'Consumer perception towards Byju's the learning app and byju's the early learn app.'

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I. Introduction:

E-Learning can be delivered and supported using a variety of electronic media, but is also the ideal complement to a traditional education or training program delivery. These technologies are used to create and deliver individualized, comprehensive, dynamic learning content that facilitates learning, anytime and anywhere. It is an innovative approach to communicating almost any type of instructional information. e-Learning can be delivered and supported using a variety of electronic media but is also the ideal complement to a traditional education or training program. e-Learning is instruction that occurs when the instructor and the students are separated by time, distance, or both. E-Learning is student centered. The learner is the core of any e-Learning system. Materials and activities are designed with the needs and interests of the learner in mind. Students assume control of their learning experience and use it to suit their specific needs. E-Learning is self-directed and self-paced. Students control the amount of time spent on a particular topic. This allows learners to skip material they already understand or to spend additional time on difficult areas. This individualized approach usually allows learners to complete their education and training faster than in traditional courses

OBJECTIVES:
Primary: To determine Consumer preferences and behaviour towards the Byju's Ed-tech Applications in Ahmedabad.
Secondary: To study and understand the marketing activities and campaigns of Byju's the learning App and Byju's the early learners App.

DATA COLLECTION METHODS:
In this research which is done on "consumer perception towards Byju's the learning app and Byju's the early learn app". There are two types of methods of data collection.
– Primary data
• This type of data is the original data which are collected specially for the purpose in mind. It is obtained from the first-hand sources. The method which will be used in the project through Questionnaires.
– Secondary data
• In this research, the secondary data used will be uploaded researches papers.

II. Literature Review:

1. The concepts and ideas in defining mobile learning suggest that learners' mobility, learning virtually anywhere and anytime, via mobile devices, are the main characteristics of mobile learning. Research on the teaching and learning through mobile learning has become a rapidly evolving area. (Preece, 2000; Frohberg, 2002; Vavoula, Pachler and Kukulska-Hulme, 2009)
2. In addition to common students, learners "who were hard to reach, and hard to engage, or hard to access – for example young offenders, traveller communities, disengaged teenagers and work-based learners in difficult contexts" appears to be a hot topic for m-learning research (Attewell, 2005; Stead, 2006, Duncan-Howell and Lee, 2007).
3. Investigating online advertising on smartphone and tablets makes us believe that over the next five years, the use of touch-screen mobile devices will grow dramatically, and respondents can be expected to use them at a higher rate. (Tsalgatidou, A., Veijalainen, J., and Pitoura, E, 2016).
4. Nivedita Jha & Veena Shenoy has carried out a study to analyze the status of the modern education process in India. They pointed out that the country offers diversity not only in culture and ethnicity but also in purchasing power and affordability of the Indian people. (Nivedita Jha & Veena Shenoy ,2016)

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5. The rapid adoption of smartphones, developing mobile apps has become an attractive arena for entrepreneurs. (Liang, et al, 2015)

UNI-VARIATE ANALYSIS:

6.1 Gender

		Percent	Valid Percent	Cumulative Percent
Valid	male	47.0	47.0	47.0
	female	53.0	53.0	100.0
	Total	100.0	100.0	
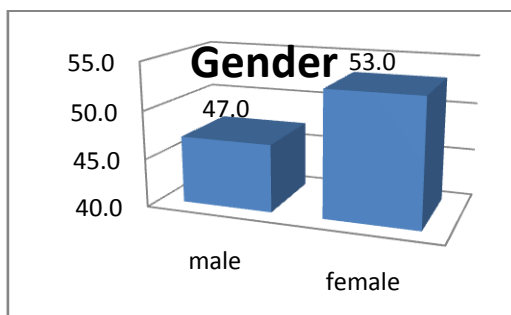
Interpretation: It can be known from the above chart that, from total 100 respondents, 47.0% of the respondents were male, on the other hand, 53.0% of respondents were female.

