCA, and other professional programs. Collectively, there are about 15 management colleges in the district, with a total student strength of around 2,234 students. Many colleges use modern learning methods, some still depend on traditional methods of learning which are not sufficient to meet student's expectations and which are not sufficient for students to achieve academic success.The findings of the study indicate that management students in the Kolhapur district require more creative, student-centered, and blended teaching methods to enhance their learning and overall performance. There is a need to strengthen student's self-directed learning skills and offer better support in managing time and studies. The results reflect that students may benefit from a more balanced academic approach that supports both teacher-led and independent learning methods. Personal issues like health, financial condition, family support, and academic pressure have a strong impact on students' academic behaviour and performance. These challenges are not only common but also deeply felt, highlighting the need for emotional, financial, and academic support systems to help students perform better in their studies. Digital accessibility is not a major barrier for most students in the context of e-learning. Platforms like the Digital Library of India, SWAYAM, and e-PG Pathshala are actively used and considered helpful. Support from teachers and access provided by colleges also contribute positively to students' digital learning experience. This suggests that digital education tools are well-received and have a meaningful role in enhancing learning outcomes. Regular attendance, timely completion of tasks, and effective study planning are areas where students seem to face difficulties. These findings suggest the need for better academic support, time management training, and motivation strategies to help students build consistent study habits and improve their academic discipline.

**Key words:** Teaching methods, learning methods, academic behavior, academic performance

## INTRODUCTION

The teaching-learning process, is the organized, progressive and planned course of action for both the teacher and learner to accomplish the objectives of teaching and learning. The paper tries to examine the impact of teaching methods, personal issues, availability of E-learning resource, on performance of management students in Kolhapur district .

## REVIEW OF LITERATURE

The author has reviewed various research papers on the topic like teaching learning process, strategies, E-learning, Factors affecting teaching learning process, Factors affecting performance of students etc. Some relevant reviews are discussed below

**Impact of teaching methods on academic performance: -**

**Yusuf Badar (2022):** Teaching method has a significant impact on student's overall academic performance. The discussion and demonstration teaching methods significantly progress the student's academic performance as compared to the lecture method which is teacher centered. The traditional approach has been commonly used from year to year as a key method of communicating information to students (Ekwueme, Popola & Orin, 2012). In the conventional method, the teacher communicates ideas to learners by direct verbally often called talk and chalk method. According to him, teacher centered approach most of the time fails to encourage the students' interest and accomplishment of their academic goals. Selecting exact teaching method that helps to achieves path objectives is one of the most important decisions a teacher look for.

**Olajumoke Olayemi Salami and Erica Dorethea Spangenberg (2024)**: Cooperative learning has a great impact on teaching measurements. Cooperative learning improves student's conception and learning skills. It raises active involvement, communication, and teamwork among students which results in more deep understanding of the subject. At the same time, there are some limitations because of differences in student's abilities, limited resource, and cultural aspects that impact the effectiveness of cooperative learning.

**Ms. Surbhi Bhardwaj and Mr. Karanveer Hooda (2022):** 'Education is the most influential weapon that you can use to modify the world because it is not just related to teaching approaches and student scores, it is the base to make a flawless personality for better living in society and nation. So, it is very much important to improve the level of teaching methods to raise the quality of student's performance and learning attitude. For the better quality of education and attaining high performance the syllabus should be creative.

**Naba Prasanna Boruah, Nijara Baruah (2024):** Innovation is the most important part of teaching and learning process. Innovation in teaching learning process has to be accepted and implemented by the teachers as they are the vital representative of the education system.

**S. Vivek and P. Rangasami (2024):** The study established that teachers found it difficult to adjust to the online teaching structure due to various reasons, for example internet bandwidth and difficulty in sustaining relationships with the students. The innovative online teaching structure will improve the educational progress of the students.

**Objectives of the study : -**

The research is undertaken with certain objectives as follows: -

1. To study the teaching learning methods used to transmit information.
2. To examine the usefulness of teaching methods for student's academic success.
3. To estimate the relationship between personal issues and student's academic behaviour.
4. To study availability of E-learning resources available in learning process.
5. To suggest means and ways to improve quality of teaching and learning process.

## RESEARCH METHODOLOGY

There are 2234 management students in Kolhapur district.

After the calculations as per Taro Yamane's formula sample size of is 350 for students. To select the students from each institute proportionate stratified sampling method was used.

