

**A BRIEF STUDY ON INDIAN ONLINE EDUCATION AND ITS SUITABILITY  
(DURING COVID-19 ERA)**

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**ABSTRACT**

Recently, COVID 19 has transformed the educational system from conventional offline mode to the online mode within no time all round the world. India is no exception and subjected t to the available technology, it is also moving to online mode of education to ensure continuity of education. In this context, it is pertinent to question the readiness of online education in India with regard to the expectations of stakeholders like teachers, students, parents, school management etc. In this study, we focus on obtaining important trends and information regarding. the existing baseline situation of online education through an online survey. The survey aimed in knowing the facts about the various attributes of online education system like mode of delivery, assessment of course outcomes, discipline during the sessions, level of effective communication, student's interest, interpretation of content and impact of delivery. The results of the survey has been summarised and analysed to get important trends and observation. Analysis of the survey data indicates that there is an acceptable comfort at home for online classes. The discipline of the student has increased in senior secondary category. Communication between the teacher and the student in online classes is good. Contrary to the above observations, survey also underlines that online education system has an adverse impact on the behavior of the student. Besides, most of the parents think that outcome of online education system is not up to the mark. Based on the analysis, some corrective measures have been suggested for proper planning of the system, training to teachers and adopting the changes caused due to online teaching regime.

**Key Words:** Online education, COVID – 19, Effective communication, School Discipline, Outcome evaluation.

**1. INTRODUCTION**

The global pandemic COVID -19, made many industries falter in an year's time. While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children (Source of data) in 186 countries affected by school closures due to the pandemic. Primary and Secondary Education in developing countries like India has also been affected. Schools, colleges and universities have been shut down for a long time. There were a few instances where the schools and colleges tried to reopen for higher classes, but that did not seem to be working out, with the rising cases of the load of the pandemic. Currently, as the second wave, which has been more deadly, has started booming, there is likely chance of further shut down of the offline traditional education system. In a country like India, there are more

chances that the whole system may be dented if only online education system continues for a year or so. The prime reason is many of the parents and the teachers are unaware of the best ways of online teaching. These are some of the facts from UNICEF that are showcased.

With school closures across 188 countries (as of April 2020), many of them are exploring alternative ways to provide continuous education using technologies such as Internet, TV, and radio. However, access to these technologies is limited in many low- and middle-income countries, especially among poor households.

While more than 90 per cent of the countries adopted digital and/or broadcast remote learning policies, only 60 per cent did so for pre-primary education.

Policy measures taken by the governments to ensure learning continuity through broadcast or digital media allowed for potentially reaching 69 per cent of schoolchildren (at maximum) in pre-primary to secondary education globally.

31 per cent of schoolchildren worldwide (463 million) cannot be reached by the broadcast- and Internet-based remote learning policies either due to the lack of necessary technological assets at home, or because they were not targeted by the adopted policies.

Online platforms were the most used means by the governments to deliver education while schools remain closed, with 83 per cent of countries using this method. However, this allowed for potentially reaching only about a quarter of schoolchildren worldwide.

Television had the potential to reach the most students (62 per cent) globally.

Only 16 per cent of schoolchildren could be reached by radio-based learning worldwide.

Globally, 3 out of 4 students who cannot be reached by the remote learning policies come from rural areas and/or belong to the poorest households.

Considering this data, it is important that countries do not rely on any single remote learning channel to reach all children. Additionally, expanding access to Internet and other digital solutions for all children would be one key long-term priority to reduce learning vulnerabilities. (Education and COVID-19 - UNICEF DATA)

With regard to the above facts, the specific attributes of Indian Education System needs to be understood to further underline the complexity associated with online education system prevailing in the country.

## **2. BACKGROUND**

The context of online education involves three key stakeholders; the teacher, the learner or the student and the parent. All three play a different role in understanding the different aspects of online education. As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic (Pokhrel & Chhetri, 2021). A generic observation is that online teaching and learning

is successful and can be implemented easily only after the student reaches a certain age and have attained a reasonable cognitive level. Teachers taking online classes without prior training cannot provide expected outcome from the sessions. To cope up with the lost teaching sessions, the education systems have been abruptly shifted from offline to online education without the readiness of either of the stakeholders. This may have an adverse impact on the learner. There are advantages of online system of education, given it proper space to develop gradually and consistently. A sudden shift to online mode may not have suitability for most of the students.

Moreover, for online education to flourish, the parents are to be tech savvy to support their children in handling online classes properly. There should be proper teaching methodologies that make students relate their online sessions similar to offline classes. Nonetheless, the COVID-19 pandemic cannot be simply considered as an excuse to prioritize online teaching and dismiss traditional face-to-face learning (Peimani & Kamalipour, 2021). The students should gain knowledge due to online education that is possible only through effective communication between student and teacher during and after online sessions. Due to online education there is also a challenge of downfall in self-discipline of the student, which, needs to be addressed. There is also a need of proper environment for taking online education; else the students have the habit of attending their classes with no proper preparation generally.

