



A COMPARATIVE STUDY OF FACTORS AFFECTING ONLINE EDUCATION IN RURAL AND URBAN REGIONS OF WEST BENGAL

¹Dr. Abantika Mondal, ²Sayanti Chakroborty, ³Dr. Avishek Chaudhury

¹Assistant Professor, ²Student, ³Assistant Professor

Department of Teacher Education, The West Bengal University of Teachers' Training, Education Planning and Administration, Kolkata, West Bengal, India

Abstract: The devastating impact of pandemic COVID-19 has reached every nook and corner of the world. The deadly virus has paralysed and crippled every human activity. Education sector is also no exception. In India since March, 2020 all the schools, colleges and universities have remained closed. Under the given circumstances, having no other alternative- schools, colleges, universities and other educational institutions regularised academic activities through various online platforms. For the students belonging to affluent class it was a welcome relief. But in a vast demographically diverse country like India- where most of the students live in rural areas, where numerous students come from a poor economic background- the success and credibility of online mode of education is a matter of debate.

This paper, therefore, attempts to investigate the plural dimensions of online mode of education with special reference to the factors affecting online education in rural and urban regions of West Bengal.

Index Term: Online mode of education, holistic development, socio-economic status, rural-urban binary, digital apartheid

I. Introduction

West Bengal is primarily a village-oriented state. It is estimated that about three-fourth of the total population live in the villages. It is often said that the future of a country is shaped in its classrooms. Therefore, for the wholesome development of a child it is quite essential to implement a sound education system based on a holistic approach. So proper learning environment is quite essential for ensuring that every student gets the best learning environment to flourish. As education is the most important and basic right to every individual human being it is our social and moral obligation to facilitate the perfect learning environment for all kinds of students. When schools remained closed due to global pandemic most of the Indian schools have adopted online learning platform as a panacea for education system.

Embedded in the ancient learnings of Vedas and Puranas, the Indian education system has come a long way from Gurukuls to the new-age hi-tech academic institutions. The students in schools and colleges are not just evaluated based upon their achievements in examination but also on their learning abilities, acquired knowledge and skills as well as their performance in extracurricular activities and real-life situations. This system has been implemented in order to emphasize the importance of the overall growth of the tender buds to broaden their horizon. The academic institutions in India are embracing advanced technologies to facilitate learning. Many schools have integrated modern electronic gadgets into their traditional classrooms to make learning an engaging and interesting process by teaching the young learners through digital applications.

Definitely Covid-19 has affected the world of education leading to a major shift from traditional school education to online classes. Online classes definitely lack the 'human' touch and face to face interactions between teachers and students. Attention and interaction are very much subjective in nature, therefore, it can't be attributed to any platform or modes of learning. Teachers and students have enhanced interaction and creative learning by using chat boxes, screen-share, whiteboards, etc. which are useful for the presentation of images or PPTs. Online classes being the new normal has given the world the opportunity to make learning more flexible and accessible on a global level. It is also cost-effective since a good internet connection and a working computer- that is all you need to teach your class.

I.1. Objectives of the work

- To understand the effect of online teaching learning system upon the students of Upper Primary and Secondary level under West Bengal Board both in Govt./ Govt.- aided and Private schools.
- To determine the level of the adaptation of the new education system (online mode) by the parents/guardian.
- To understand how the socioeconomic status of the parents/guardians influence the school education in regard to online mode of education.
- To understand how rural-urban divide influence the school education in regard to online mode of education.

II. Review of Literature

Online education is a new subject in India, however, even in this limited period of time a sizeable amount of research work has been done on it. From there we moved on to our current work with the help of some important ideas and works.

Focal points: India has around 15 lakh schools (govt. and private) and only 15% of them are located in Urban areas. This percentage share has remained more or less same between 2013-2018. 71% of enrolment in the country is concentrated in Rural locations. The rate of total private school enrolment and percentage share of private schools among all schools have been consistently increasing since 2013-2014. The Annual Status of Education Report (ASER), conducted annually by Pratham and the National Achievement Survey (NAS), carried out every three years by the central government, studies the state of the education system and highlights learning levels, enrolment rates and major gaps in the system, among other things. These reports reveal that while children are graduating to a higher class every year, very few are performing at their expected levels. The ASER 2020 report revealed that 5.3% of rural children aged 6-10 years have not enrolled in this year, compared to 1.8% in 2018. (Education in India needs an Overhaul, November 18, 2020, by Sharanya Menon).