A Pilot study was conducted involving 50 students from CSIBER Kolhapur. Cronbach alpha was calculated to evaluate the internal consistency reliability of the questionnaire.

The period of data collection was June 2024 to Sept 2025. Students of MBA and BBA were selected for the study. Primary data was collected by interviewing the management students .

## HYPOTHESIS TESTING

**Considering statement of the problem of study and studied objectives, the following five hypotheses were set**

1] $H_0$: There is no significant impact of **personal issues** on the students' **academic performance.**

2] $H_0$: There is no significant impact of **device accessibility** on the students' **academic performance.**

3] $H_0$: There is no significant impact of **digital and virtual learning resources** on the students' **academic performance.**

4] $H_0$: There is no significant impact of **teaching methods** on the students' academic **performance.**

5] $H_0$: There is no significant impact of **student academic behaviour** on the students' **academic performance.**

**Path Diagram of Hypothesis Testing**

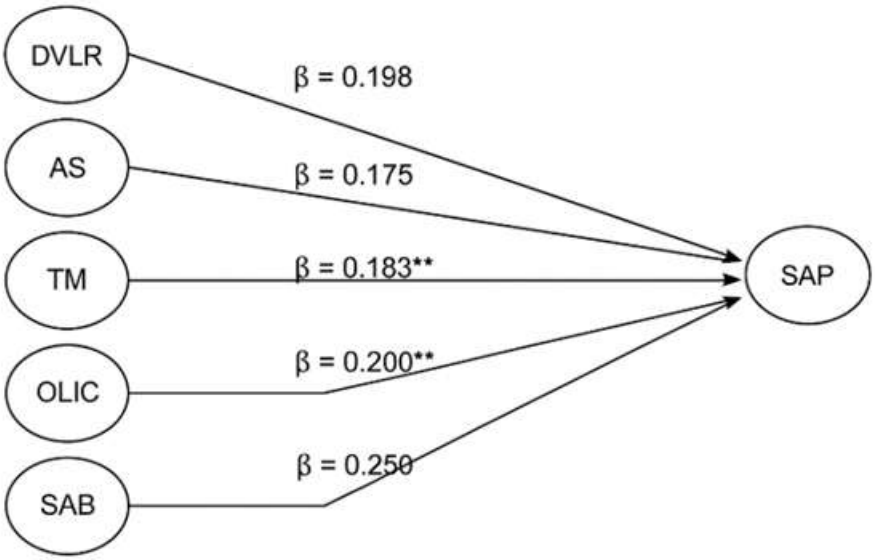


**Table No.: 1**

**Summary of Hypothesis: Multiple Linear Regression (MLR)**

| **Path Description** | | **Hypothesis** | **Standardized Path Estimate** | **Result** |
|---|---|---|---|---|
| **Independent** | **Dependent** | | | |
| Personal issues. | Academic performance. | H1 | -.100 | Not Supported |
| Device accessibility | Academic performance. | H2 | -.067 | Not Supported |
| Digital and virtual learning resources | Academic performance. | H3 | .198** | Supported |
| Teaching methods | Academic performance. | H5 | .183** | Supported |
| Student academic behaviour. | Academic performance. | H7 | .220** | Supported |

**(Source: Developed for this study)** ** significant at 0.001

The Multiple Linear Regression (MLR) analysis was carried out to test seven hypotheses that examined the influence of various independent factors on the academic performance of management students.

## RESULTS AND DISCUSSIONS

**Table No.:2**

**Descriptive Statistics: Teaching Methods (TM)**

| Item Code and Statement | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| TM1: Lecture-based teaching contributes to my learning. | 350 | 1.00 | 5.00 | 2.60 | 1.32 |
| TM2: Group assignments and projects influence how I understand course content. | 3501 | 1.00 | 5.00 | 2.72 | 1.21 |
| TM3: Online sessions impact the clarity of my understanding of concepts. | 350 | 1.00 | 5.00 | 2.88 | 1.16 |
| TM4: Online learning modules play a role in delivering knowledge. | 350 | 1.00 | 5.00 | 2.63 | 1.33 |
| TM5: Classroom discussions significantly contribute to my understanding of the subject matter. | 350 | 1.00 | 5.00 | 2.70 | 1.26 |
| **TM: Teaching Methods** | **350** | **1.00** | **5.00** | **2.71** | **0.96** |

(Source: Analysis of Survey Data)

The average score for TM1 (Lecture-based teaching contributes to my learning) is 2.60 (SD = 1.32), which means that most students disagreed that lecture-based methods were effective. This finding aligns with the frequency analysis, which indicated that a greater proportion of students held critical perspectives regarding lectures.

