

EDUCATION SYSTEM IN INDIA: IS BLENDED LEARNING THE FUTURE?

A project report submitted in

Partial fulfilment of the requirements for the award of the degree of

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Submitted by

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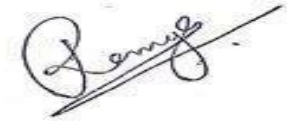
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CERTIFICATE

This is to certify that the dissertation titled, ‘**Education System in India: Is Blended Learning the future?**’ prepared and submitted by **Thesnim. K V** in partial fulfilment for the requirements for the award of the degree of **Master of Arts in Journalism and Mass Communication** is a bonafide record of project work done by the student and is hereby accepted.

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GUIDE'S CERTIFICATE

This is to certify that the dissertation titled, '**Education System in India: Is Blended Learning the future?**' is a record of the original and independent work carried out by **Thesnim. K V** under my guidance and supervision. This has not previously formed the basis of the award of any degree/ diploma /other similar title of recognition.

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A handwritten signature in black ink, appearing to read 'Remya John', with a long horizontal stroke extending to the right.

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DECLARATION

I hereby declare that the dissertation titled '**Education System in India: Is Blended Learning the future?**' is an original work prepared and written by me, under the guidance of **Ms. Remya John, Department of Communicative English, St. Teresa's College** in partial fulfilment of the requirements for the degree of **Master of Arts in Journalism and Mass Communication**. This thesis or any other part of it has not been submitted to any other University for the award of other degree or diploma.

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ABSTRACT

EDUCATION SYSTEM IN INDIA: IS BLENDED LEARNING THE FUTURE?

The study is based on the education system of India and the future of blended learning in the country. The researcher used a quantitative analysis of data in order to collect ample information regarding the satisfaction, accessibility, affordability and other factors affecting the stakeholders of the 'new normal' education system. The researcher collected data with three sets of questionnaires distributed to students above the age of 18, the parents and teachers who teach the people above 18. The required information has been properly collected by the researcher and the results help to analyse the shift in the education system and the people affected. It is a fact that most of the students, parents and teachers are now getting used to the advanced technologies. The researcher considers it as a good sign that the evolution of a new model education system is being witnessed.

Chapter 1

INTRODUCTION

1.1 The conventional education system

The education system in India is quite an old system that still prevails. This system has contributed many genius minds to the world who make India proud. However, it is not a developed system when compared to others, which are in fact, newer. It is still in its infancy when compared to modern systems. While other countries have gone through developments, India's education system has remained stagnant. It has numerous issues that must be resolved in order for it to realise its full potential. Education is an important element of people's lives; depending on their careers, it will either make or break them. Because of advancements in teaching methods and other notable inventions that incorporate more obvious teaching strategies, education today is far more diverse than it was in the 1950s. One of the upcoming trends in the education sector around the world is online learning. The internet is used for this type of learning. This way of learning has been simplified because of sophisticated and upgraded technologies. Higher education institutions also embrace online education (Bonk, 2006).

1.2 Online education

Online education refers to education by the use of internet and digital platforms. Online education has its own advantages, both for who teaches and for who learns. The major outbreak of online education started from the after effect of COVID pandemic all over the world. The world got stuck for a while and later it had to be moved on with everything. Hence, the 'new normal' system became widespread and essential for us. Synergy is a well-known benefit of online education. The style used here allows for interactive contact between students and professors. Sources are shared through these exchanges, and an open-ended synergy emerges as a result of the learning process. It aids the student to learn better when

each person bestows a view or opinion through conversations and comments on others' work. This distinct benefit is exhibited in a virtual learning environment that is student-centred, something that the online learning format alone cannot provide.

1.3 A shift in the learning model

Over the past two years, the education has slipped from classroom to online due to the Corona virus disease spread. The COVID-19 has caused schools all across the world to close. Over 1.2 billion youngsters are out of school worldwide (Lalani, 2020). As a result, education has undergone significant transformations, with the rise of e-learning, in which instruction is done remotely and via digital platforms. According to researches, online learning increases information retention and takes less time, implying that the alterations created by the coronavirus are here to stay. With the abrupt shift away from the classroom in many parts of the world, some are wondering if online learning adoption would continue post-pandemic, and how such a shift might affect the global education industry. This study undergoes an analysis on the extent of its effectiveness of the 'new normal' system that prevails.

1.4 The cost-effectiveness

In current online system, learners don't have to travel to another location or commute large distances to take online lessons. It allows to stay put and keep the current jobs while pursuing an online degree to advance the careers. Digital nomads—those who live a technology-enabled or location-independent lifestyle—benefit from online education as well. Whether for full-time or part-time online students, there are a lot more reasonable schedule. Because of its low cost, online education has gained a lot of popularity. As a result, online courses are less expensive than those offered in schools or universities. While the people may have to spend money on things like transportation, lodging, and meals while attending university, online education may not (Gautam, 2020).

1.5 Impact on mental health

Since the COVID pandemic, there has been a lack of interaction and students are facing social isolation. This has a significant impact on the mental health of students. Lack of social interaction in online learning leads to loneliness, lack of motivation, and isolation. Online education also faces the challenges that are: ineffective time management, lack of instant communication, not receiving timely feedback and not receiving clear instructions or expectations. It is important to ensure the learner's achievements and to be able to achieve their learning goals. This new system of learning also demands additional training for the instructors. They are the way the educators should deal with students, the methods and moral values they follow and also the background information about the contents in order to clear the doubts of students. In this research, the researcher analyses the challenges and boons that are faced by the students, parents and teachers. The research also seeks the possibility and future of the new normal system of education, that is, the hybrid of both conventional and online education methods.

1.6 Need for the study

The study is aimed to analyse the academic future of shift in education system: 'offline to online'. The study includes the analysis of academic benefits of students and the satisfaction and hope of teachers and parents. The study concentrates on 50 samples from the categories of students above the age of 18, the teachers and the parents. The study shows both the internal and external factors that affected the education system of India during the COVID pandemic.

1.7 Objectives

- To evaluate the impact of the new education system on students.
- To examine how much of the COVID contributed to the trouble in students, teachers and parents.

- To understand the extent of crisis faced by the students through COVID due to the economic status of the parents.
- To examine the level of satisfaction that the teachers and parents have in the new education (online) system.

1.8 Research question

- Did the online teaching system affect the academic ability of students?
- Is the new system capable to facilitate the freshness in the education and the students' academic strength?
- Is there any future for the online education system?

CHAPTER 2

REVIEW OF LITERATURE

2.0 Introduction

Since the study is conducted with the objective of analysing the effect, availability, unavailability and the crises of gadgets faced by students during the CORONA virus pandemic period and its future impact on the academic future of the students, it is necessary to review the literatures regarding the scenario of online classes, its difficulties and benefits and also accessibility of devices during COVID. Thus, the studies regarding the positive and negative aspects online classes during COVID, different perceptions of teachers and students about online education, impact of online classes on the education system, the effects of gadgets and the availability of the same and the comparative study about the ‘normal’ and ‘the new normal’ way of education.

2.1 Positive and negative aspects of online classes:

As the online classes are the new of study and teaching system for parents, teachers and students, it is necessary to dig in to the information regarding the perspectives of these three groups.

In a study titled “Problems and Benefits of Online Media Use for Education During COVID 19: A Thematic Analysis of Elementary Schools Teachers and Parents Reflections” regarding the positive and negative aspects of online classes by *Muhammad Shabbir Sarwar, Javairia Shafiq and Waqar Ul Haq (2021)*, a qualitative data was collected through structured interviews of the teachers and parents of eight elementary schools in posh areas of Lahore. A thematic analysis of the interviews was conducted. Based on the problems, five themes were included:

1. Technological barriers
2. Stunt for fee collection

3. Disciplinary issues of online classes
4. Quality issues
5. Screen time increase

The triangle involvement of parent-teacher-student, internet browsing/research exposure of students, cost saving of uniform, and travel and saving academic year during COVID 19 were the four themes for the benefit achieved through online classes. According to the results of the study, most parents were against the online classes as they considered it as a stunt for fee collection but they were convinced progressively about the benefits besides having concerns regarding internet connectivity, electricity load-shedding and availability of computers and smart phones for all children at home. On the other hand, miscount of kids and attendance issues in online classes were the findings contributed by teachers. However, the major benefit of online classes according to parents and teachers was the transformation from conventional to search and research-oriented learning which boost up students' self-confidence. This study concluded that the parents and teachers considered the online classes as the 'saviour of the academic year' during COVID 19.

Dr. Pravat Kumar Jena (2020), in his project titled "Online Learning for During Lockdown Period for COVID 19 in India" emphasizes on how online learning is beneficial during times of crises like work absences or pandemics. As a result, various online learning tools and strategies that can assure learning continuity are emphasised. The government of India's evolving initiatives to online learning are discussed. The advantages and disadvantages of using an online learning environment are also explored. Learners' and educators' perspectives on the Online Learning system during the lockdown are discussed. The objectives include:

- Examine the steps done by the Indian government to encourage online learning during the Covid-19 lockout.

- Describe the numerous internet tools and platforms that educational institutions used during the pandemic. Covid-19.
- Highlight some of the advantages and disadvantages of online learning, as well as suggestions for improvement.
- To get feedback from students and instructors about the online learning system during the lockdown.

The author performed several online counselling sessions and online induction meetings with new January 2020 learners from various Learner Support Centers (LSCs) during India's lockdown, under Indira Gandhi National Open University (IGNOU) Regional centre, Bhubaneswar. Through conducting online counselling classes and online induction meetings utilising videoconferencing software ZOOM/Google Meet, the perceptions/views of learners and educators of LSCs under IGNOU Regional centre, Bhubaneswar are collected.

In a study titled “online learning and its positive and negative impact in higher education during covid-19” regarding good and bad sides of online learning emerged due to the lock down by *Ruchika Sharma (2020)*, explored the impact of the online learning on Post graduate students. To present their information and lectures, teachers use Zoom, Go to meetings, Hangouts, and other platforms. However, students face numerous challenges in terms of availability, accessibility, and pricing. The students are anxious for a variety of reasons, including the fact that many of them are from far away. The learning process is being harmed by a lack of engagement with teachers and peers, which could have an impact on the results. The primary source of worry is the examination and evaluation process. Teachers cannot be replaced by technology, but they can use it to benefit the industry. Corona has a massive and long-term impact on the industry. Many universities are switching to digital classes to ensure that their students can complete their education. In the previous few years, technology has evolved dramatically. We need to shift faculty mindsets since

technology is not a threat to them. “Technology can be used as a resource in learning and can open new opportunities in the education sector. The online learning has transformed education. Technology is just a facilitator and we must use it wisely for providing education to students. The usage of technology has changed the higher education and people found new ways. Virtual education is developing and is creating e-classrooms to tackle such crisis in the future. But virtual classrooms will never replace the physical ones.” The purpose of this paper is to shed light on the benefits and drawbacks of online learning in higher education during Lockdown.

2.1.1 Perception of Teachers and Students

Kulal and Nayak (2020) explain the impact of online courses on students in their study titled "A study on perception of teachers and students towards online classes in Dakshina Kannada and Uduppi District," which takes into account students' opinions on comfortability and usage, as well as teachers' efficiency and teaching practises. Students feel comfortable with online classrooms and receive adequate assistance from teachers, according to the report, but they do not expect that online programmes will eventually replace traditional classroom instruction. It also discovers that teachers are having difficulty giving online classes due to a lack of appropriate training and development. The efficiency of online classes is severely hampered by technical concerns. The internet and new technology have become increasingly important in all industries, including education, allowing for the creation of online classes. Furthermore, the worldwide COVID pandemic has increased the importance of online classes. In this light, it's critical to comprehend student–teacher perspectives on online education. An online class is a system in which students use internet-based technology to learn subjects, discuss concerns with peers, clarify doubts with instructors, share information, and track academic progress. Online classes are now so common that they are almost certain to be included in any official education program. The global spread of the COVID pandemic

has increased the importance of online classes. More than 370 million people in India utilise the Internet, contributing to the rapid growth of online education. The e-learning platform currently has over 3 billion users. The major goal of this research is to look into how teachers and students feel about online classrooms. This study aims to explain students' perceptions of teachers' influence, comfortability, and support in an online course, as well as teachers' perceptions of efficacy, teaching practise, and training for an online class.