According to the 2011 census of India, 68.84% of Indians (around 833.1 million people) live in 640,867 different villages and of the total population of West Bengal state, around 68.13% live in the villages of Rural areas. According to District wise population of West Bengal by Rural and Urban areas, 2011, only Kolkata has 100%, Howrah has 63.30%, Hooghly 38.62% urban population. Not only that, just 31.89% of the total population of West Bengal belongs to the Urban areas. So, it shows that the major part of the total population in India and especially in West Bengal live in Rural areas. On the other hand, according to Statista Research Department, November 24, 2021, in India (2017-2018), the number of enrolled students in government schools was 131 million while the privately managed schools had 119 million enrolled students. It is to be noted that Indian schooling system is one of the largest in the world and it caters to over 250 million students.

Access with flexibility: Prashanthi Karyala and Sarita Kamat did their research on "Online education in India -the bad and the ugly" (23rd September, 2020 in Policy, Teaching and Education). In Bangalore they have found that online classes are flexible, less stressful, there is exploration of new methods of teaching and assessment. On the other hand, it is to be noted that body language and eye contact which are important cues for the teacher, are difficult to perceive in an online class. A parent of an 8 years old, attending a private school in Gurgaon, has the view that little kids should not have the online class system as their concentration span is small and they do not pay any attention after a while. The physical learning experience is much more valuable to them than the virtual one.

Socio-economic condition: A school teacher from Ratnagiri Maharashtra has observed that in a class size of 40 students, after two months of online classes, around 20 students regularly attended the classes with whatever device and connection they have. Around 5-8 students were completely absent. Probably the absentee students' socio-economic status is the root cause of this. Live online classes are unavailable in maximum level as larger families cannot afford it. But it is also disagreeable for the system where WhatsApp/You Tube videos are given to the students to acquire lessons as it only encourages rote learning.

Difficulties for girls: There is also a problem faced by the girls as they have to do much household works than boys and it deters them from attending the classes on time. The other problem which is a notable hindrance for the girl students, especially in upper primary level in lower middle class and often in middle class families too, is that the girl child is not provided with the mobile/laptop/computer to attend the online classes where her brother is getting the same facility staying in the same family. It is the cruel nature of gender biasness that still prevails in our society to a great extent.

Digital divide: Rinchen Norbu Wangchuk (26th June, 2020) has raised the issue in the article "Classes online? What About Those Who share a Basic Phone Among a Family of 5?" and also "What About Places Where There is NO INTERNET"- Despite a large base of internet users, the internet penetration rate in the country stands at just nearly 50% in 2020". According to him, India has massive user base, but Digital Divide remains in a significant manner though data is cheap compared to global prices; the cost of internet-enabled devices remains as a barrier. Here is the major issue of having only one smartphone where the school going children in a family are more than one. The second concern is low bandwidth and recharge problems. In January 22, 2021 The Times of India published an interview of famous educationist Anita Rampal, former Dean, Faculty of Education, Delhi University. According to her digital education in this pandemic situation also contradicts the policy of Right to Education (RTE) Act, 2009.

Positive attitude towards online education: Ramesh Bijlani, a physician, philosopher and yoga teacher (6th February, 2021, The Speaking Tree, The Times of India) opined that a swift change is taking place in education sector which is likely to have a lasting and positive impact. Formal education perhaps suffered, online classes notwithstanding, but non-formal education mushroomed at an unprecedented rate, widened its scope, improved in quality, and has become accessible like never before. Most of the online courses, conferences, workshops and webinars are cost free or low cost. In short, knowledge mostly became truly free and freely available; and the learners could pick and choose whatever they like. Still from a wider perspective, the 'new normal system' in education has added a one-world feeling. Overall, there is a very positive view regarding online system.

Negative implication: On the other hand, Educationist Anita Rampal, former Dean, Faculty of Education at Delhi University (22nd January, 2021, The Times of India), gave a quite different view and opinion regarding Online Classes. According to her digital education cannot be a substitute for real learning. Teachers are feeling trapped and enslaved to this disconcerting process that encourages coaching not teaching. In this process students are only staring at the screen; they do not think, question, argue, discuss but only act as remote receptors of what is beamed. According to her, students and their parents are forced to use gadgets to attend those classes even if they do not want. Online 'success' does not always show effective teaching-learning, because education cannot be transmitted through switch on and off button. Students must be provided with meaningful academic curriculum alternatives.