6.2 Age

		Percent	Valid Percent	Cumulative Percent
Valid	12-15	13.0	13.0	13.0
	16-19	46.0	46.0	59.0
	20-23	28.0	28.0	87.0
	above 23	13.0	13.0	100.0
	Total	100.0	100.0	
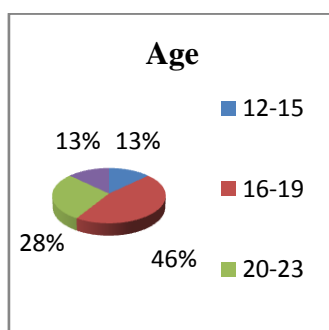
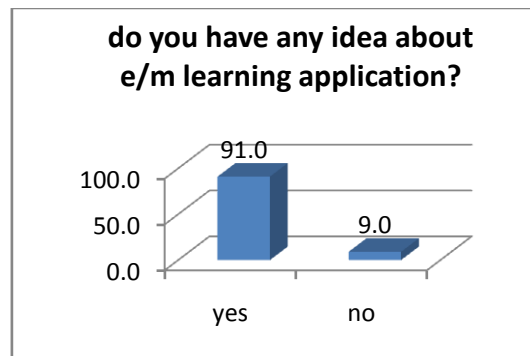Interpretation: It can be inferred from the above graph that, out of 100 respondents, the majority of respondents around 46% are between 16 to 19 years, 28% of respondents are between 20 to 23 years and only 13% of respondents are above 23 years.

6.3. Do you have any idea about e/m learning application?

		Percent	Frequency
Valid	Yes	91.0	91
	No	9.0	9

	Total	100.0	100

do you have any idea about e/m learning application?

Interpretation: It can be known from the above graph that, 85.5% of respondents are aware about the e/m learning applications and around 5.0%, do not have any idea about learning applications.

6.4. **Interested in taking guidance from application based learning?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	7	7.0	7.0	7.0
	neutral	19	19.0	19.0	26.0
	agree	65	65.0	65.0	91.0
	strongly agree	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

intrested in taking guidance from application based…
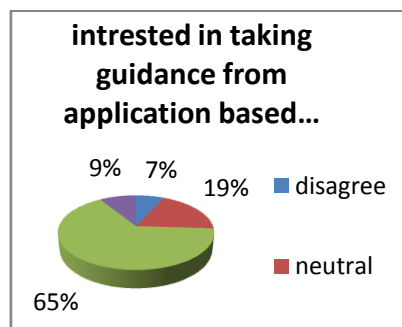
Interpretation: Above pie chart shows the percentage of people interested in taking guidance from application based learning. 7% of respondents are not interested in any application based learning. 19% feel neutral about it.

6.5. Application based learning is beneficial as it is an interactive mode.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	7.0	7.0	7.0
	Neutral	27	27.0	27.0	34.0
	Agree	61	61.0	61.0	95.0
	strongly agree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

application based learning is beneficial as it is an…

5% 7%   27%   ■ disagree

61%   ■ neutral
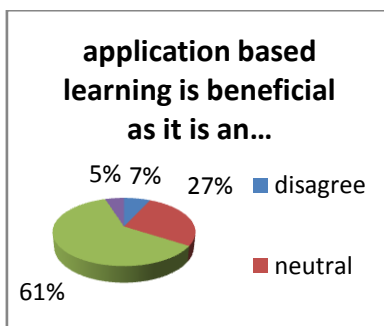
Interpretation: The graph above shows the percentage of people, who think that application based learning is beneficial as it is an interactive mode. From our respondents 5% strongly agree to this statement, 61% agree to this statement, 27% feel neutral about this statement and 7% of respondents do not agree with the statement.

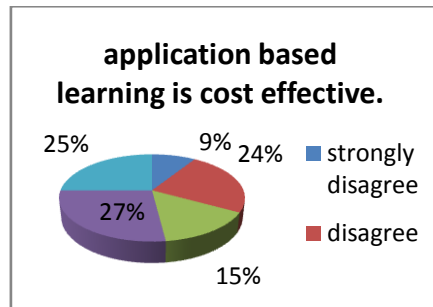**6.6. Application based learning is useful as courses are readily available online.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	7.0	7.0	7.0
	Neutral	24	24.0	24.0	31.0
	Agree	58	58.0	58.0	89.0
	strongly agree	11	11.0	11.0	100.0
	Total	100	100.0	100.0	

application based learning is useful as courses are readily available online.

11%   7%   ■ disagree

58%   24%   ■ neutral
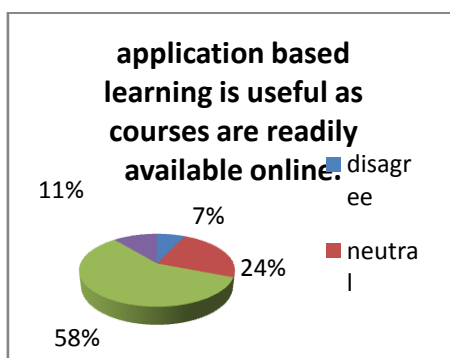
Interpretation: From our respondents, 11% of people strongly agree to the statement that, application based learning is useful because courses are readily available online. 58% of people agree to it, 24% feel neutral about it and 7% of people disagree to the statement.