The students should be given opportunity to interact in the class for effective learning. Classrooms that encourage emotional well-being create an atmosphere for both learning and emotional development. Educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings (Stronge, 2002). The classroom environment should do as much too foster cooperation and acceptance as the instructional method the teacher uses. Children are sensitive to the atmosphere created in the classroom (Bucholz EdD & Sheffler Julie Sheffler, 2009). There is a difference between classroom setup and a home set up for creating a learning environment, which generates interest in the learner. Not all the home-environment are convenient and comfortable for attending online sessions.

Effective communication between teachers and students is the heart of online education. The question that comes out of this is: "What influences the successful communication between teachers and students?" R. N. Bush tried to answer it in his book *The Teacher-Pupil Relationship* (1986) naming seven elements of a successful teacher-student communicative relationship: (1) personal sympathy, (2) acquaintance, (3) interests, (4) attitudes and values, (5) intelligence, (6) social origin, and (7) work methods (Suzić et al., 2013). During offline classes the students have the privilege of interacting with their teachers often to clarify their doubts. In online education students tend to lose interest in interacting with their teachers. Student discipline plays an important role in the overall growth. Due to the flexibility in online classes there is a possibility that the discipline they developed during school days may be affected in due course of time. Online learning assumes that students access courses on regular basis and find necessary information about course activities on e-learning portal (Gorbunovs et al., 2016).

In online education, the student generally has the tendency to listen to classes without taking a proper class notes. It becomes the responsibility of the teacher to engage the students through

formative assessment in the online environment. India is still in the budding stage towards online education; Students are largely habitual of attending classes in the school, meeting their friends, spending time in the playground. School playtime (recess) provides children an opportunity to engage in a range of active and sedentary play behaviors on a daily basis (Ridgers et al., 2011). Therefore, it is necessary for the student to spend time in the playground to strengthen themselves through games and physical activity and exercises.

The future of online education mainly depends on the effectiveness of its delivery. The teachers should take the pandemic situation as an opportunity to invest in development of behavioral skills and other technological capacity building. There is no doubt that the pandemic will end, but it does not mean that the time lapsed with weak education standards during online sessions will return. The quality of course outcomes during online education can be significantly enhanced through. As the student grows day after day his cognitive levels increase, and it becomes the responsibility of both the parent and the teacher to reinforce the students with proper knowledge on regular basis.

Evaluation in online education is also to be addressed, for developing interest in the student. Evaluation adds the ingredient of value judgment to assessment. It is concerned with the application of its findings and implies some judgment of the effectiveness, social utility or desirability of a product, process or progress in terms of carefully defined and agreed upon objectives or values (Srinivasan, 2020). For better management of academic integrity during online delivery and assessment during COVID-19, academic staff and faculties need to be equipped with procedural support that provides moral support for faculties (Gamage et al., 2020). If the teacher is able to set clear objectives or learning outcomes, the process of evaluation can be measured. The sudden change from offline to online education has an effect on the freedom of the student. There are likely chances that the students deviate themselves from regular learning patterns. Internet and technology addiction is multi-faceted and truly has no standard definition because of diverse types of technologies available. However, in its most simplistic form, technology addiction is overuse of technology to the point of where it interferes in daily activities, school and relationships with family and friends (Halupa, 2016). No matter what kind of education a student is pursuing online or offline, it should lead to the holistic development of the student. The key attributes being understanding, knowledge, creativity and personality. Caution must be used in technology use in both children and adolescents. It is important to balance technology use with other activities that promote relationships, creativity and development (Halupa, 2016).

### **3. DATA COLLECTION AND METHODOLOGY**

#### **Participants**

The study aimed in collection of data from the parents of students, who are seeing their children pursuing online education almost for the first time. The data was collected after few months of online classes happening in the country.

#### **Methodology**

The data was collected in the form of questionnaire that was made available in Google forms. The communication for participation was sent through emails and Whatsapp messages for wide circulation in the times of COVID. The questionnaire contained few questions related to comfort, communication, discipline, interest, future, impact and outcome of online education. The questions related to the above attributes are shown in Table 1. Every question was given 5 levels of response based on Likert scale viz. strongly agree, agree, neutral, disagree and strongly disagree.