National surveys: According to NCERT survey, one of three students find online classes difficult, (NCERT, Hindustan Times, New Delhi, 20th August, 2020) because of poor connectivity, disruption in electric supply and non-availability of devices, such as laptops and mobile phones. Students of Kendriya Vidyalaya Sanganathans, Navodaya Vidyalaya Samity and other Central Board of Secondary Education Schools participated in this survey. According to Dr. Surbhi Dayal faculty of Indian Institute of Management (IIM) Indore, 98% of students felt that quality of education has been compromised due to online format. Majority of the students reported that the online education system as hectic and frustrating. 75% reported that the excessive screen time hiked their mental stress (Times of India 5th February, 2021). The online survey conducted by the Learning Spiral showed that while children face issues in accessing education digitally, teacher face issues in delivering education through digital mediums (13th April, 2021, Education, BW online Bureau). The same kind of issue was reported in India Today Web Desk, New Delhi 18th March, 2021.

Dark side: Unfortunately, a harsh reality with deep darkness comes when we came to know that the online education system promotes child marriage and trafficking during pandemic. Child marriage and sexual abuse have risen up to 52% in some states in India. Families have lost their livelihoods and particularly many girl children have been dropped out of school. Villages that haven't seen a single child marriage for several years are now witnessing this because the hapless poor parents consider marrying their daughters off is a means to reduce the number of mouths to feed. Childline, a children's helpline, reported that there is 17% increase in distress calls related to early marriage of girls in June and July this year (2020) compared to 2019 (BBC news of 18th September, 2020 Save the Children, 26th August 2021). Mamata Sardar, one youth advocate and an active member of Save the Children, West Bengal, said that girls in her village are increasingly being lured into marriage on social platform because of their addiction to social media due to online schooling (Save the Children on 26th August, 2021).

Pedagogical perspective: Several researches reveal that e-learning has various fruitful effects on teaching learning process. Some pedagogical aspects e.g., constructive approach of learning, learning by doing, activity-based learning knowledge related to real life situation, virtual lab etc. are also flourishing through online teaching. From various aspects we cannot ignore advantages of technology but at the same time we cannot promote this digital apartheid. All the pedagogical aspects are also not covered by e-learning like value education, cooperative and collaborative learning, work and education, self-actualization, vocationalization of education and education for character building. According to Anita Rampal, the famous educationist and former Dean of Delhi University, digital education day by day has been becoming a part of IT business; it cannot promote the overall development of a child. She told that digital education or education provided by IT industry cannot be the substitute of a teacher. A Holistic development of child is not possible by online learning alone. For changed situation it works as support system but cannot be the overall system (The Times of India, January 22, 2021)

III. Materials Method

III.1. Survey area:

Rural and Urban areas of Hooghly and Howrah districts of West Bengal

III.2. Demographic variables:

Students, teachers, parents from govt., govt. aided and Private schools of rural and urban areas of West Bengal Board.

III.3. Construction of test:

- Feedback form has been developed
- Reliability and Validity of the feedback form have been tested by authentic person of this field.
- Feedback form is developed on the basis of 11 dimensions and Google form has been created differently for students, parents, teachers.

The dimensions are following:

1. Dimension regarding technological facility
2. Dimension regarding proper use of technology
3. Dimension regarding usability and effectiveness of online education
4. Dimension regarding evaluation through online
5. Dimension regarding character building and holistic development of a child
6. Dimension regarding malpractices in online mode of education
7. Dimension regarding effect of online education on society
8. Dimension regarding interest and motivation towards online education
9. Dimension regarding the relationship between SES and online education
10. Dimension regarding effect of online education on social isolation
11. Dimension regarding effect of online education and govt. policies and support

- Feedback form was circulated via email, WhatsApp.

3.5. Selection Of Scale:

3.5.1. Likert's 3-point Scale: Parameters are- Agree, Sometimes, Disagree

IV. Result

For this study we have divided online education system into eleven (11) dimensions. We have collected the opinions of different stakeholders on different dimensions of online education system. These stakeholders are directly and indirectly related with online education system. These stakeholders act as sample for our study. For this study we have divided these stakeholders into three (3) categories (Students, Teachers and Parents).

Separate categories of stakeholders (Students, Teachers and Parents) were again divided into two (2) sub divisions on the basis of their location of school (Rural and Urban region) and types of school (Government, Government undertaken or Government aided and Private schools). Views of the stakeholders on different dimensions are collected through statement form. For this pandemic COVID-19 situation (Lockdown condition) schools so far have remained closed since March, 2020.