The meaning for TM2 (Group assignments and projects influence understanding) is 2.72 (SD = 1.21), which is slightly higher than the mean for lectures. This means that people tend to think more positively about group work than lectures, but it is still below the neutral point (3.00).

The mean score for TM3 (Online sessions affects the clarity of concepts) is 2.88 (SD = 1.16), which is the highest. This indicates that students perceive online sessions as relatively more effective than alternative methods, albeit not overwhelmingly so.

For TM4 (Online learning modules play a role in delivering knowledge), the mean is 2.63 (SD = 1.33), indicating a slight tendency towards disagreement and a wide range of responses.

TM5 (Classroom discussions help students understand) has a mean of 2.70 (SD = 1.26), which means that students perceive classroom discussions as slightly more helpful than lectures, although not by a substantial margin.

The overall construction of Teaching Methods (TM) has a mean of 2.71 (SD = 0.96), indicating that, on average, students do not strongly support current teaching methods as being very effective. The standard deviation of less than 1.0 at the aggregate level indicates that students' responses are consistent.

**Interpretation:** The descriptive results clearly show that students' opinions of the teaching methods are still average to below average, since none of the methods got a mean score above 3.0 (the neutral point). This means that traditional lecture-based methods, group activities, and even learning modes that utilize technology may not be enjoyable or effective enough as they currently are. The results indicate that management students in the Kolhapur district require more creative, student-centered, and blended teaching methods to enhance their learning and overall performance.

**Table No.3**

**Descriptive Statistics: Academic Success (AS)**

| Item Code and Statement | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| AS1: Current teaching methods contribute to my academic outcomes. | 350 | 1.00 | 5.00 | 3.17 | 1.42 |
| AS2: Self-study and the time I spend studying have an impact on my academic performance. | 350 | 1.00 | 5.00 | 2.78 | 1.37 |
| AS3My teacher's encouragement influences my academic performance. | 350 | 1.00 | 5.00 | 3.21 | 1.25 |
| AS4: Lecture notes provided by teachers affect how I prepare for examinations. | 350 | 1.00 | 5.00 | 3.27 | 1.28 |
| AS5: Time management plays a crucial role in achieving academic success. | 350 | 1.00 | 5.00 | 2.74 | 1.35 |
| AS6: The overall academic environment contributes to my academic learning. | 350 | 1.00 | 5.00 | 3.05 | 1.32 |
| **AS: Academic Success** | **350** | **1.00** | **5.00** | **3.04** | **0.99** |

(Source: Analysis of Survey Data)

The average score for AS1 (Current teaching methods contribute to my academic outcomes) is 3.17 (SD = 1.42), which suggests that students slightly agree that current teaching methods help them perform better academically. This reflects a moderate level of support for existing teaching practices.

The mean for AS2 (Self-study and the time I spend studying have an impact on my academic performance) is 2.78 (SD = 1.37), which is below the neutral point of 3.00. This indicates that students are somewhat uncertain about the effectiveness of their self-study efforts on academic outcomes.

The mean score for AS3 (My teacher's encouragement influences my academic performance) is 3.21 (SD = 1.25), indicating that students tend to agree that teacher encouragement plays a positive role in their academic success.

For AS4 (Lecture notes provided by teachers affect how I prepare for examinations), the mean is 3.27 (SD = 1.28), which is the highest among all items. This shows that students find teacher-provided notes particularly helpful when preparing for exams.

AS5 (Time management plays a crucial role in achieving academic success) has a mean of 2.74 (SD = 1.35), which is below neutral. This suggests that students are not fully convinced about the importance of time management, or they may struggle with managing their time effectively.

AS6 (The overall academic environment contributes to my academic learning) has a mean of 3.05 (SD = 1.32), which shows a slightly positive view towards the role of academic environment in supporting learning.

The overall construction of Academic Success (AS) has a mean of 3.04 (SD = 0.99), indicating that, on average, students lean slightly towards agreement that various factors contribute to their academic success. The relatively low standard deviation suggests a fair level of consistency in responses.