The article titled: “E-Learning vs. Face-To-Face Learning: Analyzing Students’ Preferences and Behaviors” by *Vasile Gherhes, Claudia E. Stoian, Marcela Alina Fărcas,iu and Miroslav Stanici (2021)* focuses solely on the educational process's beneficiaries, with the goal of learning about their perceptions of face-to-face and e-learning, as well as their willingness to return to traditional education or not. 604 students from Timisoara's Politehnica university were asked to respond anonymously to an 8-question questionnaire between December 2020 and February 2021, and their responses were analyzed. The results reveal how eager respondents are to return to school (particularly those who have only benefited from e-learning) and how involved they are in online programs. The findings also detail the benefits and drawbacks of the two types of education from two perspectives: first-year students (who are solely beneficiaries of e-learning) and upper-year students (beneficiaries of both face-to-face and e-learning). The study highlights essential facts about e-learning from the perspective of students, which should be taken into account in order to comprehend the ongoing changes in the educational process and to solve its specific challenges, assuring its long-term viability.

A study titled: “The Influence of Online Learning on Academic Performance and Students’ Satisfaction” by Prof. *Dr. Nazmi Xhomara and Dr. Mirela Karabina (2021)* examines Implementing an online learning strategy to boost academic achievement and student satisfaction. The impact of online learning on academic performance and student

happiness was investigated using analysis of variance (ANOVA). The study discovered that online learning varies, indicating that varying levels of online learning have an impact on academic success. It was also discovered that online learning differences can explain or account for around 49.7% of the diversity in academic achievement. The diversity of online learning is validated, indicating that varying levels of online learning influence students' pleasure. The study also discovered that online learning disparities account for around 78 percent of the diversity in student satisfaction. The concept of online learning has increased in popularity in higher education, with enrolment rates in online courses increasing dramatically in recent years. Online education has now become an important component of the educational landscape, with it currently serving as the leading source of higher education enrolment growth. Because most undergraduate students have access to technology, it has been challenging for teachers to completely engage students in the classroom, leading to the development of various new online cognitive assessment tools. As a result, various unique online cognitive assessment instruments have been developed. Instead of only evaluating learning, these tools frequently incorporate numerous cognitive learning methodologies into an assessment.

A study by *Bassou El Mansour and Davison M. Mupinga* (2007) of the Indiana State University titled "students' Positive and Negative Experiences In Hybrid and Online Classes" examines the online courses' effectiveness of on students as well as the teaching strategies. The study describes the characteristics of hybrid and online courses, the students' positive and negative experience about the same, and what can be done to improve the hybrid and online courses. The study used a qualitative analysis with twelve students enrolled in a hybrid course and 41 students in an online course by conducting interviews. From classes' online discussion forum, additional data were collected.

The positives were:

- Flexibility in the classes' schedule
- Instructor's availability
- Convenience
- Online interactions

The negatives were:

- Technology hiccups
- Sense of feeling lost in cyberspace

The sought solutions were:

- Training faculty
- Familiarizing students with online course environment

According to the results of the study, the students' experiences with the courses varied with the delivery format. Scheduling the class face-to-face and online and instructor availability were the characteristics that are rated as positive by students. On the negative, the rigid schedules for the face-to-face sessions and technical problems with computers and internet service were cited.

2.2 The impact on education system

The COVID 19 resulted the shutting of schools all over the world. As a result, the education has changed dramatically with the distinctive rise of e-learning and teaching began to undertaken remotely and on digital platform. According to many studies, online learning has been shown to increase retention of information and take less time. Therefore, the changes that came will be here to stay.

Preeti Tarkar (2020), in her study titled "Impact of COVID 19 pandemic on education system" by of the GLA University of Mahura examines how well the pandemic

had affected the education system in general. The study went through the effects on schools, higher education as well as parents.

During the period when schools were closed out of pandemic, there are various activities take place which are very crucial such as competitive exams and entrance tests of various universities, board examination and semester examinations in universities, nursery school admissions as well as admission process in universities. No immediate solutions were found in India in order to come out from these problems. Its effect on economic growth and society of the country is a consideration of study. The closure of the school affected the structure of learning and schooling. It also affected the teaching and assessment methodologies. In private schools, children are facilitated with online classes. On the other hand, public and low-income schools were in the phase of complete closure, as they are not able to adopt the expensive new technologies.

Higher education is a critical determinant of the economic future of the country and this sector has significantly affected by the pandemic as well. Plenty of the students in India are enrolled in universities abroad. As the universities and institutes closed globally, a reduction in demand in the international higher education is expected.

As children learn primarily from the families, parents play an important role in education. The kicking off of online education cannot be digestive to all level of parents. All parents are not equally educated or equally techno-friendly.

The study titled: “Impact of Online Education in Indian” by *Zahoor Ahmad Lone (2017)* explains that the learning using electronic tools to access educational curriculum outside of a regular classroom is known as online education. In most circumstances, it refers to an entirely online course, program, or degree. The right to education is a fundamental right of every Indian citizen, whether the child lives in a high-profile community or in a remote, underdeveloped town. According to Article 45 of the Indian Constitution, all children up to

the age of fourteen must get a basic elementary education. To give great value, online learning combines instructional services and technology. According to the study, in comparison to wealthy countries, India is still in the early stages of digital education, but it is developing at a quick rate of 55 percent. In India, edu-tech is unquestionably ushering in a new era of learning. This research article is exploratory and conceptual in character. A secondary method is used to achieve such a purpose. For the study, secondary data was gathered from books, periodicals, journals, and published material related to digital learning.

Sahirar & Arafath (2021), in their study titled: “The transformation of education during corona pandemic: exploring the perspective of the private university students in Bangladesh” explore the practice of online-based distant learning in private universities of Bangladesh and the challenges associated with it. The school system was temporarily suspended by the COVID-19 crisis in 2020, and it underwent radical adaptation, with online-based distance learning being the sole viable option for continuing educational activities while adhering to health requirements. However, in reality, such desperate measures in the case of a low-middle-income developing country lacking proper structural capabilities raised some issues and concerns for both students and mentors, and the purpose of this study is to investigate the practice of online-based distance learning in private universities in Bangladesh and the challenges that it poses. During the public holiday, all schools, colleges, universities, and other educational institutions were obliged to close (nationwide unofficial lockdown). As a result, all in-person classes, exams, and other on-campus events have been postponed. Later, the government planned to broadcast live lectures for secondary school pupils on national television stations. Universities (often private universities) have also begun to offer their students web-based distant learning or online classes. Despite the fact that both students and teachers were familiar with modern internet-assisted learning techniques, the abrupt formalization of online-based distance learning created a number of problems for both the

learner and educator groups. Online-based distance learning was created to address stagnation in the current educational system, but it has prompted concerns about the education's quality as a result of the challenges it has caused.

2.3 Role of Gadgets

2.3.1 Availability

A study conducted together by *John Mark R. Asio, Ediric Gadia, Erlinda Abarintos, Darwin Paguio, Melner Balce (2021)* titled “Internet Connection and Learning Device Availability of College Students: Basis of Institutionalizing Flexible Learning in the New Normal” analyses the pupils' capacity to access to the internet and the availability of learning gadgets at their houses. The researchers employed an online survey as the major data collection method in a descriptive cross-sectional research design. This study received 2,894 replies from students at a local higher education institution in Central Luzon, Philippines, using a convenience sample technique. The data was collected using a modified questionnaire and subjected to simple statistical analysis. According to the survey's findings, 70% of pupils have internet connection at home. Smartphones, on the other hand, are at the top of the list of learning gadgets available to pupils. To summarize, the school can develop a flexible learning strategy for students, particularly during this pandemic era. In addition, the researchers made some crucial recommendations for the institution's learning system.

The study's instrument was adapted and adjusted from a survey questionnaire from a prior study by *Gulatee and Combes (2018)*, which had the same goal as the current study. There are three sections to the survey questionnaire. The first section contains the students' basic demographic characteristics. The pupils' internet connectivity and access were tested in the second portion. The final component looked at how accessible a student's gadget is for

learning. Before the online survey was actually distributed, the instrument was also put through a validity test and a pilot test. As a result of the students' response to an online survey, the researchers have concluded that internet connectivity will be a significant problem for students' online learning. The institution, the school administration, the teachers, and the personnel are all affected by this concept. This outcome, on the other hand, will support the recommendation of appropriate activities to address such an issue. Second, the majority of pupils have smart phones, according to the survey. Students will be able to learn on an online basis as a result of this. Mobile devices, such as smart phones, are extremely useful in today's world because of their numerous purposes. Students who are unable to obtain such a device due to financial constraints can easily obtain one through sponsorship and other forms of gift from persons with a willing heart.

2.3.2 Effects

A study affiliated to *SRM Institute of Technology, SRM School of Public Health, Chennai (2021)* titled “Effects of Excessive Usage of Electronic Gadgets during COVID-19 Lockdown on Health of College Students: An Online Cross-Sectional Study” intends to discover the differences in time spent using gadgets before and after the lockdown, as well as the health consequences. The use of electronic devices, particularly mobile phones, by youngsters has become a global concern. The global COVID-19 lockdown has further exacerbated the problem. College students' time on their electronic devices has grown as a result of the extended lockdown and virtual classrooms. Excessive use of electronics has been shown to have negative health consequences. Long-term usage of a device can cause a variety of side effects, including headaches, nausea, ophthalmological issues, and psychological consequences. The study included 348 participants (n=348) consisting 183 females and 165 male participants. After receiving consent, data was obtained from college students utilising a semi-structured questionnaire via Google forms. According to the

findings, the average time spent on gadgets jumped from 4.75 hours per day before lockdown to 11.36 hours per day during lockdown, according to the findings. The majority of health issues, such as headaches, insomnia, eye complaints, weariness, and restlessness, were linked to the use of electronic devices during the lockdown. During lockdown, the percentage of participants who had these concerns was much higher than before lockdown. It might be able to devise treatments and recommend ways to manage excessive device use if we had a better understanding of the effects of gadget use. It is critical to approach the problem with the quality of life and well-being of pupils in mind.

2.4 Online Applications

The online learning applications are coming in to action and began to survive here due to the widespread of the online education and the blended learning system.

A study titled “A Trend Analysis on Learning Apps Research” by *Shahjad and K.Mustafa (2019)* examines the historical backdrop, trend analysis methodologies, and results. The research finishes with a few key research findings and future perspectives for learning applications. The field of mobile technologies is rapidly expanding, particularly in the areas of hardware, software, and communication devices with high mobility features. Without a doubt, such mobility necessitates a new understanding of instructional technology paradigms. Everyone wants to learn more casually in the age of ICT, without regard to time or location. People need some unique learning methodologies and the integration of current portable technologies with new educational modalities to gain access to these types of learning settings. iPhone, iPad, laptop, smartphone, watches, and other portable devices are all examples of portable technologies. According to the conclusions of this study, there are currently a billion gadgets in use around the world, but a revolution occurred in 2014, when their magnitude expanded drastically, surpassing stationary devices. Because of certain significant advancements in the realm of portable technologies,

such as Wi-Fi, email, music player, and multimedia, instructors and specialists have been inspired to take an academic approach to developing Mobile Apps, including Learning Apps.

Kadir Demir & Ercan Akpinar (2018), in their study titled “The effect of mobile learning applications on students' academic achievement and attitudes toward mobile learning” investigates the impact of mobile learning apps on undergraduate students' academic progress, attitudes toward mobile learning, and level of animation development. The study used a quasi-experimental design. Students from the Buca Faculty of Education at Dokuz Eylul University in Turkey took part in the study. During the first semester of the 2013-2014 academic year, the experiment was carried out. The experimental group (n = 15) employed a mobile learning-based technique, while the control group (n = 26) attended a lecture-based classroom. The students' attitudes toward mobile learning were measured using an attitude scale, and the effect of mobile learning applications on their accomplishment was investigated using an achievement test. A criterion was used to assess the animations created by the pupils. Students were interviewed as part of the exploratory investigation. The findings imply that mobile learning can help pupils achieve academic success. Both groups reported extremely positive attitudes regarding mobile learning. Furthermore, the students praised mobile learning as a strategy that may boost their motivation greatly. Researchers and practitioners should examine the fact that mobile learning can improve academic attainment and performance while also increasing student motivation.