**Table 1: Attributes to questions**

<i>Attribute</i>	Questions			
<i>Class comfort in online education</i>	The student has separate space at home for online classes	The student enjoys his/her classes from home environment		
<i>Effective communication during and after online sessions</i>	The student gets opportunity to speak during online classes	The student regularly interacts with teachers after classes.		
<i>Discipline developed in student during online sessions</i>	The student is regular to his/her online classes	The student prepares his/her notes/ classwork regularly in online teaching	The student has developed self-discipline during online classes	The student actively participates in online events like webinars/ workshops/ training etc.
<i>Interest in online education</i>	The student participates actively in online classes	The student really wants to go to school / College	The student misses his /her friends and classmates	The student is missing playground and playtime
<i>Interpretation and future of online education</i>	The student feels evaluation in online teaching is fair	The student should attend school/College instead of online teaching	The student understands the consequences of pandemic and cautious about it	The student is positive about the things improving in future
<i>Impact of online education</i>	The student feels that he/she is	The student has become irritated and disturbed		

Attribute	Questions			
	engaged too much in non-academic digital activities like games/social media applications	during COVID times		
<i>Outcome of online education</i>	The student easily relates online to offline classes	The student thinks that knowledge is improved through online classes	The student gets trained for lifelong learning/ placements through online teaching.	The student has improved his/her creativity through online classes

**Domain of study**

The data received from the parents are further divided into five segments depending on the age of the student, and is represented in Table 2.

**Table 2**

Age	Level	No. of responses
<b>3-6</b>	Pre-Primary (PP)	23
<b>7-12</b>	Primary (P)	29
<b>13-15</b>	Secondary (S)	28
<b>16-18</b>	Senior secondary (SS)	22
<b>19 and above</b>	Graduation and above (G)	29

**4. RESULTS AND DISCUSSION**

**Pre-primary responses**

Mostly the schools are using online platforms like Google meet, zoom and MS teams for their online classes. Fee is less than 1, 00,000/- per year in most of the cases. Most of the parents expressed strongly that there should be reduction in the tuition fee of the student. Hardly one to

two hour classes held online for students at pre-primary level the responses received were given numbers 5 to 1 for strongly agreed to strongly disagree.

**Primary responses**

Mostly the schools are using online platforms like Google meet, zoom and MS teams CISCO WebEx meets for their online classes. Fees is less than 1,00,000/- per year for nearly 75 % of the students, 1-2,00,000/- for 20% and above 2,00,000/- for 5%. Again, most of the parents have expressed the need of reduction in the fees of the student. Two to three hours classes are held at this age.

**Secondary Level class responses**

Mostly the schools are using Google meet, zoom and MS teams CISCO WebEx meets for their online classes. Fees is less than 1,00,000/- per year for 70 % of the students, 1-2,00,000/- for 18% and above 2,00,000/- for 12%. Most of the parents opine that there should be reduction in the fees of the student. About four hours classes are held at this age.

**Senior secondary responses**

Mostly the schools are using Google meet, zoom and MS teams CISCO WebEx meets and Blackboard for their online classes. Fees is less than 1,00,000/- per year for 70 % of the students, 1-2,00,000/- for 18% and above 2,00,000/- for 12%. Most of the parents opine that there should be reduction in the fees of the student. About four hours classes are held at this age.

**Graduation responses**

Mostly the schools are using Google meet, zoom, MS teams, CISCO WebEx meets, Go to meeting, few university sites and Blackboard for their online classes. Fees is less than 1,00,000/- per year for 45 % of the students, 1-2,00,000/- for 25% and above 2,00,000/- for 30%. Most of the parents opine that there should be reduction in the fees of the student. About four hours classes are held at this age per day.