**Interpretation:** The descriptive results suggest that student's views on academic success are slightly above average, but not strongly positive. While lecture notes and teacher encouragement seem to be helpful, other factors like self-study and time management are not seen as very impactful. This indicates a need to strengthen student's self-directed learning skills and offer better support in managing time and studies. The results reflect

that students may benefit from a more balanced academic approach that supports both teacher-led and independent learning methods.

**Table No.4**

**Descriptive Statistics: Personal Issue (PI)**

| Item Code and Statement | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PI1: Financial circumstances influence my academic behaviour. | 350 | 1.00 | 5.00 | 3.50 | 1.59 |
| PI2: Health conditions have an impact on my academic performance. | 350 | 1.00 | 5.00 | 3.95 | 1.27 |
| PI3: Family support plays a crucial role in creating a positive learning environment. | 350 | 1.00 | 5.00 | 3.68 | 1.39 |
| PI4: Academic competition affects my ability to focus while learning. | 350 | 1.00 | 5.00 | 3.84 | 1.15 |
| **PI: Personal Issue** | **350** | **1.00** | **5.00** | **3.74** | **1.14** |

(Source: Analysis of Survey Data)

The average score for PI1 (Financial circumstances influences my academic behaviour) is 3.50 (SD = 1.59), which shows that many students agree financial issues have an effect on how they engage with their studies. The higher standard deviation indicates varied experiences among students.

The mean for PI2 (Health conditions has an impact on my academic performance) is 3.95 (SD = 1.27), which is the highest among all items. This suggests that students strongly feel their health plays an important role in their academic performance.

The mean score for PI3 (Family support plays a crucial role in creating a positive learning environment) is 3.68 (SD = 1.39), indicating that students generally agree family support helps them in maintaining a better academic mindset.

For PI4 (Academic competition affects my ability to focus while learning), the mean is 3.84 (SD = 1.15), which shows that many students feel pressure from academic competition, and this impacts their concentration during learning.

The overall construction of Personal Issue (PI) has a mean of 3.74 (SD = 1.14), indicating that, on average, students agree that personal issues significantly affect their academic journey. The moderate standard deviation suggests a fair consistency in their responses.

**Interpretation:** The descriptive results clearly show that personal issues like health, financial condition, family support, and academic pressure have a strong impact on students' academic behaviour and performance. These challenges are not only common but also deeply felt, highlighting the need for emotional, financial, and academic support systems to help students perform better in their studies.

**Table No.: 5**

**Descriptive Statistics: Factor: Device Accessibility (DA)**

| Item Code and Statement | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| DA1: Laptops or desktops are available for my e-learning activities. | 350 | 1.00 | 5.00 | 4.11 | 1.09 |

| | | | | | |
|---|---|---|---|---|---|
| DA2: Smartphones are accessible for my online learning purposes. | 350 | 1.00 | 5.00 | 4.14 | 1.11 |
| DA3: Tablets are available as an option for my online learning. | 350 | 1.00 | 5.00 | 3.85 | 1.17 |
| **DA: Device Accessibility** | **350** | **1.33** | **5.00** | **4.03** | **0.96** |

(Source: Analysis of Survey Data)

The average score for DA1 (Laptops or desktops are available for my e-learning activities) is 4.11 (SD = 1.09), which indicates that most students agree they have access to laptops or desktops for their online learning needs.

The mean for DA2 (Smartphones are accessible for my online learning purposes) is 4.14 (SD = 1.11), which is the highest among all items. This shows that smartphones are the most commonly available device for students engaging in online learning.

The mean score for DA3 (Tablets are available as an option for my online learning) is 3.85 (SD = 1.17), which is slightly lower than the other devices but still shows a generally positive response towards tablet accessibility.

The overall construction of Device Accessibility (DA) has a mean of 4.03 (SD = 0.96), indicating that, on average, students have good access to digital devices required for e-learning. The low standard deviation reflects a consistent pattern in student responses.

**Interpretation:** The descriptive results clearly show that students have strong access to digital devices, especially smartphones and laptops, which supports their participation in online learning. Although tablets are a bit less common, the overall access to devices is quite good, suggesting that digital accessibility is not a major barrier for most students in the context of e-learning.

