PERCEPTION OF PARENTS, TEACHERS AND STUDENTS ABOUT IMPLEMENTATION OF ONLINE EDUCATION IN RURAL SCHOOLS

विद्यया ऽ मृतमइनुते





DISSERTATION

Barkatulla University, Bhopal In Partial Fulfilment of the Requirement of the Degree of Three Year Integrated B.Ed.M.Ed. 2018-2021

Supervisor: Prof. Nityananda Pradhan Principal RIE, Bhopal

Investigator: Sunanda Paramanik Integrated B.Ed.M.Ed.

Regional Institute of Education, NCERT, Bhopal (M

PERCEPTION OF PARENTS, TEACHERS AND STUDENTS ABOUT IMPLEMENTATION OF ONLINE EDUCATION IN RURAL SCHOOLS

Thesis Submitted to Regional Institute of Education, Bhopal In Partial Fulfillment of the Requirement of the Degree of Three Year Integrated B.Ed.M.Ed.

2021

1 0 DEC 2021

D 524

Supervisor

Prof. Nityananda Pradhan

Principal

RIE, Bhopal

Investigator

Ms. Sunanda Paramanik

Integrated B.Ed.M.Ed.

Roll No. 190660645

Degianal Institute of Education. CE_T, ho 1 (_P)



ACKNOWLEDGEMENT

While a completed dissertation bears the single name of the student, the process that leads to its completion is always accomplished in combination with the dedicated work of other people. I wish to acknowledge my appreciation to certain people.

To commence with, I pay my obeisance to GOD, the almighty to have bestowed upon me good health, courage, inspiration, zeal and the light. At the outset, I express my sincere and deepest gratitude to my supervisor. I would like to thank my supervisor, Prof. NITYANANDA PRADHAN, former Principal, Regional Institute of Education, Bhopal for the patient guidance, encouragement and advice he has provided throughout my time as his student. I have been extremely lucky to have a supervisor who cared so much about my work, and who responded to my questions and queries so promptly.

I would like to express my sincere respect and thanks to Dr. V.K.Kakaria, Principal, Regional Institute of Education, Bhopal for his kind support, co-operation and providing the Institutional facilities.

I take this opportunity to express my deep sense of gratitude and respectful regards to my teachers Prof. B.Ramesh Babu, Dr. Sanjay Kumar Pandagale, Dr. N.C.Ojha, Prof. Ratnamala Arya, Prof. I.B. Chugtai and Dr. Saurabh Kumar at Regional Institute of Education, Bhopal who taught me and gave me untiring help during my days of learning.

I would also like to thank all of the members of the Regional Institute of Education, Bhopal for simultaneously encouraging, guiding, and supporting my research ideas and me.

I owe a lot to my parents and grandparents, who encouraged and helped me at every stage of my personal and academic life, and longed to see this achievement come true. Their untiring presence and support during this critical period of pandemic allowed me smoothly complete my journey of dissertation.

My siblings kept me motivated throughout the process through their unconditional love and nagging to complete my work. Above all, I owe it all to Almighty God for granting me the wisdom, health and strength to undertake this research task and enabling me to

Ms. Sunanda Paramanik Roll No. 190660645 Integrated B.Ed.M.Ed (III Year) VI Semester Regional Institute of Education, Bhopal, India.

DECLARATION

I, Sunanda Paramanik, hereby declare that this dissertation thesis entitled "PERCEPTION OF PARENTS, TEACHERS AND STUDENTS ABOUT IMPLEMENTATION OF ONLINE EDUCATION IN RURAL SCHOOLS" was carried out by me for the degree of Integrated B.Ed.M.Ed. (III Year) under the guidance and supervision of Prof. Nityananda Pradhan, former Principal, Regional Institute of Education, Bhopal, India.

The interpretations put forth are based on my reading and understanding of the original texts and they are not published anywhere in the form of books, monographs or articles. I further, declare that the thesis or any part thereof has not been submitted elsewhere and has not formed the basis for the award of any Degree / Diploma / Associateship / Fellowship or other similar title.

Place: Crettack, Odisha

Scenanda Paramanel Sunanda Paramanik

CERTIFICATE

This is to certify that dissertation entitled "Perception of Parents, Teachers and Students about Implementation of Online Education in Rural Schools" submitted for award for the degree of Integrated B.Ed.M.Ed.(III Yr.) embodies a faithful bonafied research work carried out by Miss. Sunanda Paramanik (Roll no. 190660645) under my guidance & supervision. No part of this thesis has been submitted by her for any other degree or diploma.

I further certify that any help or information received during the course of investigation have been duly acknowledged by her.