The percentage of these responses are represented in Table 3

**Table 3: Responses in percentage**

Level	Pre-primary					Primary					Secondary					Senior Secondary					Graduation				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
The student is regular to his/her online classes	34.8	34.8	17.4	4.35	8.7	51.72	34.5	0	13.8	0	57.1	25	17.9	0	0	59.1	36.4	0	4.55	0	37.9	44.8	13.8	0	3.45
The student has separate space at home for online classes	21.7	39.1	21.7	13	4.35	20.69	37.9	17.2	20.7	3.45	42.9	28.6	25	3.57	0	40.9	45.5	13.6	0	0	24.1	48.3	17.2	10.3	0
The student enjoys his/her classes from home environment	8.7	26.1	39.1	21.7	4.35	10.34	17.2	41.4	17.2	13.8	35.7	25	21.4	7.14	10.7	27.3	31.8	22.7	9.09	9.1	24.1	44.8	17.2	13.8	0
The student easily relates online classes to offline classes	4.35	17.4	47.8	30.4	0	10.34	24.1	31	17.2	17.2	21.4	21.4	39.3	14.3	3.57	22.7	22.7	40.9	13.6	0	6.9	24.1	31	31	6.9
The student thinks that knowledge is improved through online classes	0	21.7	60.9	17.4	0	6.9	20.7	48.3	6.9	17.2	25	28.6	35.7	10.7	0	36.4	18.2	27.3	18.2	0	10.3	44.8	31	10.3	3.45
The student gets trained for lifelong learning/ placements through online teaching.	0	30.4	47.8	8.7	13	3.45	20.7	31	24.1	20.7	21.4	21.4	39.3	10.7	7.14	13.6	45.5	36.4	4.55	0	10.3	27.6	34.5	17.2	10.3
The student feels evaluation in online teaching is fair	4.35	13	56.5	17.4	8.7	6.9	24.1	31	20.7	17.2	14.3	39.3	28.6	10.7	7.14	27.3	22.7	40.9	0	9.1	13.8	41.4	20.7	17.2	6.9
The student prepares his/her notes/ classwork regularly in online teaching	4.35	34.8	39.1	21.7	0	17.24	24.1	34.5	10.3	13.8	28.6	28.6	32.1	7.14	3.57	31.8	50	18.2	0	0	10.3	44.8	31	10.3	3.45
The student participates actively in online classes	13	43.5	30.4	4.35	8.7	27.59	27.6	24.1	10.3	10.3	42.9	32.1	14.3	10.7	0	36.4	45.5	18.2	0	0	17.2	55.2	13.8	13.8	0
The student gets opportunity to speak during online classes	13	43.5	30.4	8.7	4.35	17.24	37.9	27.6	13.8	3.45	39.3	35.7	14.3	7.14	3.57	40.9	36.4	18.2	4.55	0	27.6	51.7	10.3	10.3	0
The student has developed self-discipline during online classes	4.35	30.4	39.1	21.7	4.35	6.9	34.5	27.6	17.2	13.8	28.6	28.6	21.4	17.9	3.57	18.2	40.9	27.3	9.09	4.6	6.9	48.3	20.7	24.1	0
The student has improved his/her creativity through online	4.35	43.5	34.8	13	4.35	6.9	13.8	44.8	20.7	13.8	28.6	35.7	21.4	10.7	3.57	22.7	22.7	45.5	9.09	0	10.3	41.4	31	17.2	0



Level	Pre-primary					Primary					Secondary					Senior Secondary					Graduation				
Question	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
classes																									
The student feels that he/she is engaged too much in non-academic digital activities like games/social media applications	4.35	26.1	39.1	21.7	8.7	20.69	20.7	37.9	13.8	6.9	17.9	21.4	35.7	17.9	7.14	13.6	45.5	31.8	4.55	4.6	10.3	58.6	20.7	10.3	0
The student regularly interacts with teachers after classes.	0	17.4	52.2	30.4	0	6.9	17.2	41.4	24.1	10.3	17.9	28.6	35.7	17.9	0	4.55	36.4	50	9.09	0	10.3	37.9	20.7	24.1	6.9
The student should attend school/College instead of online teaching	30.4	43.5	8.7	8.7	8.7	34.48	27.6	17.2	13.8	6.9	35.7	14.3	32.1	3.57	14.3	22.7	40.9	22.7	13.6	0	31	37.9	17.2	10.3	3.45
The student really wants to go to school / College	39.1	39.1	8.7	13	0	48.28	34.5	0	10.3	6.9	35.7	21.4	32.1	7.14	3.57	36.4	40.9	13.6	4.55	4.6	31	41.4	20.7	6.9	0
The student misses his /her friends and classmates	47.8	34.8	13	0	4.35	68.97	27.6	0	3.45	0	50	35.7	10.7	0	3.57	54.6	31.8	13.6	0	0	31	51.7	10.3	6.9	0
The student is missing playground and playtime	52.2	39.1	4.35	0	4.35	72.41	27.6	0	0	0	53.6	28.6	14.3	0	3.57	59.1	31.8	9.09	0	0	34.5	51.7	6.9	6.9	0
The student has become irritated and disturbed during COVID times	30.4	43.5	17.4	8.7	0	34.48	34.5	17.2	6.9	6.9	17.9	35.7	39.3	7.14	0	36.4	31.8	31.8	0	0	20.7	37.9	31	10.3	0
The student actively participates in online events like webinars/ workshops/ training etc.	4.35	30.4	30.4	30.4	4.35	6.9	20.7	31	20.7	20.7	32.1	25	21.4	17.9	3.57	9.09	40.9	45.5	4.55	0	24.1	41.4	27.6	6.9	0
The student understands the consequences of pandemic and cautious about it	13	52.2	21.7	8.7	4.35	27.59	55.2	17.2	0	0	50	28.6	21.4	0	0	40.9	50	4.55	4.55	0	34.5	51.7	10.3	3.45	0
The student is positive about the things improving in future	17.4	34.8	30.4	13	4.35	17.24	51.7	10.3	13.8	6.9	50	25	17.9	3.57	3.57	50	40.9	4.55	4.55	0	34.5	41.4	20.7	3.45	0

**General Observations**

The observations made from the responses given to various questions are tabulated in Table 4.