**Table No.6**

**Descriptive Statistics: Factor: Online Learning and Infra Challenges (OLIC)**

| Item Code and Statement | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| OLIC1: High-speed internet is available at my institute. | 350 | 1.00 | 5.00 | 3.42 | 1.43 |
| OLIC2: High-speed internet is available at my home. | 350 | 1.00 | 5.00 | 3.33 | 1.35 |
| OLIC3: Technical difficulties affect my online learning experience. | 350 | 1.00 | 5.00 | 3.48 | 1.28 |
| OLIC4: Limited communication is a barrier in online learning. | 350 | 1.00 | 5.00 | 3.39 | 1.36 |
| OLIC5: Disturbances at home influence my online learning. | 350 | 1.00 | 5.00 | 3.36 | 1.34 |
| OLIC6: I have access to Coursera for learning purposes. | 350 | 1.00 | 5.00 | 3.10 | 1.35 |
| OLIC7 found that Coursera is beneficial for my academic growth | 350 | 1.00 | 5.00 | 3.05 | 1.38 |
| **OLIC: Online Learning and Infra Challenges** | **350** | **1.00** | **5.00** | **3.30** | **1.05** |

(Source: Analysis of Survey Data)

The average score for OLIC1 (High-speed internet is available at my institute) is 3.42 (SD = 1.43), which shows that students moderately agree about having high-speed internet access at their college, though experiences may vary.

The mean for OLIC2 (High-speed internet is available at my home) is 3.33 (SD = 1.35), slightly lower than at the institute, suggesting that internet access at home is not always reliable for all students.

The mean score for OLIC3 (Technical difficulties affect my online learning experience) is 3.48 (SD = 1.28),

indicating that technical issues are a common challenge in online learning.

For OLIC4 (Limited communication is a barrier in online learning), the mean is 3.39 (SD = 1.36), which shows that students feel communication gaps can negatively affect their learning experience online.

OLIC5 (Disturbances at home influence my online learning) has a mean of 3.36 (SD = 1.34), reflecting that distractions at home are another factor impacting students' ability to focus during online classes.

OLIC6 (I have access to Coursera for learning purposes) has a mean of 3.10 (SD = 1.35), which is just above the neutral point, suggesting that not all students are equally able to use Coursera for their studies.

OLIC7 (I found that Coursera is beneficial for my academic growth) has a mean of 3.05 (SD = 1.38), showing a slightly positive view, though not a strong agreement, regarding Coursera's usefulness.

The overall construction of Online Learning and Infra Challenges (OLIC) has a mean of 3.30 (SD = 1.05), indicating that, on average, students experience moderate challenges with online learning and infrastructure. The relatively low standard deviation suggests a fair level of consistency in responses.

**Interpretation:** The descriptive results suggest that students face a variety of challenges in the online learning environment, including internet issues, technical problems, communication barriers, and home distractions. Although platforms like Coursera are available and seen as somewhat helpful, their impact is not overwhelmingly positive. These findings highlight the need for stronger digital infrastructure, better communication tools, and supportive home environments to improve the overall quality of online education.

**Table No.7**

**Descriptive Statistics: Factor: Digital & Virtual Learning Resources (DVLR)**

| Item Code and Statement | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| DVLR1: My college provides access to virtual labs. | 350 | 1.00 | 5.00 | 3.49 | 1.36 |
| DVLR2: Virtual labs help enhance my knowledge. | 350 | 1.00 | 5.00 | 3.63 | 1.22 |
| DVLR3: My institute provides access to the Digital Library of India. | 350 | 1.00 | 5.00 | 3.62 | 1.21 |
| DVLR4: I use the Digital Library of India for learning purposes. | 350 | 1.00 | 5.00 | 3.72 | 1.22 |
| DVLR5: The Digital Library of India contributes to my learning. | 350 | 1.00 | 5.00 | 3.70 | 1.21 |
| DVLR6: My teachers support me in using SWAYAM for learning. | 350 | 1.00 | 5.00 | 3.62 | 1.25 |
| DVLR7: SWAYAM helps me to understand concepts clearly. | 350 | 1.00 | 5.00 | 3.62 | 1.22 |
| DVLR9: I am satisfied with my experience using e-pg pathshala | 350 | 1.00 | 5.00 | 3.60 | 1.27 |
| **DVLR: Digital & Virtual Learning Resources** | **350** | **1.00** | **5.00** | **3.62** | **0.97** |

(Source: Analysis of Survey Data)

The average score for DVLR1 (My college provides access to virtual labs) is 3.49 (SD = 1.36), which indicates that students moderately agree that virtual lab access is available at their college.

The mean for DVLR2 (Virtual labs help enhance my knowledge) is 3.63 (SD = 1.22), suggesting that students view virtual labs as useful tools for improving their understanding.