2.5 The Comparative Studies

P. Little and B. Jones (2020) in their study titled “A Comparison of Student Performance in Face to Face Classes versus Online Classes versus Hybrid Classes Using Open Educational Resources” compares students' performance (as assessed by test grades) in a segment of Accounting Principles delivered face to face (conventional delivery), one piece of the same class delivered online, and two sections of the same course delivered in a hybrid format. The hybrid sections of this study differed in that they completed all of their work (including online tests) in the accounting lab, much like the online students. The only distinction is that hybrid students had twice-weekly meetings with the instructor over the semester to ask questions about the accounting lab assignments and benefit from detailed explanations of certain of the assignments. Students in the online component could only submit questions via email or the accounting lab link. The face-to-face (traditional delivery) class completed assignments and chapter multiple-choice quizzes on my accounting lab, but took all of their tests in class and saw and heard teacher lectures on all of the topics covered. According to the results, males fared substantially better in the hybrid and online sections than in the face-to-face section when gender was taken into account. Females did somewhat worse than males in the online component compared to the hybrid and face-to-face sections, but there was no significant difference in female performance across the three delivery methods. It's concerning, though, that males did so poorly in the face-to-face section when compared to females. Males outperformed females in the hybrid and online sections, but the difference between males and females in the face-to-face section was not nearly as large. In face-to-face classes, this conclusion could mean that females assume more responsibility for learning content than males.

Chapter 3

METHODOLOGY

3.1 Introduction

The plan or setup created by a researcher to gather knowledge for his or her research is referred to as research methodology. It discusses many approaches to determining the most important research issues. It incorporates concepts, values, and principles that can be utilised to guide the ways and acts taken. This study is conducted with the objective of scrutinizing and analysing the shift in the education system of India due to COVID 19 pandemic.

3.2 The background

Due to the sudden spread of Corona Virus, the world itself began to pause the system for a while. All sectors including education which plays a major role even changed the flow of the process. An education system which considered of blackboards and classrooms faced a verge of extinction after the pandemic hit the world. In this research, the researcher uses quantitative research design and purposive sampling method. Study participants include students above the age of 18, teachers and the parents, 50 from each of them as samples. All of the samples are from the Ernakulam district of Kerala.

3.3 Sample for the study

According to the researcher, the students above the age of 18 can evaluate the effectiveness of classes. By collecting valuable information from the students, their teachers and parents, the research can be done at ease. The study used three different questionnaires for the three categories: students, teachers and parents. The students are asked about the difficulties in handling the online platforms, the amount of interaction they have with teachers and peers during this new system, the focus they have in academics, the concentration level they have including the leaves they take and also the assessment of students about the online classes. The questionnaire for students includes 10 questions.

Questions regarding the amount of involvement that the teachers have in the academic progress of the students, the satisfaction that the teachers have in the using of new technology, the extent of confidence teachers have in educating in new way and the ability of teachers to analyze the presence of students in their classes are examined by distributing the questionnaire of 7 questions among the sample teachers.

With 8 questions, the questionnaire for parents seeks the extent of satisfaction that parents have in their wards' education and the amount of adaptability they have with the new system of learning. The researcher collects information regarding the parents-teacher interaction and level of supervision and responsibility of parents towards their wards.

3.4 Sampling method

The researcher uses non-probability sampling method with snowball sampling. The questionnaires are distributed to the samples to consolidate the valid opinions and experience of the most affected crowd in the problem. The questions include both the internal and external problems that touch the education system due to the 'new normal' way of learning. The study includes the queries about the online classes, co-curricular activities, the use of gadgets and the future of all of these.

3.5 Research design

A researcher can conduct the study using one of two ways. It could be a qualitative or quantitative approach. For this study, the researcher employed a quantitative approach of investigation, in which data is collected through closed-ended questions with pre-determined levels.

The researcher has carried out a proper ethical standard throughout the entire process of the study. The participants were informed about the purpose of the study. The consent from the participants were obtained for the study. Participants' names or any other data of personal identification have not been used anywhere in this study. Throughout the research work, all

participants were aware about their role in the research.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

The main objective of the study is to evaluate the impact of new education system- that is online-on students, teachers and parents. The study selected students above the age of 18, the teachers and the parents of the students above 18. All the information that Is gathered for the study to answer the analysis queries and to fulfil the objectives of the study are analyzed and interpreted with the help of questionnaire.

4.1 The response from the students.**4.1.1 The age.**

Age	Frequency	Percentage
19	4	7.8%
20	5	9.8%
21	11	21.6%
22	16	31.4%
23	10	19.6%
24	2	3.9%
25	1	2%
27	1	2%
29	1	2%
Total	51	100%

Table 4.1.1

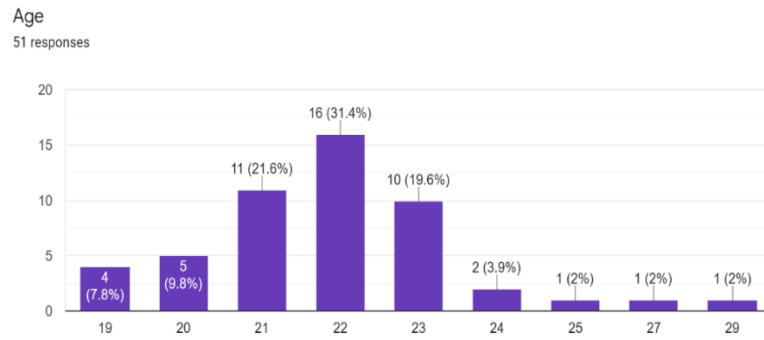


Figure 4.1.1

The researcher got 52 responses from the questionnaire given to the students. The age of the students responded according to the data is given below.

31% of the respondents are 22 years old.

21% of the respondents are 21 years old.

19% of the respondents are 23 years old.

9.8% of the respondents are 20 years old.

7.8% of the respondents are 19 years old.

3.9% of the respondents are 24 years old.

Respondents of the age 25, 27 and 29 are 2% each.

4.1.2 The programs that the respondents are into.

Program	Frequency	Percentage
PG	35	67.3%
UG	17	32.7%
Total	52	100%

Table 4.1.2

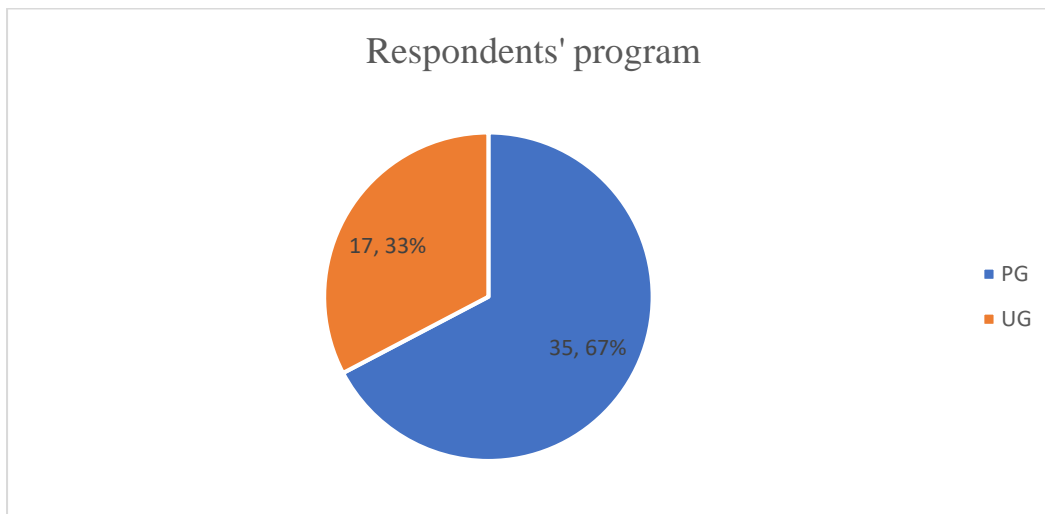


Figure 4.1.2

67.3% of the respondents are pursuing their Under Graduation and 32.7% of the respondents are into their post-Graduation.

From the above data, it is understood that majority of the respondents are pursuing their post-graduation course. There is a difference of approximately 30% between the majority and minority.

4.1.3 The ease of the students to handle the new distance learning technology.

Ease to technology	Frequency	Percentage
Very easy to handle	27	51.9%
Not that difficult	15	28.8%
Stressful	10	19.2%
Cannot handle	0	0.00%
Total	52	100%

Table 4.1.3

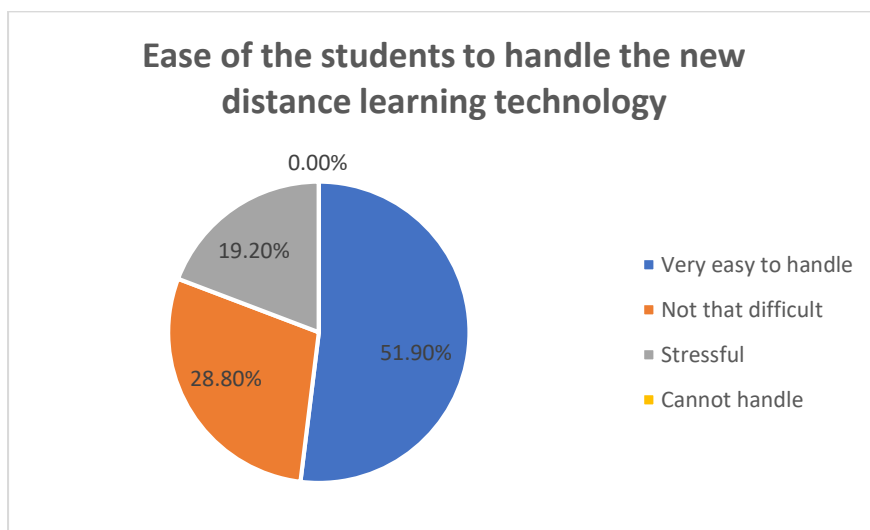


Figure 4.1.3

51.9% of the respondents said that it is very easy to handle.

28.8% of the respondents said that it is not that difficult to handle.

19.2% of the respondents find it stressful to handle.

No respondents have found it as a thing that cannot handle.

From the above analysis it is clarified that majority of the students feel very easy to handle the technologies, while a small majority (28.8%) do not consider it difficult. A very small majority other than these (19.2%) consider the usage of technologies for online class as stressful.

4.1.4 The amount of satisfaction in the interact with teachers.

Satisfaction level	Frequency	Percentage
Satisfied	26	51%
Not at all satisfied	13	25.5%
Have no time with teachers	7	13.7%
Very satisfied	5	9.8%
Total	51	100%

Table 4.1.4

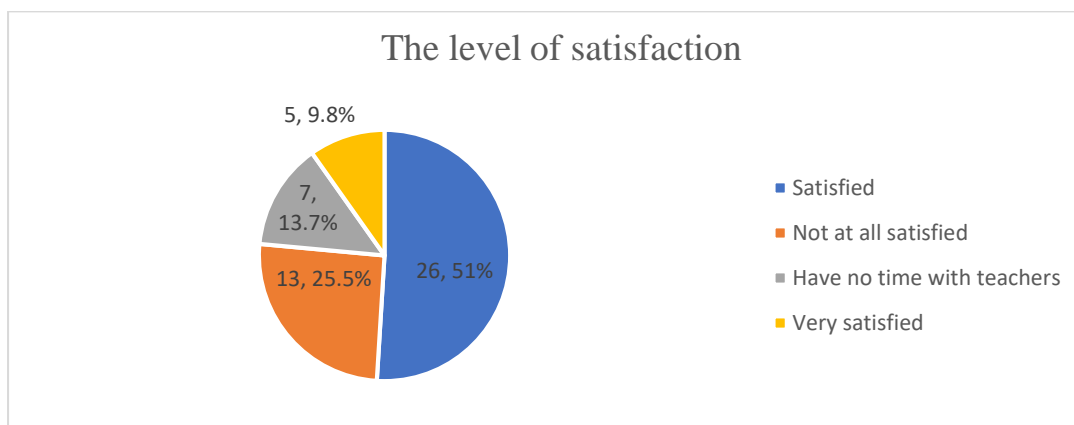


Figure 4.1.4

51% of the respondents said that they are satisfied with the amount of time they get to interact with their teachers.

25.5% of the respondents are not satisfied with the time they get to interact with their teachers.

13% of the respondents said that they are not getting time to interact with their teachers.

9.8% of the respondents are said that they are very satisfied with the amount of time they get to interact with teachers.

From the above data, it is analysed that more than half of the respondents are satisfied with the time they get to interact with teachers. A quarter of the respondents are not at all satisfied while a small majority of respondents are very satisfied. Another small majority of

respondents answered that they have no time with teachers to interact.