Table-1 Table represents the views (in %) of Students, Teachers and Parents regarding the different dimension of online Teaching-Learning system

Sl. No	Dimensions	Students' View (In percentage)			Teachers' View (In percentage)			Parents' View (In percentage)		
		A	MG	DA	A	MG	DA	A	MG	DA
1	Dimension regarding technological facility	69.25	17.45	13.2	50	29.5	20.5	33.77	26.95	42.3
2	Dimension regarding proper use of technology	32.7	37.73	29.56	64.6	21.54	10.76	38.45	38.5	23.1
3	Dimension regarding usability and effectiveness of online education	33.96	42.76	23.76	41.35	31.72	26.92	30.8	38.45	30.8
4	Dimension regarding evaluation through online	43.4	17	39.6	7.7	15.4	76.9	23.1	23.1	53.8
5	Dimension regarding character building and holistic development of a child	39.65	40.1	20.27	42.47	21.9	35.57	46.35	19.82	33.85
6	Dimension regarding malpractices in online mode of education	59.4	20.75	19.85	52.56	41.03	6.4	43.33	27.2	29.5
7	Dimension regarding effect of online education on society	55.96	24.53	19.5	51.92	29.8	18.25	53.8	30.8	15.4
8	Dimension regarding interest and motivation towards online education	54.4	15.1	30.18	26.9	25.95	40.37	35.9	35.93	28.23
9	Dimension regarding the relationship between socio economic condition and online education	54.7	26.4	18.9	84.6	11.5	3.8	46.2	23.1	30.8
10	Dimension regarding effect of online education on social isolation	44.47	40.41	15.07	93.6	6.4	0	94.86	5.13	0
11	Dimension regarding effect of online education and govt. policies and support	61.35	11.8	26.87	55.13	19.23	19.23	26.9	46.15	26.95

Note: A for AGREE, MG for MODERATE, DA for DISAGREE

Table 1 shows the total percentage of opinion of students, teachers and parents. From this table we get a comparative idea about the opinions of three different categories of people (students, teachers and parents).

Table -2 Table represents the views (in %) of Students, Teachers and Parents of rural and urban region regarding the different dimension of online Teaching-Learning system

SI N O.	Dimension	Students						Teachers						Parents					
		Agree		Moderate		Disagree		Agree		Moderate		Disagree		Agree		Moderate		Disagree	
		R	UR	R	UR	R	UR	R	UR	R	UR	R	UR	R	UR	R	UR	R	UR
1	Dimension regarding technological facility	29.2	40.05	11.2	6.25	10.5	2.7	15.50	34.5	16.98	12.52	10.98	9.52	8.32	25.45	16.32	10.32	26.23	16.07
2	Dimension regarding proper use of technology	15.1	17.6	18.50	19.23	19.58	10.18	28.06	36.54	15.49	6.05	5.86	4.9	12.8	25.65	20.35	18.15	16.54	6.56
3	Dimension regarding usability and effectiveness of online education	13.33	20.63	20.50	22.26	3.68	19.58	15.9	25.45	14.52	17.205	18.54	8.385	14.56	16.24	22.8	15.65	15.56	15.24
4	Dimension regarding evaluation through online	20.12	23.28	9.2	7.8	24.04	15.56	2.5	5.2	8.4	7	31.4	45.5	10.5	12.5	10	13	30.24	23.56
5	Dimension regarding character building and holistic development of a child	10.83	9.45	25.54	14.56	19.07	20.58	15.13	20.45	11.5	10.4	21.25	21.23	21.03	13.56	11.265	8.56	20.29	25.32
6	Dimension regarding malpractices in online mode of education	15.84	43.56	11.25	9.50	11.35	8.50	19.98	32.58	20.56	20.47	4.8	1.6	18.21	25.12	12.56	4.64	15.94	13.56
7	Dimension regarding effect of online education on society	26.56	29.4	13.95	10.58	11	8.5	26.28	25.65	18.6	11.2	7.5	10.75	25.12	28.68	12.50	18.3	9.56	5.84
8	Dimension regarding interest and motivation towards online education	27.2	27.2	7.50	7.6	10.50	19.68	12.5	14.4	16.54	9.41	16.925	23.45	15.34	20.56	17.25	18.68	15.35	12.35

9	Dimension regarding the relationship between socio economic conditions and online education	30.51	24.19	10.50	15.9	7.50.	11.4	45.64	38.95	5.4	6.1	1.2	2.6	25.65	20.55	13.56	9.54	14.23	16.57
10	Dimension regarding effect of online education on social isolation	19.02	25.45	27.45	12.96	8.65	6.421	35.65	57.95	3.9	2.5	0	0	45.23	49.63	2.32	2.81	0	0
11	Dimension regarding effect of online education and govt. policies and support	35.9	25.45	4.5	7.3	11.22	15.65	29.48	25.65	13.54	5.69	8.58	10.65	12.32	14.58	20.65	25.65	14.63	12.32

NOTE: R for RURAL, UR for URBAN

This table (Table: 2) represents the views of rural and urban students, teachers and parents regarding different dimensions of online teaching learning system. Highlighted digits (data) of the table show the major differences between the rural and urban region people.