The mean score for DVLR3 (My institute provides access to the Digital Library of India) is 3.62 (SD = 1.21), which shows that students mostly agree that their college offers access to this digital learning platform.

For DVLR4 (I use the Digital Library of India for learning purposes), the mean is 3.72 (SD = 1.22), which is the highest among all items, indicating that many students actively use the Digital Library for their studies.

DVLR5 (The Digital Library of India contributes to my learning) has a mean of 3.70 (SD = 1.21), showing a strong belief that the resource adds value to students' academic growth.

DVLR6 (My teachers support me in using SWAYAM for learning) has a mean of 3.62 (SD = 1.25), which suggests that students generally feel supported by faculty in using SWAYAM.

DVLR7 (SWAYAM helps me to understand concepts clearly) also has a mean of 3.62 (SD = 1.22), reflecting that students find the platform helpful in understanding academic content.

DVLR9 (I am satisfied with my experience using e-PG Pathshala) has a mean of 3.60 (SD = 1.27), indicating a generally positive experience with this government-supported e-learning platform.

The overall construction of Digital & Virtual Learning Resources (DVLR) has a mean of 3.62 (SD = 0.97), which shows a consistent and positive perception of digital resources among students. The low standard deviation indicates stable opinions across the sample.

**Interpretation:** The descriptive results show that students are largely satisfied with the digital and virtual learning resources available to them. Platforms like the Digital Library of India, SWAYAM, and e-PG Pathshala are actively used and considered helpful. Support from teachers and access provided by colleges also contribute positively to students' digital learning experience. This suggests that digital education tools are well-received and have a meaningful role in enhancing learning outcomes.

**Table No.8**

**Descriptive Statistics: Factor: Student Academic Behaviour (SAB)**

| Item Code and Statement | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| SAB1: I regularly attend classes and participate in academic activities. | 350 | 1.00 | 5.00 | 2.83 | 1.47 |
| SAB2: I complete my academic tasks and assignments on time. | 350 | 1.00 | 5.00 | 2.81 | 1.28 |
| SAB3: I manage my study schedule effectively to support my learning. | 350 | 1.00 | 5.00 | 2.87 | 1.29 |
| **SAB: Student Academic Behaviour** | **350** | **1.00** | **5.00** | **2.83** | **1.15** |

(Source: Analysis of Survey Data)

The average score for SAB1 (I regularly attend classes and participate in academic activities) is 2.83 (SD = 1.47), which shows that students are somewhat irregular in attending and actively participating in academic activities. The high standard deviation reflects varied levels of engagement among students.

The mean for SAB2 (I complete my academic tasks and assignments on time) is 2.81 (SD = 1.28), indicating that many students do not consistently meet deadlines, or struggle to complete tasks on time.

The mean score for SAB3 (I manage my study schedule effectively to support my learning) is 2.87 (SD = 1.29), which is slightly higher than the other two items but still below the neutral point. This suggests that time management remains a challenge for many students.

The overall construction of Student Academic Behaviour (SAB) has a mean of 2.83 (SD = 1.15), indicating that students, on average, do not strongly follow academic discipline or regular habits. The standard deviation points to moderate variation in their behaviour.

**Interpretation:** The descriptive results reveal that students' academic behaviour is generally below average. Regular attendance, timely completion of tasks, and effective study planning are areas where students seem to face difficulties. These findings suggest the need for better academic support, time management training, and motivation strategies to help students build consistent study habits and improve their academic discipline.

## SUGGESTIONS

1. The overall construction of Personal Issue (PI) has a mean of 3.74 (SD = 1.14), indicating that, on average, students agree that personal issues significantly affect their academic journey. In order to allow the students to overcome the personal issues it is suggested to organize workshops for students on topics like importance of time management, importance of setting goals in academic life., offering scholarships, which will help students to overcome financial stress., have dedicated health and wellness centres that offer both physical and mental health services, including regular medical check-ups,
2. Management students in Kolhapur district finds current teaching methods insufficient hence there is need to adopt more interactive and student-centered teaching methods. As well as taking regular feedback from students will also help to modify the teaching strategies which will ultimately help to improve student's academic performance.
3. The institutes must emphasize on online sessions, group assignments which improves the understanding level of students. Students must attend the classes regularly and complete the assignments in time and proper time management is critical for the performance of the students.

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