6.7. Application based learning is cost effective.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	9.0	9.0	9.0
	disagree	24	24.0	24.0	33.0
	neutral	15	15.0	15.0	48.0
	agree	27	27.0	27.0	75.0
	strongly agree	25	25.0	25.0	100.0
	Total	100	100.0	100.0	

application based learning is cost effective.

25% 9% 24%
27%
15%

■ strongly disagree

■ disagree

Interpretation: The pie chart above describes that, 25% of people strongly agree to the statement that application based learning is cost effective, 27% agree to the statement, 15% feel neutral about it, 24% disagree to the statement and 9% strongly disagree to the statement.

6.8. Implementing application based learning would improve performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	5	5.0	5.0	5.0
	neutral	24	24.0	24.0	29.0
	agree	63	63.0	63.0	92.0
	strongly agree	8	8.0	8.0	100.0
	Total	100	100.0	100.0	

implementing application based learning would...

8% 5% 24%
63%
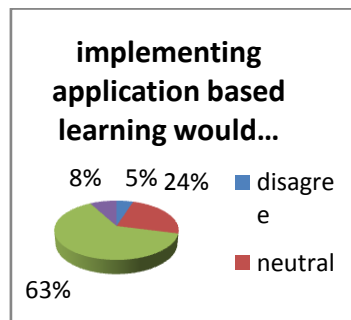
■ disagree

■ neutral

Interpretation: Majority of our respondents that is 63%, agree to the statement that implementing application based learning would improve performance. 8% of people strongly agree to the statement. 24% feel neutral about it and 5% disagree to the statement.

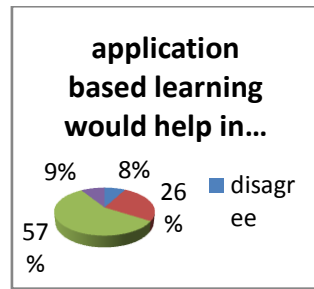**6.9. Application based learning would help in better understanding of the course than formal teaching methods.**
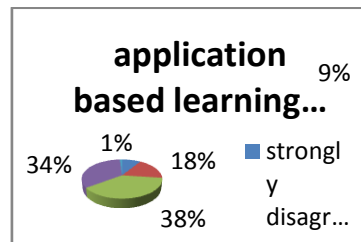
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	8	8.0	8.0	8.0
	neutral	26	26.0	26.0	34.0
	agree	57	57.0	57.0	91.0
	strongly agree	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

application based learning would help in…

9%   8%   26%   ■ disagree   57%

Interpretation: It can be inferred from the pie chart above that 9% of our respondents strongly agree to the statement that E/M learning would help in better understanding of the course than formal

6.10. Application based learning would replace the faculties.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	9.0	9.0	9.0
	disagree	18	18.0	18.0	27.0
	neutral	38	38.0	38.0	65.0
	Agree	34	34.0	34.0	99.0
	strongly agree	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

application based learning…

9%   1%   34%   18%   ■ strongly disagr…   38%

6.11. Highlights areas of knowledge where participants should improve.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	33	33.0	33.0	33.0
	agree	32	32.0	32.0	65.0
	neutral	30	30.0	30.0	95.0
	disagree	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Interpretation: From the pie chart above, we can know that only 1% of respondents strongly agree to it, that application based learning would replace the faculties.

6.13 Application based learning is beneficial as it is an interactive mode. * gender Cross-tabulation

		Gender		Total
		male	female	
Application based learning is beneficial as it is an interactive mode.	disagree	4	3	7
	neutral	13	14	27
	agree	26	35	61
	strongly agree	4	1	5
Total		47	53	100

highlights areas of knowledge where participants should…

- strongly agree
- agree

33%
32%
30%
5%
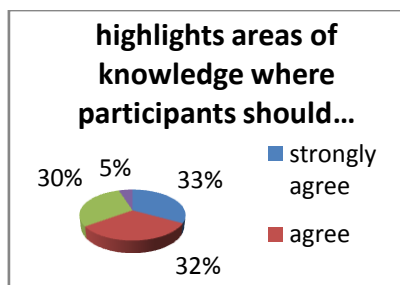
Interpretation: It can be inferred from the pie chart above that, 33% of people strongly agree to the statement that application based learning highlights areas of knowledge where participants should improve.