**Table 4: General Observations**

Question	Pre-primary	Primary	Secondary	Senior secondary	Graduation and above
Number of responses	23	29	28	22	29
The student is regular to his/her online classes	Most of the students are regular to their classes.				
The student has separate space at home for online classes	An average number of students have separate space at home for online classes.		Most number of students has separate space at home for online classes.		
The student enjoys his/her classes from home environment	The students neither enjoy his/her classes from home environment nor do they deny it.		Majority of the students enjoy his/her classes from home environment.		
The student easily relates online classes to offline classes	It is tough for the student to relate online lessons to offline understanding especially at this age.				
The student thinks that knowledge is improved through online classes	There is no major gain in knowledge due to online classes as they lack real time understanding.		There is gain in knowledge due to online classes.		There is an average gain of knowledge in online classes.
The student gets trained for lifelong learning/ placements through online teaching.	No life learning aspects observed at this age.			There will be few subjects at this age that focus on lifelong learning.	
The student feels evaluation in online teaching is fair	Online evaluation can't be reported at this age.			Evaluation is fair with the students.	
The student prepares his/her notes/ classwork regularly in online teaching	A class note is prepared by the students at this age whether it is	Strangely it is observed that the class note is prepared by only an average	It is observed that the class note is prepared by many students.		Average number students take a class note.

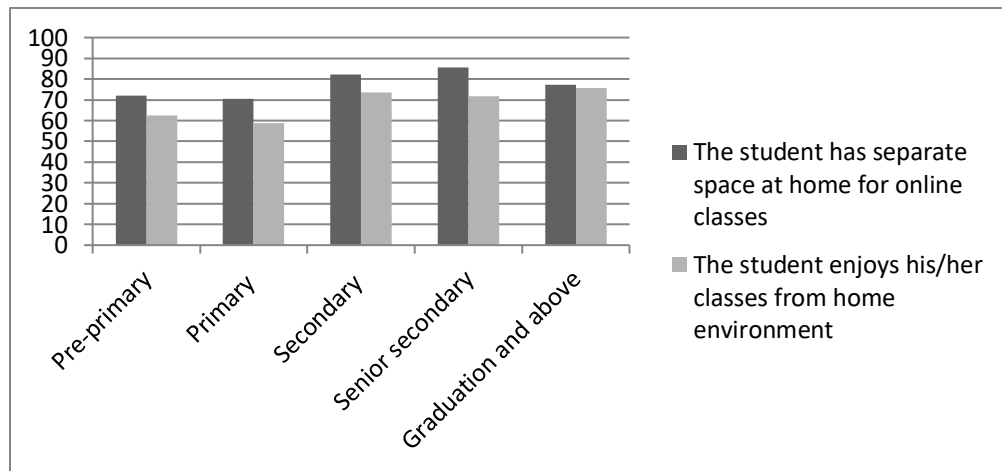
Question	Pre-primary	Primary	Secondary	Senior secondary	Graduation and above
	an online class or offline class.	number of students.			
The student participates actively in online classes	The students attend online classes for the sake of attending it.	Most of the students are ready to attend the online classes.			
The student gets opportunity to speak during online classes	Conversation between teacher and student in online class is at par. The students are given activities to engage them in class.				
The student has developed self-discipline during online classes	Online classes do not impact discipline at this age as there is less hours of interaction.	The self-discipline of the students improved due to online learning.		There is no improvement in the self-discipline of the students.	
The student has improved his/her creativity through online classes	Only art and craft classes impact creativity.	There is fair improvement of creativity during classes.			
The student feels that he/she is engaged too much in non-academic digital activities like games/social media applications	At this age students don't tend to use games and social media a lot.	At this age students trend neutrally to engage themselves in using games and social media.	The students are engaging more time in social media and games.		
The student regularly interacts with teachers after classes.	Actually there is very less need of interaction with teachers after class at this age.	Students of this age just start to interact with teachers after classes; therefore there is a mixed pattern of response.			
The student should attend	The parents opined that regularly attending school is good at this age.				