Table: 3 Table represents the views (in %) of School Teachers of different types of schools like Government, Government aided and Private schools regarding the different dimension of online Teaching-Learning

SL.NO	Dimension	Teachers								
		Agree			Moderate			Disagree		
		G	GA	P	G	GA	P	G	GA	P
1	Dimension regarding technological facility	12	16	22	8.5	10.65	10.55	7.69	6.65	6.16
2	Dimension regarding proper use of technology	16.95	17.15	30.50	7.63	4.69	9.22	2.6	3.5	4.66
3	Dimension regarding usability and effectiveness of online education	8.95	12.95	19.45	9.45	10.95	11.32	11.65	8.6	6.67
4	Dimension regarding evaluation through online	5.4	2.3	1.1	6.5	4.6	4.3	50.64	15.65	10.61
5	Dimension regarding character building and holistic development of a child	9.2	18.65	14.62	5.6	10.32	5.98	11.65	14.69	9.23
6	Dimension regarding malpractices in online mode of education	24.35	12.75	15.46	15.65	12.95	12.43	1.3	1.6	3.5
7	Dimension regarding effect of online education on society	23.21	14.06	14.65	9.65	10.32	9.83	9.46	4.6	4.18
8	Dimension regarding interest and motivation towards online education	7.65	8.65	10.6	13.98	5.6	6.37	15.75	10.35	14.27

9	Dimension regarding the relationship between socio economic conditions and online education	50.65	17.97	15.98	4.5	3.4	3.6	1	1.5	1.3
10	Dimension regarding effect of online education on social isolation	27.3	25.45	40.85	2.3	2.5	1.6	0	0	0
11	Dimension regarding effect of online education and govt. policies and support	19.21	17.27	18.65	8.65	6.5	4.08	4.6	5.9	8.73

NOTE: G for GOVERNMENT SCHOOL, GA for GOVERNMENT AIDED SCHOOL, P for PRIVATE SCHOOL

Table-3 gives a comparative idea about the views of teachers associated with govt., govt. aided and private schools regarding the 11 dimensions related to online teaching-learning process. Highlighted digits (data) of the table show the major differences between the govt., govt.-aided and private school teachers.

Table- 4 Table represents the views (in %) of Parents whose child/children read in different types of schools like Government, Government-aided and Private schools regarding the different dimensions of Online Teaching-Learning

SL.N O	Dimension	Parents								
		Agree			Moderate			Disagree		
		G	GA	P	G	GA	P	G	GA	P
1	Dimension regarding technological facility	10.44	10.98	12.35	8.5	4.1	4.4	12.45	14.65	15.2
2	Dimension regarding proper use of technology	11.49	14.21	12.75	10.63	15.65	12.65	6.56	11.65	4.89
3	Dimension regarding usability and effectiveness of online education	8.84	9.6	12.36	9.47	18	10.98	9.4	9.6	11.8
4	Dimension regarding evaluation through online	5.91	6.54	10.65	5.98	9.76	7.36	15.65	19.5	18.65
5	Dimension regarding character building and holistic development of a child	14.98	16.45	14.92	7.3	7.12	5.4	11.64	10.23	11.98
6	Dimension regarding malpractices in online mode of education	14.85	13.79	14.69	7.32	10.45	9.43	9.45	10.21	9.84
7	Dimension regarding effect of online education on society	18.28	18.98	16.54	8.5	9.85	12.45	4.6	5.4	5.4
8	Dimension regarding interest and motivation towards online education	10.65	12.89	12.36	11.98	10.98	12.97	11.85	7.96	8.42
9	Dimension regarding the relationship between socio economic conditions and online education	15.78	16.07	14.35	8.96	4.1	4.86	11.64	9.45	9.71
10	Dimension regarding effect of online education on social isolation	29.45	34.96	30.45	1.1	3.5	.53	0	0	0

11	Dimension regarding effect of online education and govt. polices and support	7.24	10.06	9.6	14.95	18.46	12.74	7.45	8.96	10.54
----	--	------	-------	-----	-------	-------	-------	------	------	-------

Table- 4 gives a comparative idea about the views of parents whose child/children read in different types of schools like govt., govt-aided and private schools. Parents shared their views on 11 dimensions related to online teaching-learning process. According to parents among all the 11 dimensions in case of social isolation very interestingly there is no views of parents regarding that online mode of education doesn't cause social isolation. 29.45% govt. ,34.96% govt-aided and 30.45% private school parents agree that online education create social isolation amongst students. Whereas few parents are there still in confusion. Highlighted digits (data) of the table show the fact.