4.1.5 The extent of help to do the classwork, from the concerned teachers.

The extent of help from teachers	Frequency	Percentage
Yes	26	57.7%
Often	13	25%
No	7	9.6%
Other	5	7.7%
Total	52	100%

Table 4.1.5

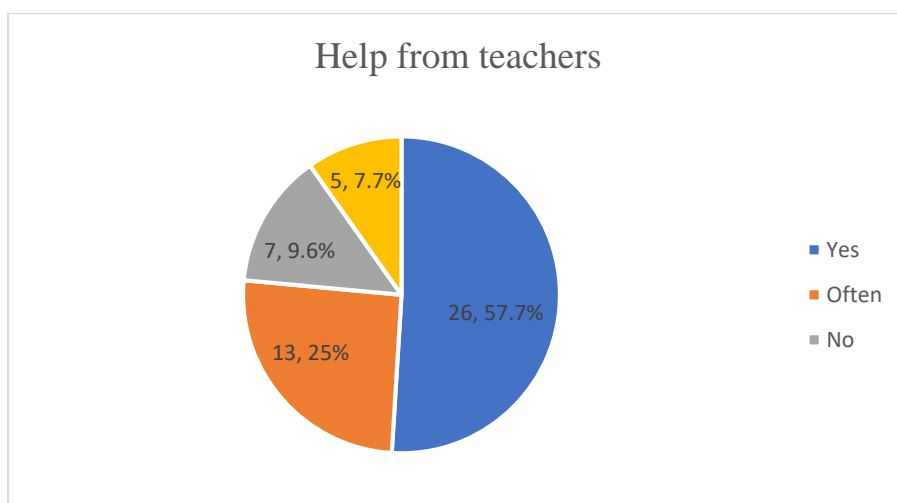


Figure 4.1.5

57.7% of the respondents said that they get help from teachers.

25% of the respondents said that they often get help from the teachers.

9.6% of the respondents said that they are not provided with the help from teachers.

7.7% of the respondents have opted the 'other' option.

From the above data, it is understood that more than half of the respondents get help from the teachers. Quarter of the respondents often get help from their teachers. A small

majority of respondents do not get help from their teachers while another small majority choose the other option.

4.1.6 The extent of access to the technologies for students.

The extent of access to technologies	Frequency	Percentage
Occasionally	18	34.6%
Interacts whenever needed	18	34.6%
Very often	13	25%
Not often	3	5.8%
Total	52	100%

Table 4.1.6

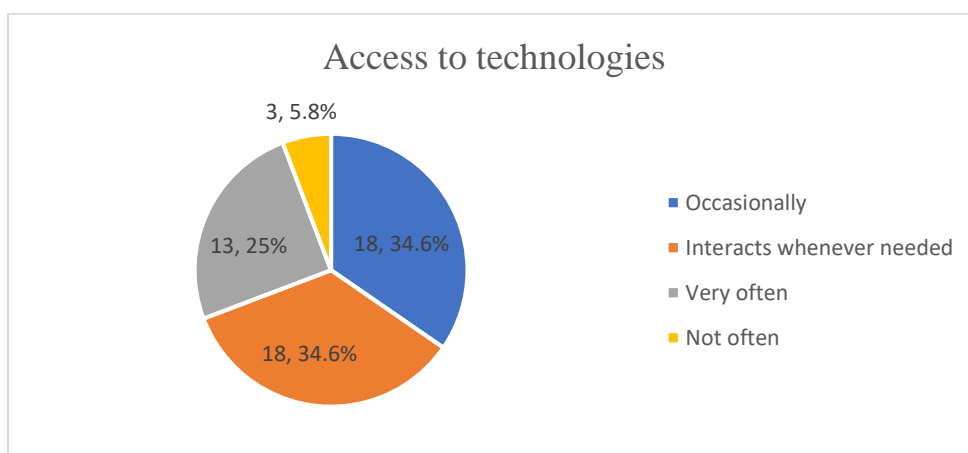


Figure 4.1.6

34.6% of the respondents have the access to the technologies as they can interact with others whenever is needed.

34.6% of the respondents have the access occasionally.

25% of the respondents said that they get to use the technologies very often.

The remaining respondents, that is 5.8% when calculated, are not often accessible to the

technologies.

From the above information, it is understood that the respondents who have access to technologies and the ones who have interaction occasionally are same in number. That is 34.6%. a quarter of the total respondents have access to technologies often. The remaining minority have no access to technologies often.

4.1.7 The focus of the students towards online class.

The focus of students	Frequency	Percentage
Can manage anyhow	30	58.8%
Difficult	15	29.4%
Very easy to manage	4	7.8%
Not possible	2	3.9%
Total	51	100%

Table 4.1.7

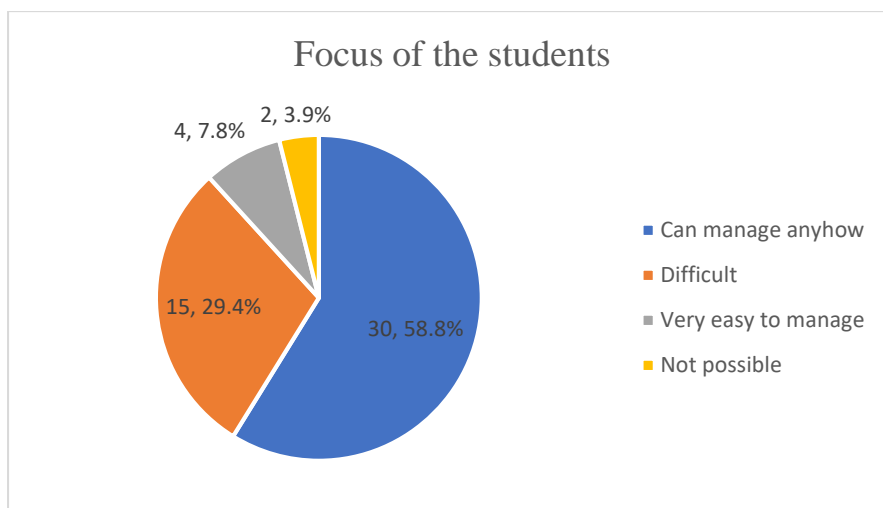


Figure 4.1.7

58.8% of the respondents said that they can anyhow manage to stay focused in online classes.

29.4% of the respondents find it difficult to stay focused in online classes.

7.8% of the respondents said that it is very easy to manage to stay focused in online classes.

The remaining respondents, that is 4% when calculated, said that it is not possible to stay focussed in online classes.

From the data above, it is concluded that a good majority of the respondents can manage to focus on the online class anyhow. More than quarter but less than of the total respondents find it difficult to be focused in the class. Small majority of respondents find it very easy to manage and a very small majority find it impossible to be focused.

4.1.8 Individual interaction of students with teachers.

Individual interaction	Frequency	Percentage
Occasionally	25	48.1%
Interacts whenever needed	13	25%
Not often	10	19.2%
Very often	4	7.7% %
Total	52	100%

Table 4.1.8

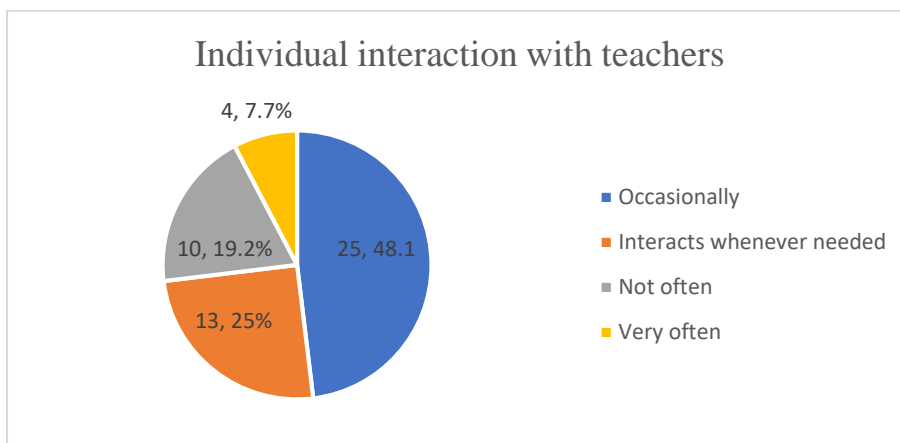


Figure 4.1.8

48.1% of the respondents said that they occasionally interact with teachers individually.

25% of the respondents said that they individually interact with teachers whenever it is needed.

19.2% of the respondents said that they not often interact with teachers individually.

The remaining respondents, that is 7.7% when calculated interact very often with teachers individually.

From the data, it is analysed that near half of the respondents get individual interaction with teachers occasionally. A quarter of the total respondents get chance to interact with their teachers whenever they needed. A small majority of the respondents are not often getting the chance to interact with their teachers individually. A very small number or respondents very often get chance to interact with their teachers individually.

4.1.9 Interaction with peers.

Interaction with peers	Frequency	Percentage
Occasionally	23	45.1%
Very often	13	25.5%
Interacts in every class	13	25.5%
Do not encourage	2	3.9%
Total	52	100%

Table 4.1.9

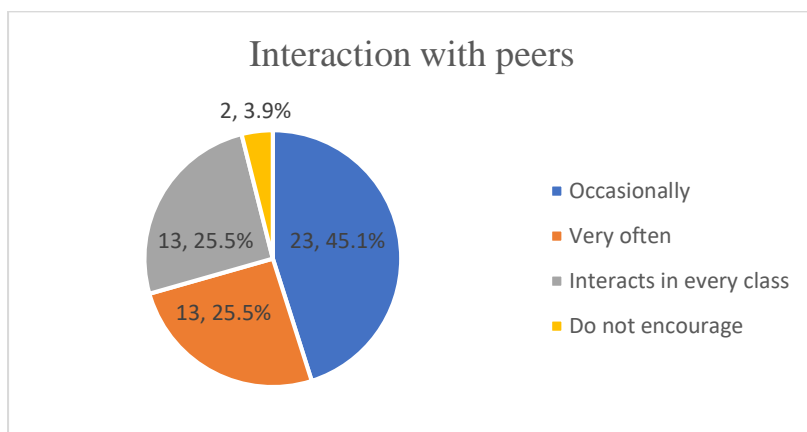


Figure 4.1.9

45.1% of the respondents are encouraged to interact with their peers occasionally.

25.5% of the respondents are very often encouraged by the teacher to interact with peers.

25.5% of the respondents interact with their peers in every class.

The remaining respondents, that is 3.9% when calculated are not encouraged by their teachers to interact with peers.

From the above information, it is clear that almost half of the respondents are encouraged to interact with their peers occasionally. A same number of respondents have the chances to interact very often and in every class. A very small majority of respondents are not encouraged to interact with their peers.

4.1.10 The amount of leave taken by students during online class

Extent of leave	Frequency	Percentage
Occasionally	32	61.5%
Not often	7	13.5%
Takes more than the limit	7	13.5%
More often	6	11.5%
Total	52	100%

Table 4.1.10

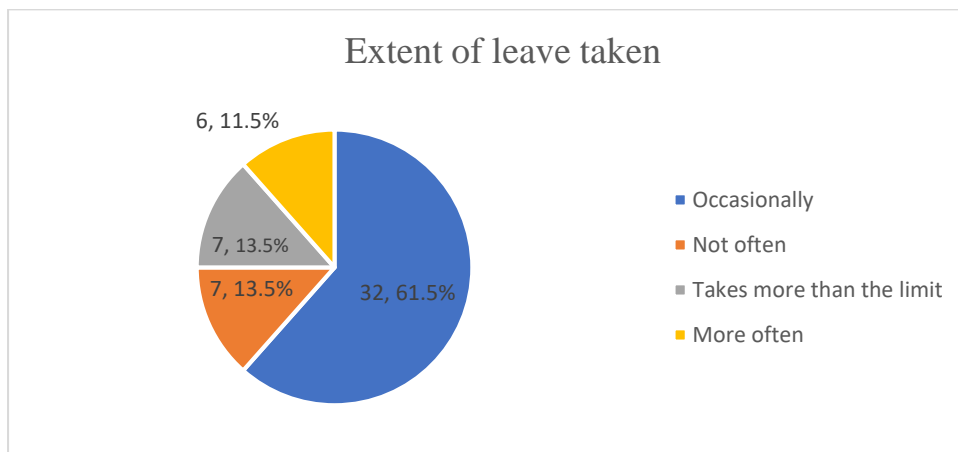


Figure 4.1.10

61.5% of the respondents take leave occasionally during online class.

13.5% of the respondents take leave more than the limit.

13.5% of the respondents not often take leave during online class.

11.5% of the respondents take leave more often.

From the above information, the researcher finds that more than half of the total respondents take leaves occasionally. Respondents who take leave more than a limit and those who not often take leave are of the same proportion. A small majority of the respondents take leaves more often.