Question	Pre-primary	Primary	Secondary	Senior secondary	Graduation and above
school/College instead of online teaching					
The student really wants to go to school / College	The students are interested in going to the school.				
The student misses his /her friends and classmates	The students like to be in company of their friends at this age.				
The student is missing playground and playtime	The students like to play more and interested in playtime.				
The student has become irritated and disturbed during COVID times	Due to a lack of regular school going pattern of life students tend to get disturbed during pandemic situation.				
The student actively participates in online events like webinars/ workshops/ training etc.	Actually the question is not suitable to this age students as their attention is usually very less.	Average numbers of students are interested in attending online events.	Good numbers of students are interested in attending online events.		
The student understands the consequences of pandemic and cautious about it	It is really tough for the students to understand the consequences of pandemic, but they suggest us to be cautious only after repetitive reinforcement.	Students at this age are eager to know about the situation and start creating awareness and are cautious about the pandemic.			
The student is positive about the things improving	Students cannot interpret about the situation.	The students have a positive approach towards improvement in the future.			

Question	Pre-primary	Primary	Secondary	Senior secondary	Graduation and above
in future					

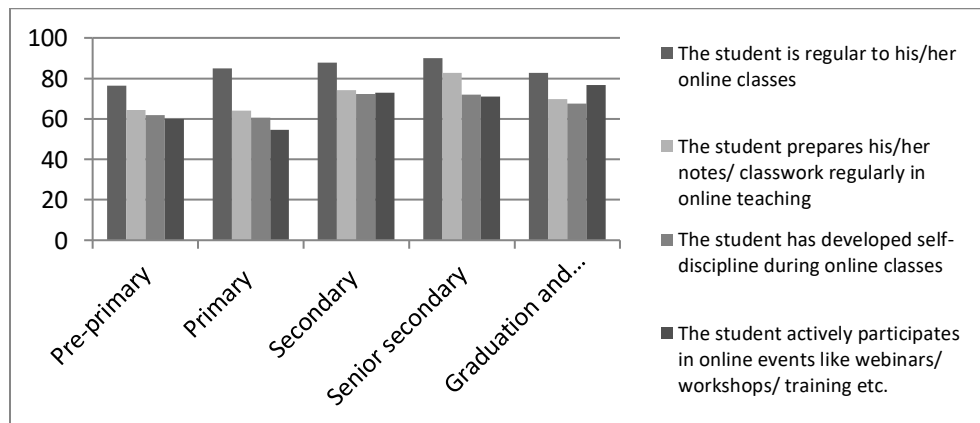
**Interpretation of attributes**

The attributes to which these questions address are separated and represented in the form of a graphical representation. The average values of every question from pre-primary response to graduation and above response are taken in consideration. The overall response to each attribute is mentioned along with the Figure 1 to 7.



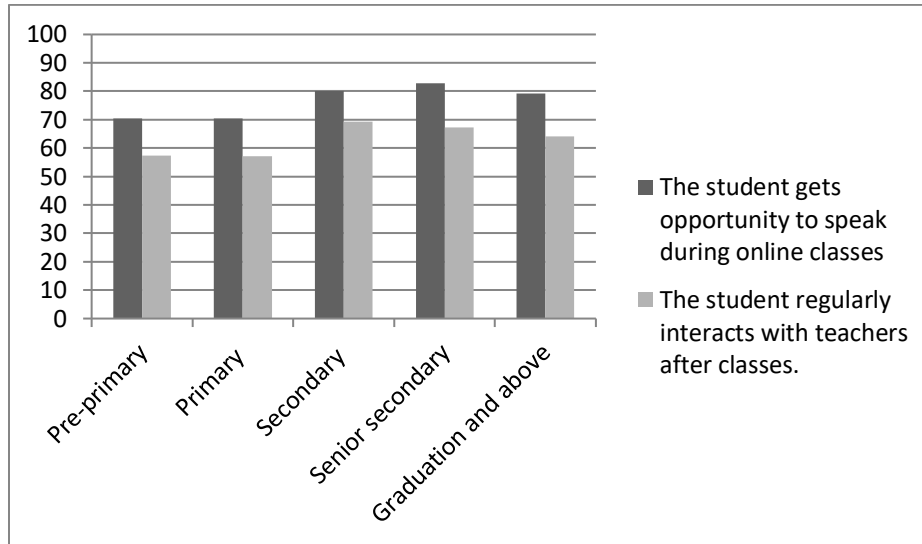
**Figure 1:** Class comfort

It can be observed from the graph that until the age of 12 and above the student does not have the classroom comfort at home. The reason may be the attention span of the students is low at this age. It is also evident that many of the schools are following play way method in their curriculum.