Place: Bhopal Date: 275207t

Prof. Nityananda Pradhan Principal

TABLE OF CONTENTS

1 INTRODUCTION	1
1.1 Introduction	1
1.2 Online education	1
1.3 COVID-19 Pandemic	4
1.4 Indian Government Initiatives	7
1.5 Initiatives Taken By Odisha State Government	9
1.6 Rationale of the Study:	10
1.7 Statement of the Problem	11
1.8 Objective of the Study:	11
1.9 Research Questions:	12
1.10 Delimitation of the Study:	12
1.11 Operational Definition of Certain Terms:	12
2 REVIEW OF LITERATURE	14
2.1 Introduction	14
2.2 Online Education	14
	14
2.3 Role of Stakeholders in Online Learning	
	17
2.3 Role of Stakeholders in Online Learning	17 19
2.3 Role of Stakeholders in Online Learning2.4 Studies related to rise in the pandemic and its effect on learning:	17 19 22
2.3 Role of Stakeholders in Online Learning2.4 Studies related to rise in the pandemic and its effect on learning:3 METHODOLOGY	17 19 22 22
 2.3 Role of Stakeholders in Online Learning 2.4 Studies related to rise in the pandemic and its effect on learning: 3 METHODOLOGY 3.1 Introduction 	17 19 22 22 22
 2.3 Role of Stakeholders in Online Learning	17 19 22 22 22 22 23
 2.3 Role of Stakeholders in Online Learning	17 19 22 22 22 23 23
 2.3 Role of Stakeholders in Online Learning	17 19 22 22 22 23 23 23
 2.3 Role of Stakeholders in Online Learning	17 19 22 22 22 23 23 23 23 23
 2.3 Role of Stakeholders in Online Learning	17 19 22 22 22 23 23 23 23 23 23 23
 2.3 Role of Stakeholders in Online Learning	17 19 22 22 22 23 23 23 23 23 23 23 23 23 25

4.2 Perception of Teachers about Online Education	
4.3 Perception of Parents about Online Education	
4.4 Perception of Students about Online Education	
4.5 Suggestions for Effective Implementation of Online Education	
4.6 Conclusions	
5 SUMMARY	
5.1 Introduction	
5.1.3 Research Questions	
5.2 Methodology	
5.3 Analysis and Conclusions	
6 BIBLIOGRAPHY	
7 APPENDIX	

LIST OF TABLES

Table 4. 1: Percentage of Teachers Oriented on Online Education through Different	
Modes	27
Table 4. 2: Perception of teachers on Practical Barriers to Online Teaching	28
Table 4. 3: Percentage of teachers on conducting different sessions	29
Table 4. 4: Percentage of teachers on duration of each period	30
Table 4. 5: Percentage of teachers on duration of total classes in a day	31
Table 4. 6: Percentage of teachers on having different attendance rates in class	32
Table 4. 7: Perception of teachers on possession of devices	33
Table 4. 8: Perception of teachers on using online platforms for teaching	33
Table 4. 9: Perception of teachers on resources shared with students	34
Table 4. 10: Perception of teachers on learner assessment	35
Table 4. 11: Perception of teachers on effectiveness of online classes	36
Table 4. 12: Perception of parents on children ways of learning in lockdown	37
Table 4. 13: Perception of parents on children using different modes of learning	38
Table 4. 14: Perception of parents on facilitating resources	39
Table 4. 15: Perception of parents on children's engagement period on online learning.	40
Table 4. 16: Perception of parents on usefulness of online learning	41
Table 4. 17: Perception of parents on regularity of classes	42
Table 4. 18: Perception of teachers on difficulties faced during online teaching	43
Table 4. 19: Perception of teachers on continuation of online education	44
Table 4. 20: Perception of parents on children response to online learning	45
Table 4. 21: Perception of students on ways of studying during pandemic	46
Table 4. 22: Perception of students on Devices used for online education	47
Table 4. 23: Percentage of students on class duration in a day	48
Table 4. 24: Perception of students on regularity of classes	49
Table 4. 25: Perception of students on utility of classes	50
Table 4. 26: Perception of students on preferred mode of education	50
T-1-1- 4. 27. Demantion of students on difficulties during online learning	51

LIST OF FIGURES

Figure 2.	1: Role of tutor online	(source: Gold et al.	, 2010)	18
-----------	-------------------------	----------------------	---------	----

Figure 4. 1: Responses of teachers regarding mode of orientation	28
Figure 4. 2: Responses of teachers on practical Barriers to Online Teaching	29
Figure 4. 3: Responses of teachers regarding conducting different sessions	30
Figure 4. 4: Responses of teachers on duration of period	31
Figure 4. 5: Responses of teachers on duration of total classes in a day	31
Figure 4. 6: Responses of teachers on having different attendance rates in class	32
Figure 4. 7: Responses of teachers on possession of devices	33
Figure 4. 8: Responses of teachers on online platforms for teaching	34
Figure 4. 9: Responses of teachers on resources shared with students	35
Figure 4. 10: Responses of teachers on learner assessment	
Figure 4. 11: Responses of teachers on effectiveness of online classes	37
Figure 4. 12: Responses of parents on children ways of learning in lockdown	38
Figure 4. 13: Responses of parents on different modes of learning	39
Figure 4. 14: Responses of parents on facilitating resources	40
Figure 4. 15: Responses of parents on children's engagement period on online learning	41
Figure 4. 16: Responses of parents on usefulness of online learning	42
Figure 4. 17: Responses of parents on regularity of classes	43
Figure 4. 18: Responses of parents on difficulties faced during online teaching	44
Figure 4. 19: Responses of parents on continuation of online education	45
Figure 4. 20: Responses of parents on children's response to online learning	46
Figure 4. 21: Responses of students on ways of studying during pandemic	47
Figure 4. 22: Responses of students on devices used for online education	48
Figure 4. 23: Responses of students on class duration in a day	48
Figure 4. 24: Responses of students on regularity of classes	49
Figure 4. 25: Responses of students on utility of classes	
Figure 4. 26: Responses of students on preferred mode of education	
Figure 4. 27: Responses of students on difficulties during online learning	52