Table- 5 Table represents the views (in %) of Students of different types of schools like Government, Government-aided and Private schools regarding the different dimensions of Online Teaching-Learning

Table-5 gives a comparative idea about the views of teachers associated with govt., govt-aided and private schools regarding the 11 dimensions related to online teaching-learning process. Highlighted digits (data) of the table show the major differences between the govt., govt-aided and private school students.

SL.NO.	Dimension	STUDENTS								
		Agree			Moderate			Disagree		
		G	GA	P	G	GA	P	G	GA	P
1	Dimension regarding technological facility	16.52	18.105	34.625	4.6	9.65	3.2	4.6	3.6	5
2	Dimension regarding proper use of technology	9.56	12.62	10.52	7.65	10.65	19.43	8.45	9.65	11.46
3	Dimension regarding usability and effectiveness of online education	8.48	7.25	18.23	18.32	10.79	13.65	5.6	9.2	8.96
4	Dimension regarding evaluation through online	13.94	10.23	19.23	6.5	2.9	7.6	12.75	16.2	10.65
5	Dimension regarding character building and holistic development of a child	7.65	15.42	16.58	13.66	16.98	9.46	6.95	6.54	6.78
6	Dimension regarding malpractices in online mode of education	21.39	18.45	19.56	4.5	8.65	7.6	8.45	4.9	6.5
7	Dimension regarding effect of online education on society	14.54	21.89	19.53	4.5	15.65	4.38	6.95	6.23	6.32
8	Dimension regarding interest and motivation towards online education	10.45	23.72	20.23	6.5	4.6	4	17.50	5.56	7.12
9	Dimension regarding the relationship between SES and online education	22.55	12.65	19.5	10.65	8.85	6.9	3.71	7.54	7.65
10	Dimension regarding effect of online education on social isolation	9.65	19.45	15.65	18.75	8.6	13.6	4.6	6.4	4.071
11	Dimension regarding effect of online education and govt. policies and support	18.95	22.95	19.45	5.6	3	3.2	10.47	9.45	6.95

V. Discussion

The primary purpose of the study is to identify if the socio-economic status of the students from Upper primary to Secondary level of West Bengal Board has any significant effect on getting education through online mode which is currently the only means and method of imparting education because of the pandemic COVID-19. From upper level to lower level, govt. to private, rural to urban, poor to rich- all students and their families are facing various problems during this situation. Lockdown, social distancing, use of mask and sanitizer - all these have become the neo norm. People are locked in their houses, so are the students. Probably they are the worst sufferers. Parents have also faced many difficulties. Many of them have lost their jobs. Their family income has been drastically reduced to almost nothingness. Each and every day they are facing the challenge to survive with the bare needs of life; and under the given circumstances providing education to their children has become a day dream to them.

V.1. Dimension Regarding Technological Facility: Though the online education system is the necessity of the age, it should be noticed from the above presented report that there are issues related to it. The issues sometimes have a positive result, sometimes negative. The online system of education is directly related to technology; quite naturally technology has some effect on it. The study shows that in urban schools most of the teachers, students and parents have a positive view regarding online classes as a whole, though there are some negative views too. The schools, especially the private ones, are conducting online classes in Google Meet in spite of having technological problems. Most of the rural govt. schools are on the other hand, using WhatsApp platform in teaching the students. There is a very interesting output of the study that is near about all the students are using their own parents' device which denotes that they are well aware of the age's demand.

V.2. Dimension regarding proper use of technology: Again, if we come to the point of using this technology properly, most of the teachers opined that they are using it properly. However, some parents have different opinions regarding this. At this point it is also interesting to note that students are better in understanding this use of technology in comparison to their parents. Most of the teachers are saying that they are following the proper decorum in conducting the online classes whereas some students as well as their parents are not satisfied with the present system. This dissatisfaction is alienating a number of students from their online classes.

V.3. Dimension regarding usability and effectiveness of online education: Online education has certainly some usability and effect in present day situation. In this respect very interestingly, some students have opined that they are not able to understand the chapters in a holistic manner or properly. In this regard there is growing dissatisfaction among them, though teachers do not think so and are satisfied enough with their work. However, it is to be noted that most of the teachers want some orientation/refresher course for them to enhance their capability and make themselves more updated in this regard as there is lack of it. The parents too are facing problems in this respect as many students are seeking help from their parents to understand their lessons but many parents have no such time or that much of knowledge to make them understand the lessons. So, there is a gap between the teaching method and learning system which puts a lot of question mark on the future upbringing of the students. Therefore, teachers must have to be updated so that they can teach the students in an effective manner through online mode. They have to give more time in it to understand students' understanding level as students are too new in this area of education and they have not so much knowledge about the neo-normal system of study.