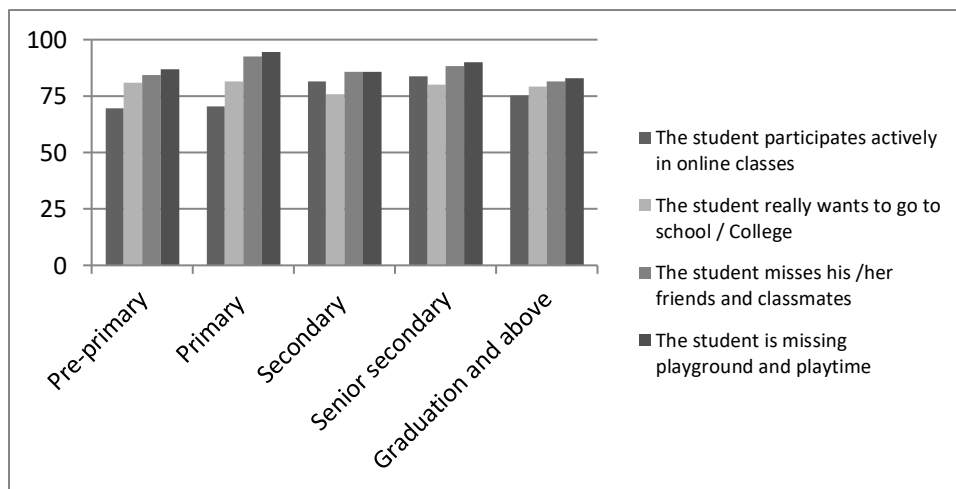
**Figure 2:** Discipline

From the graph, it can be interpreted that discipline, the students are regular to their classes, but only senior secondary are taking things seriously and maintaining discipline during online education. It is also evident that online events are attended by graduation and above students.



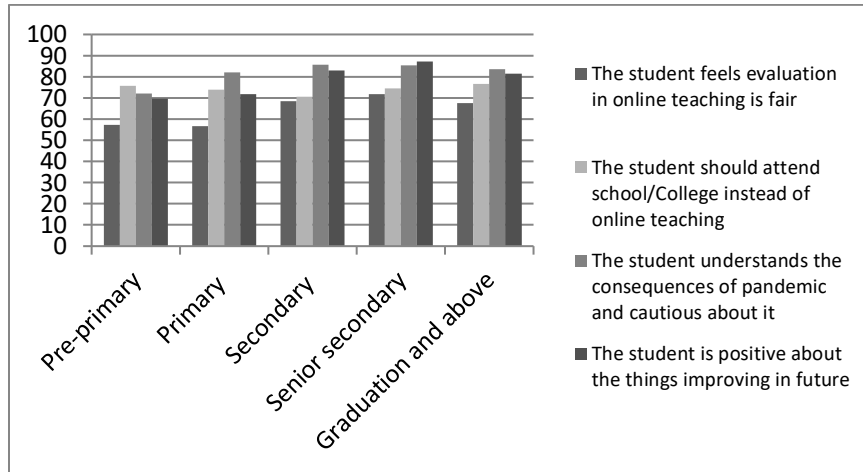
**Figure 3: Communication**

The communication levels are good between the teacher and the student of the online class. Student teacher interaction after class has reduced in online education.



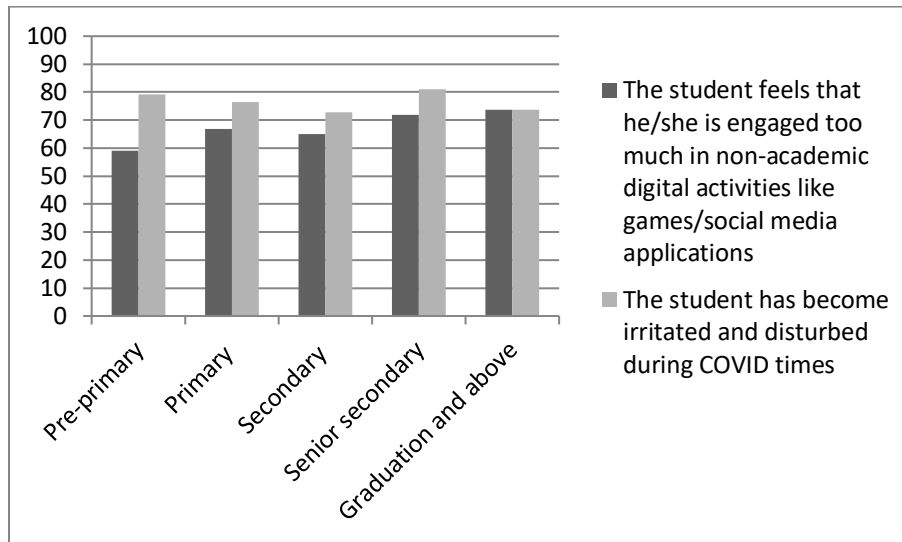
**Figure 4: Interest**

This attribute is aimed in understanding the actual interest of the student. We know from the observations the students are attending online classes and participating in it but they are more interested in attending the school on a daily basis, they miss out their playtime and their friends.