Two Variable:
6.12 Application based learning is useful as courses are readily available online. * gender Cross-tabulation.

		Gender		Total
		male	female	
Application based learning is useful as courses are readily available online.	disagree	3	4	7
	neutral	14	10	24
	agree	24	34	58
	strongly agree	6	5	11
Total		47	53	100

Interpretation: The table above shows that, out of 100, 53 females think that, application based learning is useful as courses are readily available online and 24 males feel the same and very few people disagree with this statement.

Interpretation: From the given table, we can know that, 26% of male feel that application based learning is beneficial for them, as it is an interactive mode and only 4% of males disagree with this statement.

6.14 Application based learning is cost effective. * gender Cross-tabulation

		Gender		Total
		male	female	
Application based learning is cost effective.	strongly disagree	2	7	9
	disagree	11	13	24
	neutral	9	6	15
	agree	13	14	27
	strongly agree	12	13	25
Total		47	53	100

Interpretation: From the above table, it can be known that, out of 100 respondents, total 9 respondents strongly disagree with the statement that, application based learning is cost effective. 12 males and 13 females agree with this statement and total 24 students disagree with it.

6.15 Application based learning would help in better understanding of the course than formal teaching methods. * age Cross-tabulation

		Age				Total
		12-15	16-19	20-23	above 23	
Application based learning would help in better understanding of the course than formal teaching methods.	disagree	2	3	1	2	8
	neutral	6	13	5	2	26
	agree	5	29	17	6	57
	strongly agree	0	1	5	3	9
Total		13	46	28	13	100

Interpretation: From the above table, inferences can be made that, from total 57 respondents, 5 students who are above age 23, strongly agree with this statement. Moreover, 16-19 are not supporting either side of the statement and from all the ages only 8 students disagree with the statement.

6.16 Implementing application based learning would improve performance. * age Cross-tabulation

		Age				Total
		12-15	16-19	20-23	above 23	
Implementing application based learning would improve performance.	disagree	1	3	1	0	5
	neutral	7	12	2	3	24
	agree	5	29	21	8	63
	strongly agree	0	2	4	2	8
Total		13	46	28	13	100

Interpretation: From the above table, we can know that, total 63 respondents from all the age groups agree with it, that implementing application based learning would improve their performance

6.17 Application based learning would help to learn at your own pace and time. * age Cross-tabulation

		Age				Total
		12-15	16-19	20-23	above 23	
Application based learning would help to learn at your own pace and time.	disagree	1	4	0	0	5
	neutral	6	11	4	4	25
	Agree	6	27	21	7	61
	strongly agree	0	4	3	2	9
Total		13	46	28	13	100

Interpretation: From the given table, it can be inferred that, total 25 respondents out of 100 respondents, of all the age groups do not support either side of the statement, that application based learning would help to learn at

your own pace and time. At the same time, total 61 respondents of all the age groups agree with this statement and only 5 respondents out of 100 of all the age groups disagree with the statement.

6.18

age * gender Crosstabulation				
Count				
		gender		Total
		Male	female	
age	12-15	8	5	13
	16-19	22	24	46
	20-23	6	22	28
	above 23	11	2	13
Total		47	53	100

Interpretation: It can be known from the above table that, out of 100 respondents total 13 are from the age group 12 to 15 which includes 8 males and 5 females, 46 are from the age group 16 to 19 including 22 males and 24 females, 28 are from the age group 20 to 23 including 6 males and 22 females, and 13 are above 23 years including 11 males and only 2 females.

HYPOTHESIS FINDINGS:
* Application based learning will not replace faculties. Instead of that application based learning will help faculties to know where students need to improve.
* Many respondents thinks that Application based learning is cost effective.
* Application based learning will help them to learn at their own pace & time.
* Application based learning allows participants/students to test their knowledge & to know where they need to improve.

III. Conclusion:
Any activity which involves fun will indulge into user engagement automatically. It is the general tendency of humans that they love to doing fun involved activities. So when we are gamifying education sector, it is very important that root purpose of implementing and indulging games as a pedagogical tools must be achieved. At the end it must not become fun loving activity only but, it must solve the purpose for which it has been designed. If the student is not able to understand the concept after reading few odd pages written by the author of the book then purpose of reading as well as writing that book will become null and void in all means. So it is very important that apps must be designed smartly and by keeping one factor in mind that the outcome of the application must be learning with fun.

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