4.1.11 The assessment of students about online class

Assessment	Frequency	Percentage
Good	22	42.3
Satisfying	22	42.3
Not effective	6	11.5
Other	2	3.9%
Total	52	100%

Table 4.1.11

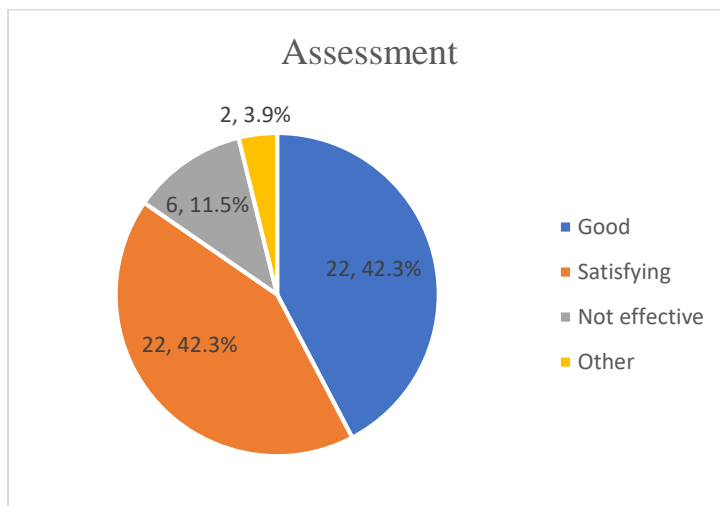


Figure 4.1.11

42.3% of the respondents said that online classes are satisfying.

42.3% of the respondents said that online classes are good.

11.5% of the respondents said that online classes are not effective.

3.8% of the respondents have other assessment.

From the above data, it is understood that, the same proportion of the respondents, that is near to half of the total, are of the opinion that online classes are good and satisfying. A small majority have the opinion that the online classes are not effective. A very minimal number of the respondents choose the other option.

4.1.12 Importance of co-curricular activities

Importance	Frequency	Percentage
Yes	39	25%
No	13	75%
Total	52	100%

Table 4.1.12

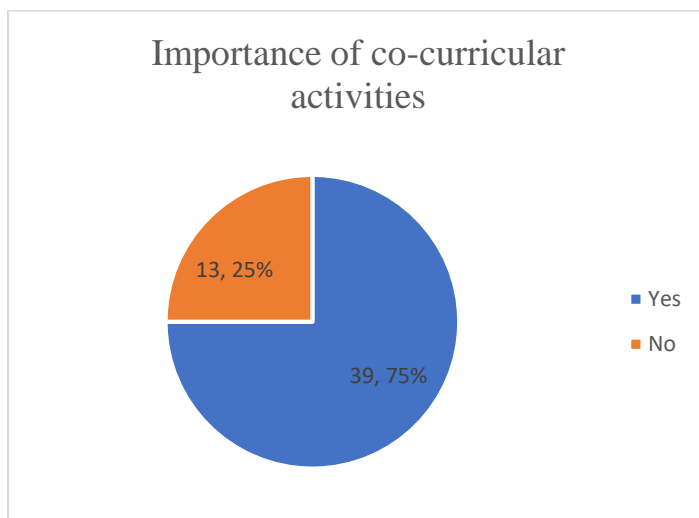


Table 4.1.12

75% of the respondents consider co-curricular activities important.

25% of the respondents do not consider co-curricular activities important.

From the above analysis, it is clear that three quarters of the total respondents have the opinion that co-curricular activities are important. The remaining said that it is not important

4.2 The response from the teachers

4.2.1 The program their pupils are into.

Program	Frequency	Percentage
PG	28	56%
UG	22	44%
Total	50	100%

Table 4.2.1

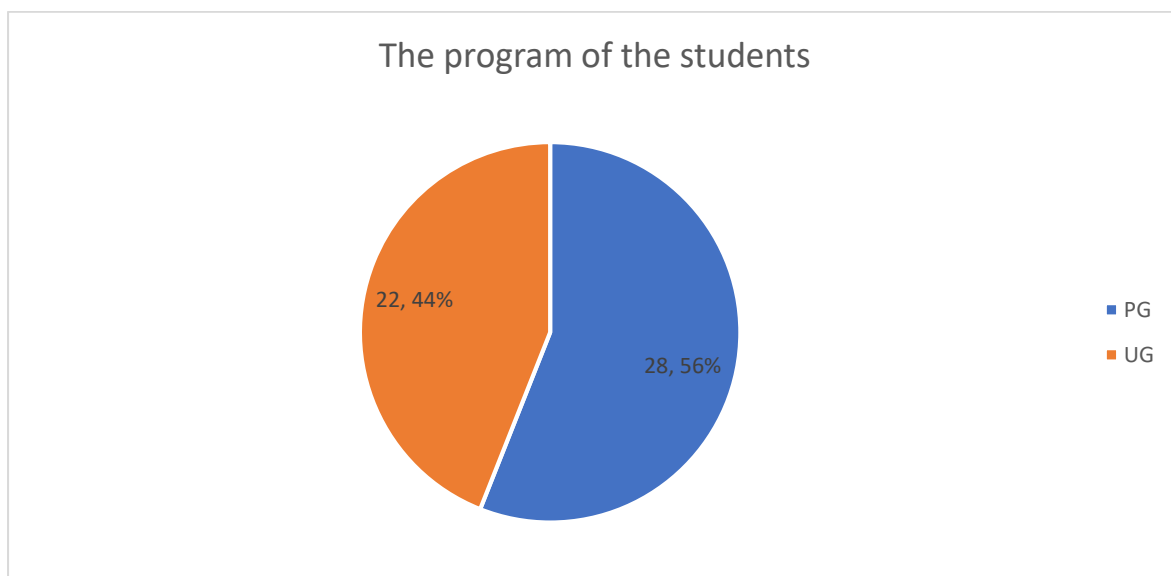


Figure 4.2.1

56% of the respondents teach post-graduation students.

44% of the respondents teach under graduation students.

From the information above, it is analysed that the majority of the respondents teach post-graduation students.

4.2.2 The level of satisfaction

Level of satisfaction	Frequency	Percentage
Very satisfied	31	62%
Neither stressful nor very satisfactory	9	18%
Very stressful	6	12%
Not satisfied	4	8%
Total	50	100%

Table 4.2.2

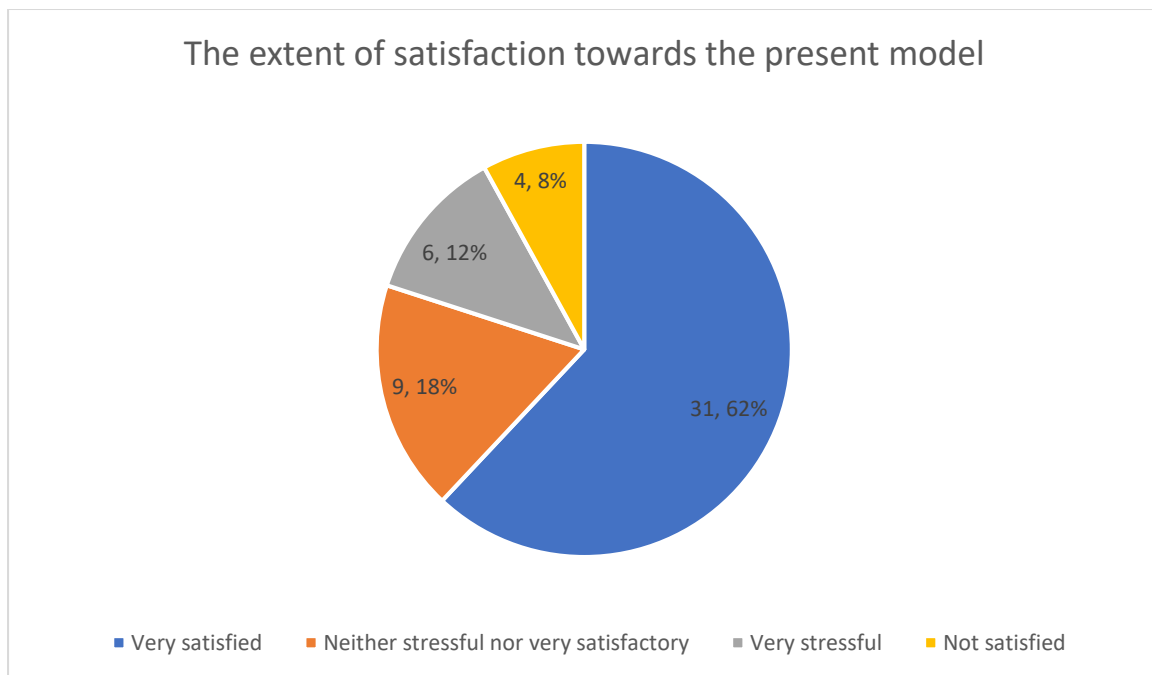


Figure 4.2.2

62% of the respondents said that they are very satisfied with the present learning model.

18% of the respondents said that the present learning model is neither stressful nor satisfactory.

12% of the respondents said that the present learning model is very stressful.

4% of the respondents said that they are not satisfied with the present learning model.

From the above data, it is concluded that majority of the respondents consider the present

learning model very satisfactory, while a small majority consider it as unsatisfactory. A considerable number of people (18%) neither find it stressful nor satisfactory while another minority find it very stressful.

4.2.3 The support for students

The easiness in supporting students	Frequency	Percentage
Easy to support	32	64%
It is stressful	9	18%
Not easy to support	7	14%
Could not support much	2	4%
Total	50	100%

Table 4.2.3

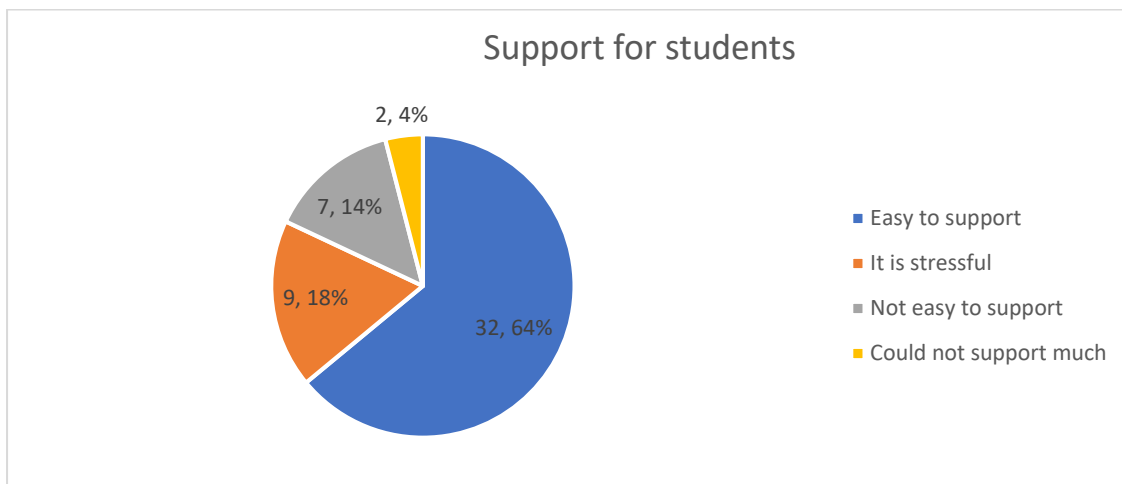


Figure 4.2.3

64% of the respondents said that it has been easy to support their students.

18% of the respondents said that it has been stressful to support the students.

14% of the respondents said that it has been not easy to support the students.

4% of the respondents said that they could not support their students as expected.

From the above chart, it is understood that a good majority of teachers found it easy to support their pupils during the online classes. A less considerable majorities of the respondents consider the act of supporting their students as a non-easy and stressful task. A very small minority of respondents were not able to support their students.