**Figure 5:** Interpretation

From the graph, it is clear that the students as well as the teachers are positive about the future but opined that there is need of improvement of evaluation in online education system.



**Figure 6:** Impact

It is evident from the graph that current online education system has an impact on the psychology of the student. The parents have reported that the students became fussier during these challenging times.

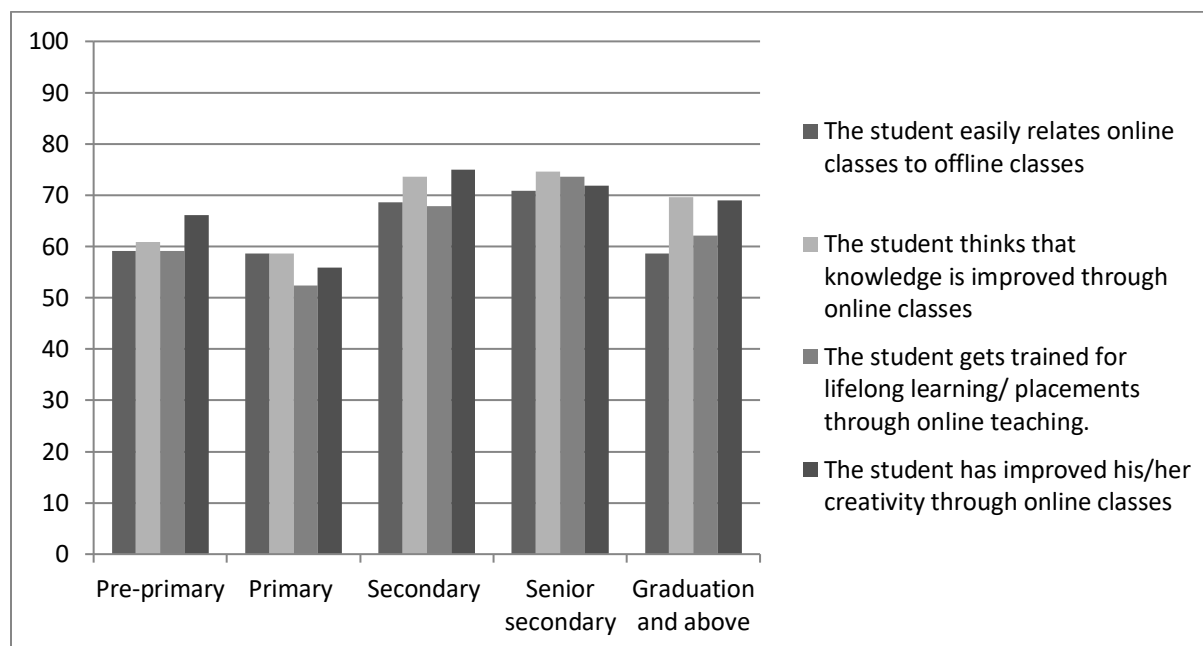


Figure 7: Outcome

It is observed from the graph that parents opined that the outcome of online education is below or about 70 % in many cases, parents were not very confident with the online education system.

## 5. CONCLUSION

COVID-19 has affected the education industry to a great extent. Educational institutes are adopting the new normal of online education system over offline education system. Many online education platforms like Google meet, CISCO WebEx meet; Blackboard etc. have come into a wide use. The survey conducted as a part of this study has revealed many important findings. Given the constraints with economic activity and loss of employment, many household are struggling with their financial independence. Hence, there may be an immediate need of revision of fee so that online education may be accommodated within household budget. Offline education offers the students more practical learning compared to online learning. Due to the unawareness with the new system, parents do not seem to understand the importance of separate space at home for online learning.

Online education system has not affected the interaction of teacher and students. Students are attending online classes regularly. The students are missing their school atmosphere as they got used to playing in the school ground regularly and that is a good sign. The students are positive about improvement in the future. Good amount of time is invested by students going to school and they hardly find time for being mischievous, whereas the online classes range from 1 to 4 hours a day and they have ample free time that make them irritable. It is tough to interpret the outcomes of online education at this stage, as it needs lot of efforts to make it error free.

Online education system may be suitable to students after adolescence. The curriculum has to be changed in a manner that it suits online education system. The offline curriculum can't be



directly dealt in online system without modifications. The educational institutes all over the country have to train their teachers for conduct of online classes. Hybrid learning may be adopted in the future by the educational institutions, so that online learning is not only used in crisis but also on regular basis. There are issues like web connectivity in online learning, but is not addressed in the scope of the study.

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