V.4. Dimension regarding evaluation through online: Regarding the evaluation system through online mode almost everybody is dissatisfied with this process. Teachers, parents, especially from rural area and govt. schools do not support the system. Both teachers and parents have shown their negative attitude towards it as they think this method is not just. Moreover, in rural area parents/ students are not so technologically sound; therefore, they are lagging behind. So, it is very difficult to evaluate these kinds of students.

V.5. Dimension regarding character building and holistic development of a child: In case of character building and holistic development of a child, surprisingly it is seen that most of the teachers and parents are thinking that children are developing holistically, whereas most of the students do not think so. Thus, there arises a question mark on this aspect of online mode of education. There is lack of physical fitness among students, their moral values are also affected. Continuous sitting before laptop/mobile/computer is taking a heavy toll on their body and mind. Many of them are complaining about mental exhaustion, physical fatigue and anxiety.

V.6. Dimension regarding malpractices in online mode of education: Face book, Twitter, Online games, Online chatting, Instagram, You Tube are the common Apps in our mobile phone today. Students are also getting habituated with these apps. But the sad thing is that they are getting addicted to mobile phone. Students, teachers and parents- everybody in majority are of the same opinion that online education system has given the scope to the students to engage them in malpractice in the name of taking lessons. Students are forcing their parents to give them the phone and they are misusing the device. This is destroying the morality in them. They are telling lies to their parents without any feeling of guilt.

V.7. Dimension regarding effect of online education on society: The impact of neo-normal education system on society is noticeable. There is a great question of digital apartheid that means online education system is creating division among the people. Those who have the smart phone at their hand available and the parents are learned and can help their children in their learning lesson are different in a sense from others who cannot avail it. However, the research shows that almost everyone has the facility of smart phone. Thus, it is presumed that those who have the smart phone will progress in life, if they do not have it that will be considered as a barrier to their education. On the other hand, many parents have negative approach too regarding this system. They are not encouraging their children in it. Regarding the question of effective communication among students, it seems that the online system of education has encouraged them in communicating with each other through chatting which has become a habit.

V.8. Dimension regarding interest and motivation towards online education: In context of students' as well as teachers' interest and motivation towards online education system, the result shows that students are mostly telling that they have interest in it and are motivated by the online system of education. Now it must be clarified that from which angle they are feeling interested. It should be noted that students are getting a chance to handle the mobile phone/ laptop/computer in the name of study alone; whether it is satisfying their queries of the age or really, they are interested towards this method - there is no such way to judge it. If they are motivated enough really, it should be verified what is leading them to be motivated actually and what is the result of their motivation. On the other hand, parents and teachers don't think as much as students think of this issue. They don't think this system can motivate the students properly. Perhaps they are not getting any positive result or outcome of the students' interest or motivation.

V.9. Dimension regarding the relationship between socio economic conditions and online education: The relationship between the socio-economic condition and neo-normal education system is the major focal point of this research. The research shows that most of the students and teachers have opined that it depends a lot on the financial condition of the family on getting education through online mode. They think that students from poor families are facing difficulties to avail the online classes due to lack of enough financial support from their family. It is clear that socio-economic status is a vital issue in online classes. In case of parents belonging to Upper class/Upper-middle class/Lower middle class- there is no such difficulty in getting facilities of online system. But if the student comes from a poor family there is a great chance that he/she would be detached from the online study system and will lag behind from the students who are getting the online facilities.

V.10. Dimension regarding effect of online education on social isolation: Because of this neo-normal education system there is complete social isolation. Students are totally confined in their houses, so are the teachers. Students miss their friends, their peer group, their school-environment, their teachers, the playground - everything. It is said and proven that students always do their best when they are with their fellow friends. The positive atmosphere, friend's encouragement always lead them to do things in a creative manner. Online classes, therefore, are no substitute for this vibrant physical classroom situation.

V.11. Dimension regarding effect of online education and govt. policies and support: Few students belong to the Upper class of the society, however, the majority of the students come from the other category where financial condition is a significant criterion in attending the online classes. So, from parents' point of view it is clear that they are not satisfied with the whole system. Therefore, govt. should be more concerned about it as it is the question of the future of the students and majority of the parents are unable to provide facility to their children.

