

## **TRACING THE EDUCATIONAL TRANSFORMATION IN PARALLEL WITH ADAPTATION**

**Srishti Anand, Mayank Sethi, Antima Sharda and Sourabh Basher**

*PGPM, ICFAI Business School, Pune*

### **ABSTRACT**

This study aims to encapsulate the perception of people for evolving education and adaptation to this evolving pattern considering the views of different age groups of people. The data were collected through an online survey, and the results were analysed with the help of Microsoft Excel. A total of 300 people filled the survey categorized into different age groups. The key questions were based on specifications like awareness, degree of adaptability, perspective towards this shift, response for the online classes, and perception for employment generation from these classes. Some possible interpretations derived from secondary sources are that for the subsequent of two-three month's online class will witness a surge as students taking into consideration their safety will not prefer to join back their educational institutions immediately even if the vaccine for COVID-19 launched. For smooth transitioning to the digital world, private Edutech companies and both the governmental and non-governmental organizations are operating hand in hand together.

**INDEX TERMS:** *Adaptability, Education Shift, Physical Classes, Virtual/Online Classes.*

### **INTRODUCTION**

The aim of this paper is to track the perception of people for this changing education scenario. Modes to provide education might change but education will always remain the need of the hour. As the world is developing at a rapid pace, WHO declared Covid-19, a global pandemic that restrained this swift growth. Few have considered how offline and online experiences overlap and influence subcultural values and norms. Online education in its various modes has been growing steadily worldwide due to the junction of new technologies, global adoption of the internet and intensifying demand for a workforce trained periodically for the ever evolving digital economy. E-education is changing the way we approach teaching and learning as institutions worldwide adapt to these changes. The dynamic education landscape has generated immense interest among researchers, educators, administrators and businesses. Education can be thought of as the transmission of the values and accumulated knowledge of a society. It is one of the fundamental pillars on which the growth of our society is sustained. It is the key to the openness of knowledge which is not only restricted to institutions but encompasses to the entire growth process.

### **METHODOLOGY & DATA COLLECTION**

This was a cross-sectional study carried out among different states of India. An online questionnaire was developed using google forms. The questionnaire includes a variety of items associated with perception, response to shifting in classes, socio-demographic characteristics and economic viewpoint. The link of a questionnaire was sent through different social media platforms such as WhatsApp, emails, Instagram, and LinkedIn.

The survey method is used for the collection of data in the form of a questionnaire. It was spread through various aspects of sources via. Mail, social media, telephonic, and word to mouth to analyse the data for the shift in education. For the purpose of data analysis, insights are drawn linking the demographic data with a non-demographic dataset while few insights are drawn on individual parameters.

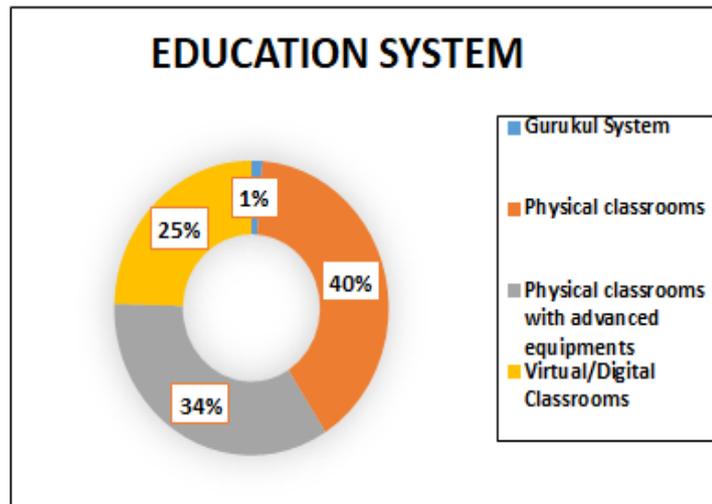


Fig 1: Choice of Educational System

Source: <https://docs.google.com/forms/d/1dQaWkE3rTTrOQ3aYVa98R6hPPv23Ybjp6QEZhnrVC4/e/dit#responses>

### DATA FINDINGS

From the sample size of 300, 40% of respondents have undergone physical classes as they are all-time preferable pre-COVID. Be it school, college or an MBA college physical classes were the foremost choices until today when these virtual classes became the new normal. 25% of the respondents who have witnessed and witnessing virtual classes have also undergone physical classes in their earlier course of education.