4.2.4 The level of confidence

The level of confidence in giving instructions	Frequency	Percentage
I can manage	25	50%
Very confident	20	40%
Not confident	5	10%
I doubt my ability	0	0%
Total	50	100%

Table 4.2.4

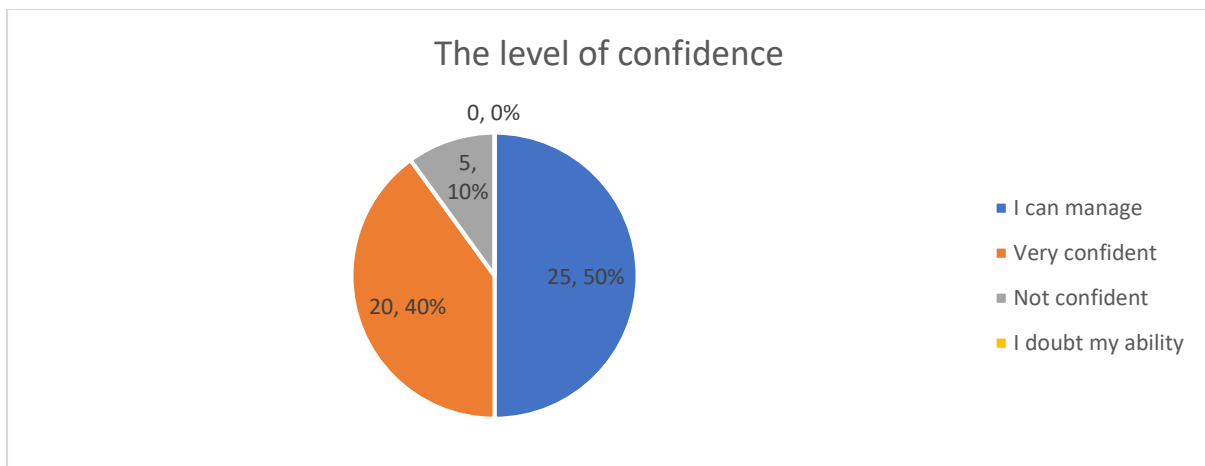


Figure 4.2.4

25% of the respondents said that they can manage to instruct their students effectively.

20% of the respondents said that they are very confident to instruct their students.

5% of the respondents said that they are not confident to instruct their students effectively.

No respondents said that they doubt their ability to instruct.

From the above information, it is clear that half of the respondents believe that they can manage to instruct their students properly. Less than half (40%) of the respondents are very confident about their ability to instruct students. A small majority of the respondents are not confident, while none of the respondents doubt their ability to teach.

4.2.5 The extent of worry about academic progress

The extent of worry	Frequency	Percentage
Always check the progress	28	57.1%
Very much worried	13	26.5%
Other	5	10.2%
Not worried	3	6.1%
Total	49	100%

Table 4.2.5

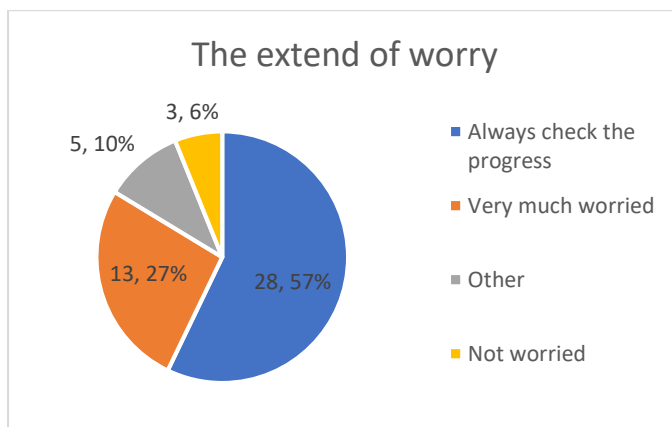


Figure 4.2.5

57% of the respondents said that they always check the progress of their students' academics.

27% of the respondents said that they are very much worried about their students' academic progress.

10% of the respondents said that they have other answers than the given options.

6% of the respondents said that they are not worried about the academic progress of their students.

From the above data, it is examined that out of 49 responses, more than half of the respondents always check the academic progress of their students. About quarter of the respondents are very much worried about the academic progress, while there are small majorities of respondents who always check progress and have answers than the options.

4.2.6 Participation of the students

Participation of students	Frequency	Percentage
About half of them	25	50%
Almost everyone	11	22%
It varies	8	16%
A minimal number	6	12%
Total	50	100%

Table 4.2.6

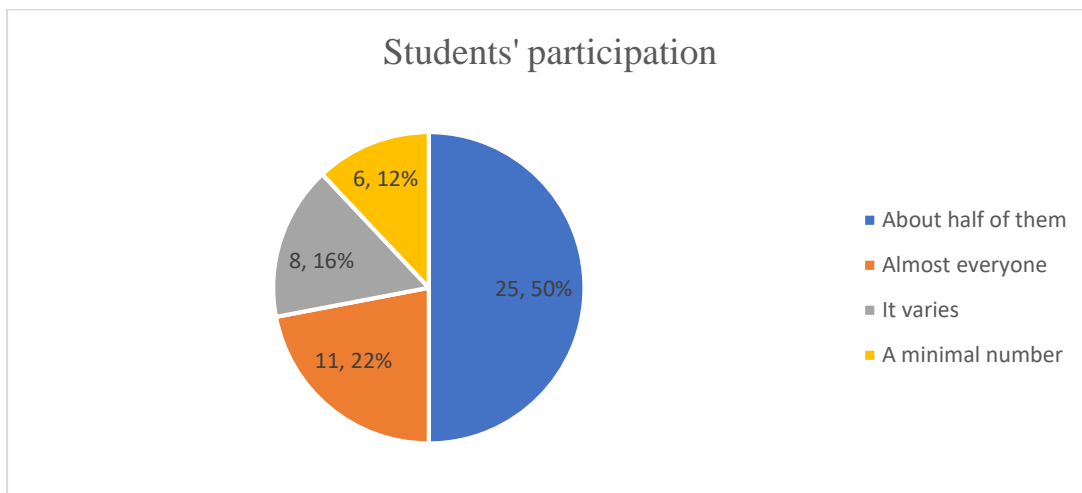


Figure 4.2.6

50% of the respondents said that about half of their students attend the classes regularly.

22% of the respondents said that almost all students attend the classes regularly.

16% of the respondents said that the number of students who attend the classes varies.

12% of the respondents said that a minimal number of students attend the classes regularly.

From the above data, it is confirmed that half of the respondents have their students to attend the classes in a proportion of 50%. About quarter of the respondents have students who attend the class with a majority of almost everyone. Less than quarter, that is 16% and 12% of respondents' students' attendance varies and have a minimal number of participations respectively.

4.2.7 The involvement of students

Involvement of students	Frequency	Percentage
Only respond when questions asked personally	28	56%
Usually do not switch on the videos	18	36%
Very much involved	2	4%
Not responding to the questions	2	4%
Total	50	100%

Table 4.2.7

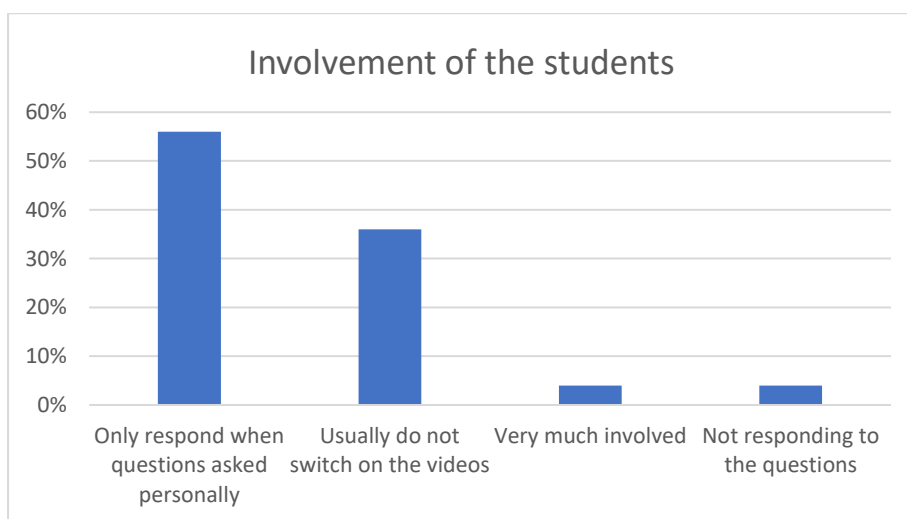


Figure 4.2.7

56% of the respondents said that their students respond only when questions are asked personally.

36% of the students said that their students usually do not switch on their videos.

4% of the respondents said that their students are very much involved in the online class.

4% of the respondents said that their students are not responding to the questions.

From the above data, it is clear that more than half of the teachers have the students

who responds to the question when asked personally. More than quarter of the respondents have the students who usually do not switch on their videos. Only 4% of the teachers have the students who are very much involved in the class and the same number of teachers have the students who do not respond to the questions.

4.2.8 The support from the college/institution

The researcher asked the extend of support from the college/institution, for the teachers to resolve the problems. As the question was an open ended one, the responses collected are different and are given below.

1. “Nil”
2. “Supportive”
3. “Very supportive”
4. “It has to be much more supportive”
5. “The college support teachers with good salaries and benefits”
6. “They are with us”

From the 50 responses, the above statements are given to the researcher from the respondents.

4.3 The response from the Parents

4.3.1 The course their wards are enrolled to

Program	Frequency	Percentage
UG	26	51%
PG	25	49%
Total	50	100%

Table 4.3.1

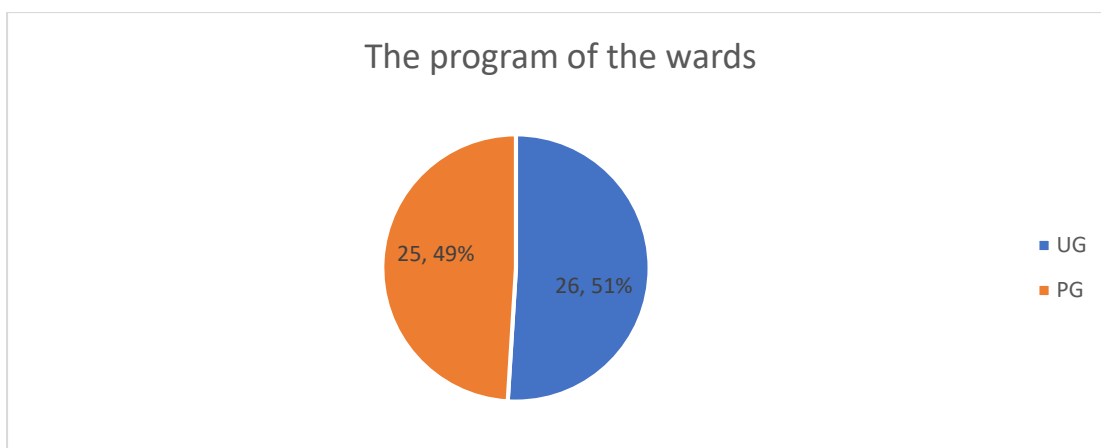


Figure 4.3.1

51% of the respondents have their wards pursuing under graduation course.

49% of the respondents have their wards pursuing post-graduation course.

From the above data, it is studied that, parents of under graduates are more in number than the parents of post-graduates among the respondents.

4.3.2 The level of satisfaction in the learning structure

Satisfaction level	Frequency	Percentage
Satisfied	33	66%
Neutral	13	26%
Not satisfied	3	6%
Very satisfied	1	2%
Total	50	100%

Table 4.3.2

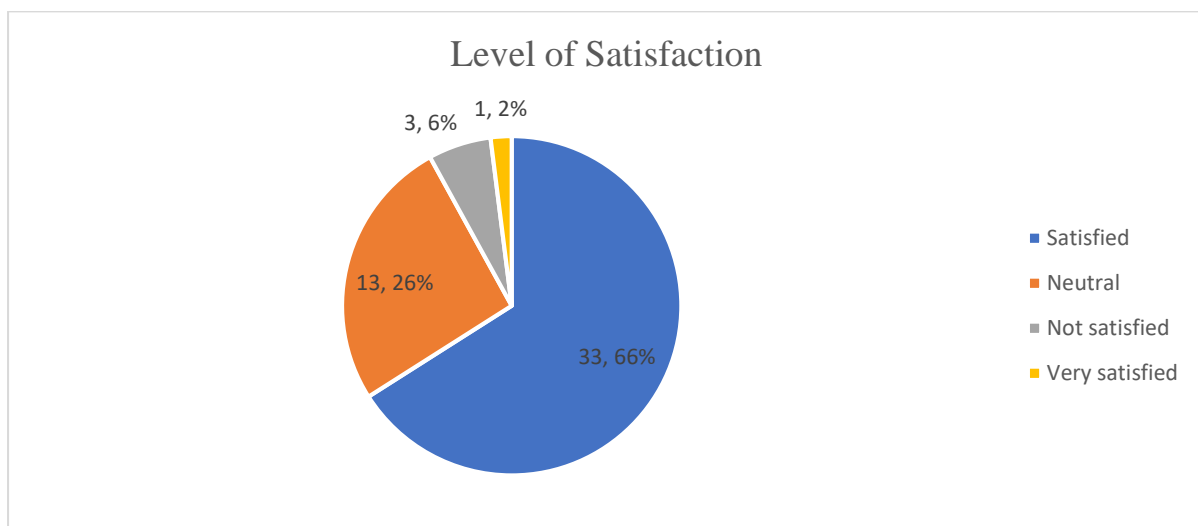


Figure 4.3.2

66% of the respondents said that they are satisfied with their ward's current leaning model.