It is also to be noted that Madhyamik Pariksha or the 10th class Board Examination is a very vital thing in a students' life. Some students are afraid of it and they don't want to sit for the examination; however, majority of the students understand the significance of it and they want to sit for the examination. But there is a lot of question mark regarding the modalities of the examination. There is no doubt that right at the moment there is no just online means and method by which teachers can evaluate each and every student properly. Therefore, both the teachers and parents are confused regarding this. Thus, it can be said that the major issue of concern for the authority is that if again this same kind of situation arrives and students cannot sit for offline examination there should be a way out to evaluate the students properly.

VI. Conclusion

It is often said that there are two sides of a coin. In other words, each thing has its positive and negative side. It is up to human beings how they would utilize it. Online education system is no exception in this regard. It is to be noted that online education system is not a very new concept in India but during this pandemic COVID19 situation it has become the sole means and method of imparting education to the students. There is no other way out. Here it must be admitted that if we do not take the benefits of modern technology we would be lagging behind. But as everything has its own limitations the online system of study has its too. It is causing health issues, social isolation which are paving the way for bigger mental and psychological issues. Moreover, students are getting addicted to mobile phones which in future may pose greater threat to society. There is also little room for social and moral development for the students through this online mode of study. On the other hand, students coming from poor economic background are facing the main difficulty of attending the online classes because of their parents' financial instability. The condition of the girl students belonging to economically weaker section is really pathetic. They are becoming the victims of gender stereotyping. Under the given circumstances govt. has to take initiatives to make online education system more convenient and accessible to all kinds of students so that there would be no question of digital apartheid. Only then online education will be fruitful.

VII. Acknowledgement

We acknowledge our sincere thanks to all the teachers, students and parents participated in this survey and gave their valuable opinion/ suggestion so as to enable us to conduct our study in a fruitful manner.

References

1. Cathy, Li, Farah, Lalani, (29th April 2020) The COVID-19 Pandemic has changed education forever. This is how, The rise of online learning during the COVID-19 pandemic, WORLD ECONOMIC FORUM, available at <https://www.weforum.org>
2. Dhawan, Shivangi, (June 29,2020) Online Learning: A Panacea in the Time of COVID-19 crisis, Journal of Educational Technology Systems, Research Article, available at <https://doi.org/10.1177/00472359520934018>
<https://journals.sagepub.com>
3. Gautam, Priyanka, (October 10,2020) Advantages and Disadvantages of Online Learning, eLearning industry, available at <https://elearningindustry.com>
4. Karyala, Prashanthi, Kamat, Sarita, (Sep 23,2020), Online education in India-the good, the bad and the ugly! POLICY, TEACHING AND EDUCATION, India Bioscience, available at <https://indiabioscience.org>
5. Dhankar, Rohit, (September 23,2020,00:0202IST UPDATED February 22,2021,01:09 IST) E-learning in India, a case of bad education, THE HINDU, available at <https://www.thehindu.com>
6. EDITORIAL, (23 September 2020), Online learning cannot just before those who can afford its technology, the dramatic shift to online learning as a result of the COVID-19 Pandemic risks windowing educational inequalities, available at <https://www.nature.com>
7. Adedoyin, Babatunde Olasile, Soykan, Emrah, (02 September, 2020) COVID-10 Pandemic and Online learning: the challenges and opportunities, Interactive Learning Environments, available at <https://doi.org/10.1080.10494820.2020.1813180>
<https://www.tandfonline.com>
8. Dhamija, Yash (August 10,2020), Online education in India: check Benefits and Challenges of e-learning in India, available at <https://www.collegedekho.com>

9. Thakur, Ashok, Mantha, S.S, (16 February,2021,11:32 am IST,) Online learning is the Future Education ministry and UGC must not hold India back anymore, THE PRINT available at <https://theprint.in>
10. Mathivanan,kumar, Sandeep,Jaygopal,Prabhu,Ahmed ,Shakeel,Manivanan,S.S,Kumar,P.J,Raja,Thangam ,Kiruba,Dharinya,Sree,S.,Prasad,Giri,R.(24 February,2021)Adoption of E-Learning during Lockdown in India, Original Article, International Journal of System Assurance Engineering and Management available at <https://link.springer.com>
11. Khanapurkar, Rammohan, Bhorkar, Shalini, Dandare, Ketan, Kathole Pralhad (November 18,2020), Strengthening the Online Education Ecosystem in India, ORF OCCASIONAL PAPER available at <https://www.orfonline.org>
12. Jha, Abhishek (August 17,2020,02:13 AM IST) Issues facing Online education, India News, Hindustan Times, New Delhi, available at <https://www.hindustantimes.com>