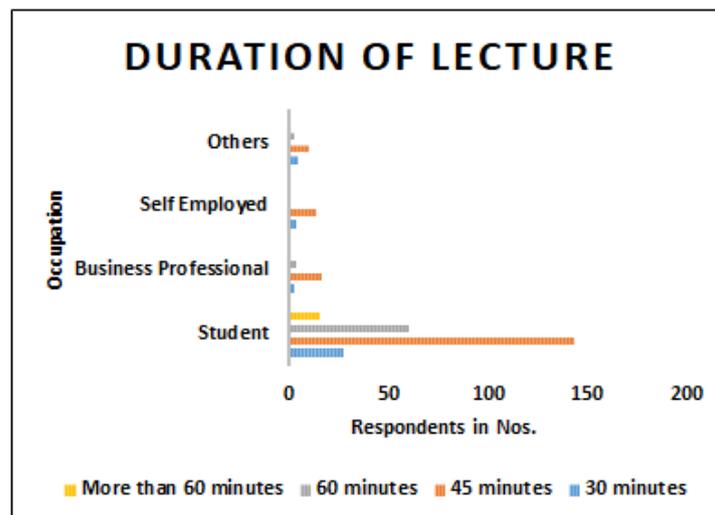


Fig 2: Perception for duration of lecture

Source: <https://docs.google.com/forms/d/1dQaWkE3rTTrOQ3aYVa98R6hPPv23Ybjp6QEZhnrVC4/e/dit#responses>

This graph relates perception of lecture timing with the occupation. Around 150 respondents feel the lecture should be limited to 45 minutes. The reason can be concentration can be mostly up to 20-30 minutes keeping distractions aside. More than 50 respondents feel lecture timing should be kept to 60 minutes as most educational institutions usually graduate and post-graduate colleges prefer 60

minutes' lecture duration. On the other hand, considering the preference of timing for lectures, respondents feel 45 minutes is the ideal duration for the lecture.

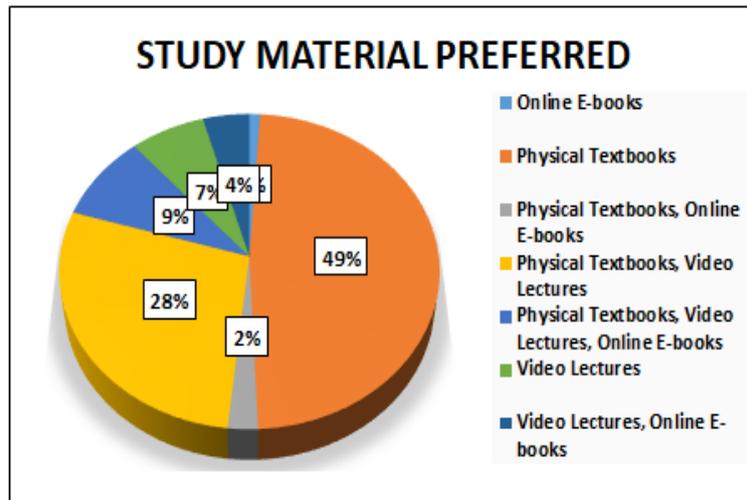


Fig 3: Selection of Study material

Source: <https://docs.google.com/forms/d/1dQaWkE3rTTrOQ3aYVa98R6hPPv23Ybjp6QEZhnrVC4/e/dit#responses>

The figure depicts that 49% of the respondents prefer physical textbooks. The possible reason for the same can be from our very schooling physical textbooks were given priority and this was ingrained in most of the students. But 28% of respondents are comfortable with the combination of video lectures and physical textbooks. Video lectures are preferable might be due to the clarity of concepts more easily and it's said also listening proves to be more understandable than reading.