26% of the respondents said that they are neutral assessment about their ward's current learning model.

6% of the respondents said that they are not satisfied in their ward's current learning model.

2% of the respondents said that they are very satisfied in their ward's current leaning model.

From the above diagram, it is understood that, a majority of the respondents are satisfied with the current (online) learning structure of education. Out of the 50 responses, about quarter of the respondents are neutral in their opinion. A very small and minimal number of respondents have the opinion of 'not satisfied' and 'very satisfied' respectively.

4.3.3 The level of financial ability to afford the ward's education

Financial ability	Frequency	Percentage
Can afford with limit	26	51%
I can afford	22	43%
I am not sure	3	3.9%
I cannot afford	1	2%
Total	51	100%

Table 4.3.3

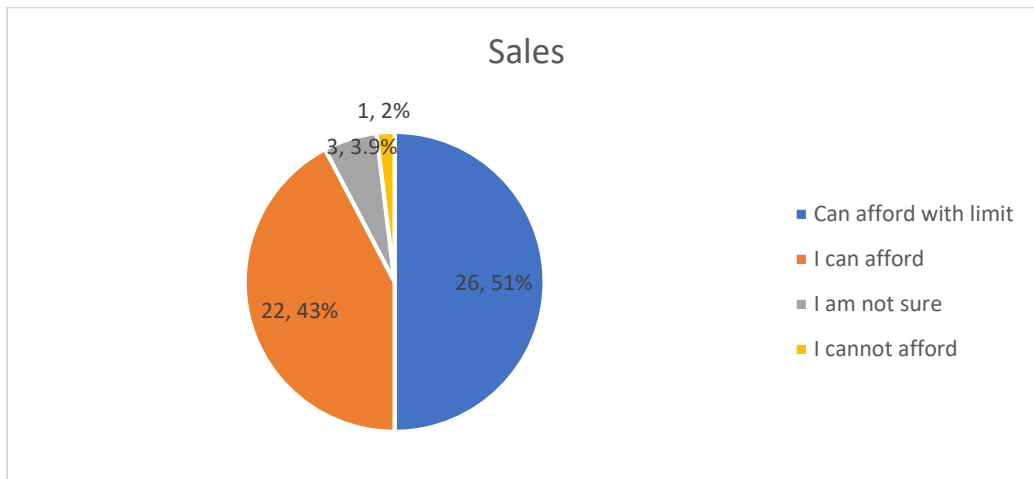


Figure 4.3.3

51% of the respondents said that they can afford their ward's education with a limit.

43% of the respondents said that they can afford their wards education.

3.9% of the respondents said that they are not sure of their affordability to their ward's education.

2% of the respondents said that they cannot afford their ward's education.

From the above information, it is analysed that, more than half of the respondents can afford their wards education within a limit. Near half of the respondents can afford while a small number of parents are not sure about their financial ability. A very minimal number of respondents stated that they cannot afford.

4.3.4 The amount of time spent in college

The amount of time	frequency	Percentage
Should spend more time	88	74.5%
should spend more time	12	25.5%
Total	47	100%

Table 4.3.4

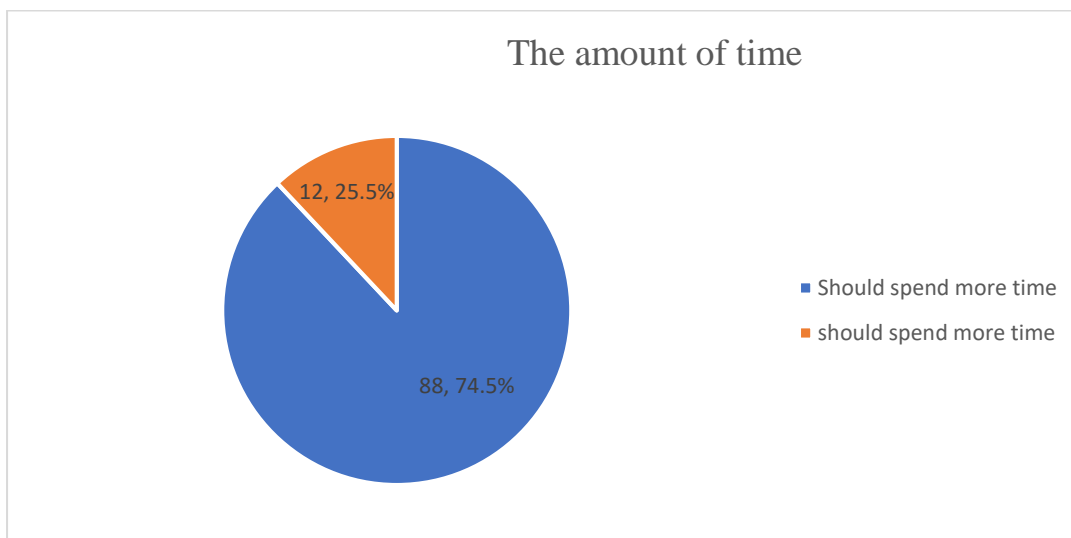


Figure 4.3.4

88% of the respondents said that their wards should spend more time in college.

12% of the respondents said that their ward should spend less time in college.

From the above data, it is clear that a huge percentage of the parents are of the opinion that their ward should not spend more time in college, rather than that he/she should spend less time in college.

4.3.5 The aspect to be improved

Aspect to be improved	Frequency	Percentage
Co-curricular activities	29	56.9%
Student-teacher interaction	15	29.4%
Syllabus	6	11.8%
Peer interaction	1	2%
Total	51	100%

Table 4.3.5

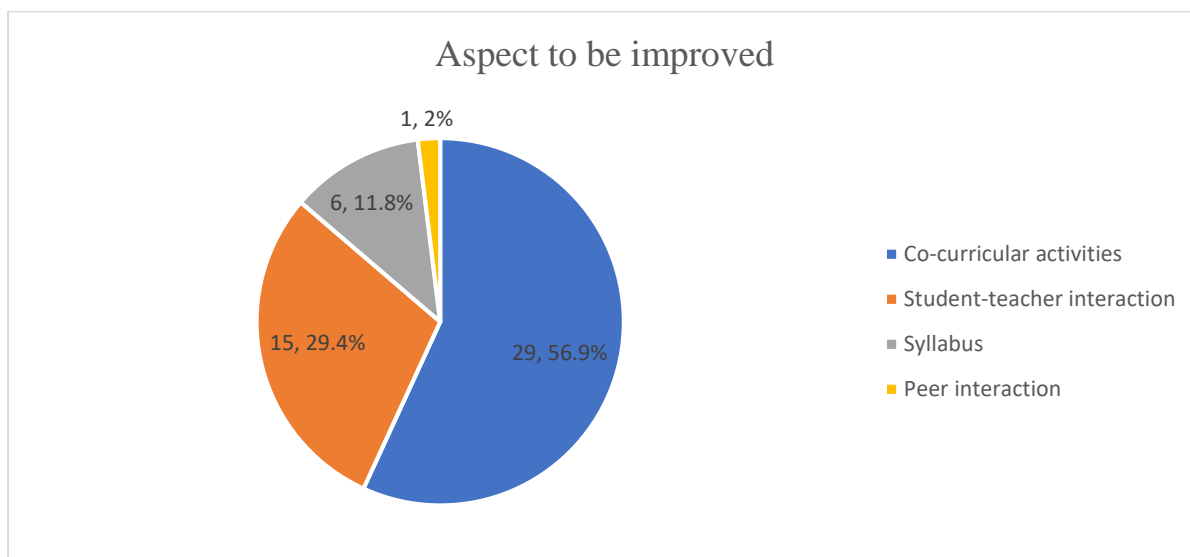


Figure 4.3.5

56.9% of the respondents said that co-curricular activities of the students are the aspect to be improved.

29.4% of the respondents said that student-teacher interaction is important.

11.8% of the respondents said that syllabus is important.

2% of the respondents said that peer interaction is important.

From the above information, it is identified that the majority of the respondents consider co-curricular activities as the important aspect in their ward's education, that has to be improved. Above quarter respondents are of the opinion that student-teacher interaction

should be improved more. Only 6 respondents are of the opinion that syllabus should be improved, while only 2 respondents consider peer interaction is the aspect that should be improved.

4.3.6 Effective communication during the pandemic

Effectiveness of the communication	Frequency	Percentage
Very helpful	21	41.2%
Helpful	19	37.3%
Improvements needed	10	19.6%
Not helpful	1	2%
Total	51	100%

Table 4.3.6

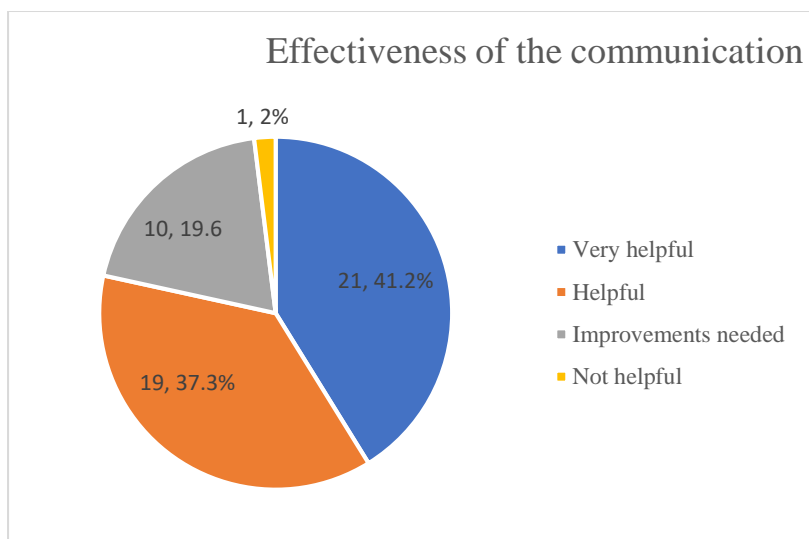


Figure 4.3.6

41.2% of the respondents said that the effectiveness of their ward's communication during the pandemic (COVID 19) is very helpful.

37.3% of the respondents said that the effectiveness of their ward's communication during the pandemic is helpful.

19.6% of the respondents said that their ward's communication during the pandemic needs improvements.

2% of the respondents said that the effectiveness of their ward's communication during the

pandemic is not helpful.

From the above data, it is examined that, near half of the respondents got very helpful effective communication for their wards during the pandemic. A considerable number of respondents have the answer that their wards got helpful, but not very helpful communication. A small number of parents have the opinion that improvements are needed. A very small number of respondents have the opinion that the communication was not at all helpful.

4.3.7 Accessibility of the teacher

Accessibility of the teacher	Frequency	Percentage
Managed to contact	30	60%
Not easy	13	26%
It has been very easy	7	14%
Very difficult	0	0%
Total	50	100%

Table 4.3.7

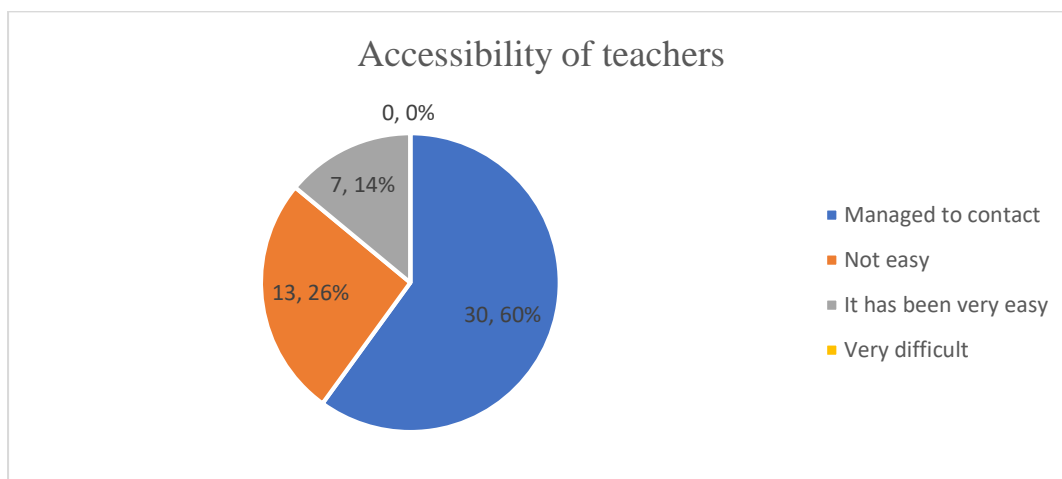


Figure 4.3.7

60% of the respondents said that they managed to contact their wards teacher.

26% of the respondents said that it was not easy to contact their ward's teacher.

14% of the respondents said that it has been very easy to contact their ward's teacher.

None of the respondents said that it was difficult to contact their ward's teacher.

From the above information, it is concluded that majority of the parents somehow managed to contact their ward's teacher. Only a small majority of the respondents have said that it was not easy to contact. It has been very easy for some respondents. None of the respondents considered contacting their ward's teacher as a difficult task.

4.3.8 Importance of parents' opinion to institutions.

Level of considering the opinion of parents	Frequency	Percentage
Considers the opinion	31	60%
Very important	9	17.6%
Less important	9	17.6%
Opinions are not regarded	2	3.9%
Total	51	100%

Table 4.3.8

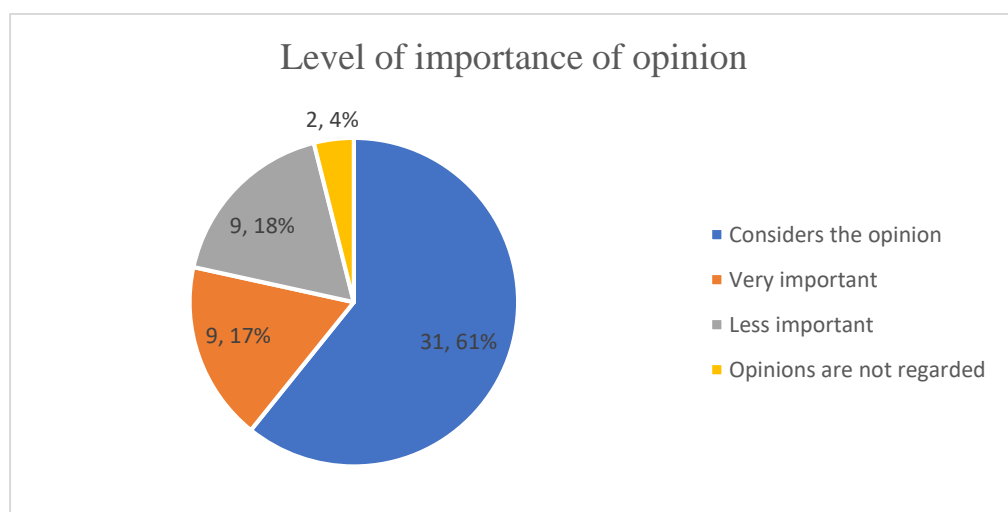


Figure 4.3.8

61% of the respondents of the respondents said that the institution in which their wards study considers their opinion.

18% of the respondents said that their opinions are less importance to the institution in which their wards study.

17% of the respondents said that their opinions are very important to the institution in which their ward study.

4% of the respondents said that their opinions are not regarded by the institution in which their wards study.

From the above data, it is analysed that majority of the parents' opinions are considered by their respective institutions. There is almost same percentage of parents (17% and 18%) whose opinions are less important and very important. Only two parents have answered that their opinions are not regarded.

4.3.9 Aspect to be improved

The researcher ends the questionnaire with an open-ended question that is, to state the aspect of the ward's schooling that will be better if continued according to the respondent. The answers given by the respondents are categorised as given below:

1. Syllabus
2. Interactive skills
3. Co-curricular activities
4. Studies
5. Interaction
6. Co-curriculum
7. Nil

Most of the respondents answered "Nil", which means they have no opinion regarding the statement asked by the researcher.

Chapter 5

CONCLUSION

5.0 Conclusion

The results from the study about the education system of India and the future of blended learning gives conclusion to the researcher. As the technology is evolving, the students, teachers and parents are getting more trained to use the technologies for various educational and non-educational purpose. From results of the survey conducted through questionnaires distributed to students above 18, parents and teachers, the ease of using technology for the targeted population is understood. The majority of the parents, teachers and students are familiar with the advancing technologies.

Because the world is changing, schools must accept online learning as a modern method of instruction. The usage of online learning manifests itself in distance learning and results accessing. The replacement of physical touch learning made learning environments simple and accurate. Research is now done utilising the internet with the most up-to-date information rather than information from obsolete books in libraries.

When Gutenberg invented the printing press, he contributed to an information explosion that ushered in the Renaissance and, ultimately, modern science (Foremski 1994). There is no doubt that the Internet has the potential to revolutionise education and training, even in its current form. It already has a lot of useful material, however most of it is incomplete or difficult to find. However, improvements in user interfaces and search tools will help to alleviate some of these issues. Without a doubt, the Internet has flaws, including a lack of formal structure and no guarantees for its information.

Building the education superhighway still has a long way to go. Many individuals around the world do not have access to telephones, let alone Internet access. As a result, we may see a divide between people who gain from the Internet and those who do not, both

within and across cultures (Pickering 1996). However, the first steps have been done, and the trend appears to be unstoppable. The infrastructure enabling high-speed, low-cost access to schools, colleges, and communities is being built. The political resolve to offer the educational services that the future generation deserves is now required.

The relationship between educational institutions and students' parents is one of reciprocal complementarity. Parents are responsible for their wards' level grades because they enrich their children's lives culturally, by providing various knowledge and contributing to the development of intelligent students, and families encourage the ward and increase motivation to teach, and are responsible for providing the appropriate conditions.

The students of our country are not far from the access of technologies today. From the study, the researcher concludes that both the online learning and traditional learning system can survive in a country like India. Both of the systems have their own advantages and disadvantages. However, the people are more prone for the adaptation of new system, in the future, the combination of the online and offline system will prevail. The learners can learn within their comfortability and no teachers will be stressed about the profession as they can manage to teach their pupils from the comfort of their home. The parents can supervise the education of their wards and even interact with teachers whenever it is necessary.

According to the research, the students above 18 consider co-curricular activities very important in education. Co-curricular activities are extracurricular activities that take place outside of the classroom. These activities, on the other hand, assist students develop transferable skills such as problem-solving, reasoning, critical thinking, creative thinking, communication, and collaboration. Participation in these activities helps students enhance their social skills, emotional development, and overall personality.

Online learning encourages both teacher-student interaction and peer interaction. Students can interact with teachers personally without going to the department. Likewise,

there will be no need of parents' meeting at a regular interval as the parents are watching their ward's learning at home.

In India, the future will be depended on the blended learning system. The blended learning seems to have a bright scope and future in India according to the study. There is only a very small majority, that soon become minority who opposes and rejects the benefits on online learning system. This shows that blended learning will make a huge change in the future if education system of India.

5.1 Limitations and recommendations

The study focuses on the students, teachers and parents of a particular area of Kerala, to represent the entire sample of the population. The study can't reach the people of the area where network connectivity and gadget availability are not proper. This study is limited to only 50 respondents for each of the three questionnaires and hence might not apply to a larger population. If the survey was conducted for a extended amount, it might yield additional responses. Larger the sample, higher the results and also the external validity of the analysis is additional.

The study focuses on the students above the age of 18. The study is also applicable for the students below 18. The study can also focus on the students irrespective of the age. The study can be extended to various areas of aspects like stress of teachers, mental health of students and the contribution of parents.

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APPENDIX

Survey Questionnaire

For Students:

I, Thesnim K V is undertaking a project as a part of my academic program. I am conducting a survey that focuses on students above the age of 18 to measure how effective was the new model of education (Online classes due to COVID pandemic) and what future they see in it. I kindly request you to provide me with your valuable response to the queries below. I assure you that the data provided will be kept confidential and used only for academic purpose.

Sample size:

Name:

Age:

What program are you into?

- UG
- PG
- Others, please specify

1. How difficult or easy is it to use the distance learning technology (computer, tablet, video calls, learning applications etc.)?
 - a) Very easy to handle
 - b) Not that difficult
 - c) Stressful
 - d) Cannot handle

2. How satisfied are you with the amount of time you spend speaking with your teachers?
 - a) We have no time with teachers.

- b) Not at all satisfied
 - c) Satisfied
 - d) Very satisfied
3. Are you getting all the help you need with your classwork right now?
- a) Not provided with any.
 - b) Get help occasionally.
 - c) Always get help.
 - d) Getting helps more often.
4. When you have online classwork, how often do you have the technology (laptop, tablet, computer, etc.) you need?
- a) Not often
 - b) Occasionally
 - c) Very often
 - d) Always provided with equipment we needed.
5. How difficult or easy is it to stay focused on your classwork right now?
- a) Not possible
 - b) difficult
 - c) Can manage anyhow
 - d) Very easy to manage.
6. How often do you interact with your teacher individually?
- a) Not often

- b) Occasionally
 - c) Very often
 - d) Interacts whenever needed.
7. How often your teachers encourage you to interact with the peers?
- a) Do not encourage.
 - b) Occasionally
 - c) Very often
 - d) Interacts in every class.
8. How often you take leave during online classes?
- a) Not often
 - b) Occasionally
 - c) More often
 - d) Takes leave more than the limit.
9. How often you feel that online classes are boring?
- a) Not often
 - b) Sometimes
 - c) More often
 - d) It is not at all boring
10. Do online classes make you aware about the co-curricular activities?
- a) Yes
 - b) No

For Teachers

I, Thesnim K V is undertaking a project as a part of my academic program. I am conducting a survey focuses on the teachers of students above the age of 18 to know how effective was the new model of education (Online classes due to COVID pandemic) and what future they see in it. I kindly request you to provide me with your valuable response to the queries below. I assure you that the data provided will be kept confidential and used only for academic purpose.

Name:

Whom are you teaching?

- UG
- PG
- Others, please specify

1. How happy are you with your college's present learning model?
 - a) Very happy and satisfied
 - b) Not happy
 - c) It is stressful for me
 - d) Can manage somehow

2. With the current learning approach, how tough or easy is it to support your students?
 - a) Easy to support
 - b) Not easy to support
 - c) It is stressful
 - d) I couldn't support much

3. In the existing learning model, how confident are you that you can deliver effective instruction?
 - a) Very confident
 - b) Not confident
 - c) I doubt my ability
 - d) I can manage

4. How worried are you about the academic progress of your students?
 - a) Very much worried
 - b) It's not a thing to worry much
 - c) I always check the progress
 - d) I am not worried

5. On an average, what proportion of your students participate in online classes regularly?
 - a) Almost everyone
 - b) About half of them
 - c) Very minimum number
 - d) It changes

6. How much involved are your students during online classes?
 - a) Very much involved
 - b) Not responding for my questions
 - c) Only respond when questions asked
 - d) Usually don't switch on their videos

7. So far this year, how supportive has your college's leadership been in resolving problems?

Your answer:-----

For Parents

I, Thesnim K V is undertaking a project as a part of my academic program. I am conducting a survey focuses on the parents of students above the age of 18 to know how effective was the new model of education (Online classes due to COVID pandemic) and what future they see in it. I kindly request you to provide me with your valuable response to the queries below. I assure you that the data provided will be kept confidential and used only for academic purpose.

Name:

Which program is your ward into?

- UG
- PG
- Others, please specify

1. What level of satisfaction do you have with your ward's college's learning structure?
 - a) Not satisfied
 - b) Not that bad
 - c) Satisfied
 - d) Very satisfied

2. How sure are you that you'll be able to finance your ward's education when he or she is studying at home?
 - a) I cannot afford
 - b) Not that stable
 - c) Can manage anyhow
 - d) It is not a matter for bothering me.

3. Do you believe your ward should be spending less or no time in person at college right now?
 - a) should spend more time
 - b) should spend less time

4. Among the following, what aspect of your ward's education do you think needs to be improved?
 - a) Syllabus
 - b) Co-curricular activities
 - c) Interaction
 - d) Personality

5. This college year, how helpful has your ward's college communication been?
 - a) Not helpful
 - b) Very helpful
 - c) Helpful
 - d) Improvements needed.

6. How difficult or easy is it to contact your ward's teacher when you need to?
 - a) It has been very easy
 - b) Not easy
 - c) Managed to contact
 - d) Very difficult

7. How important do you think your opinion is to the college?

- a) Less important
- b) Very important
- c) School considers my opinions
- d) Not space to tell my opinion

8. What aspects of your ward's schooling are you hoping to see in future as well?

Your answer: -----