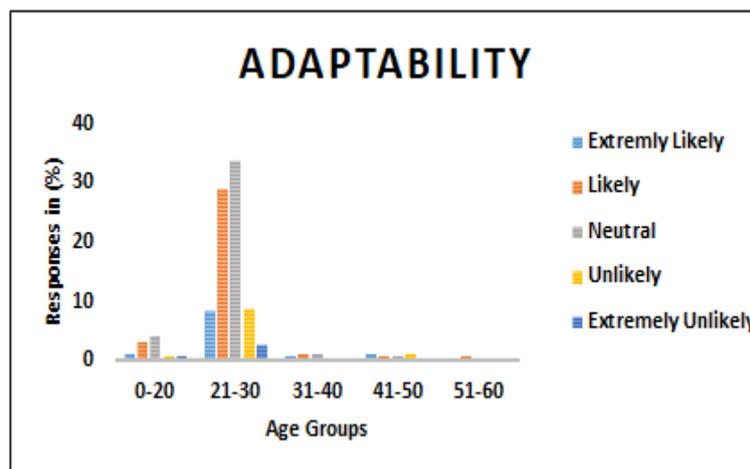


Fig 4: Level of Adaptability

Source: <https://docs.google.com/forms/d/1dQaWkE3rTTrOQ3aYVa98R6hPPv23Ybjp6QEZhnrVC4/e/dit#responses>

From this graph, we can see that the 21-30 age group are our major respondents and they are neutral in the shift from offline to online classes. The second view is major respondents are adaptable to this

shift. We can infer that whatever mode adopted by educational providers to the students, they are adaptable to that shift. On the other hand, around 9% of respondents are reluctant to the shift might be due to their extensive experience of offline classes and these online classes were never anticipated by anyone and for such a long period. Even in the age groups of 0-20 and 31-40 most respondents are adaptable to the change in education delivery.

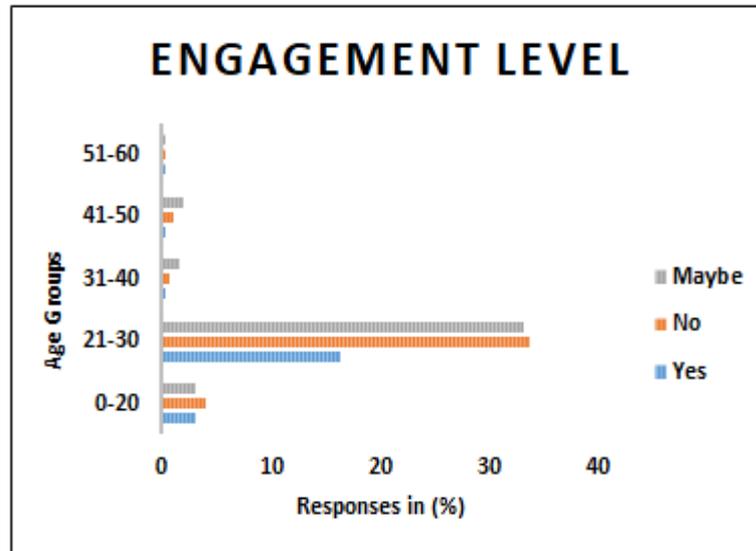


Fig 5: Level of Engagement

Source: <https://docs.google.com/forms/d/1dQaWkE3rTTrOOQ3aYVa98R6hPPv23Ybjp6QEZhnrVC4/e/dit#responses>

From this graph, we can infer that almost 35% of the respondents find classes not engaging be it online or offline. The possible reason could be that many classes were driven by knowledgeable students and class is carried away with this. The other perspective is that around 33% of the respondents can really judge the engagement level as they find some engaging and in some their involvement is satisfactory for them. In the age group of 0-20 classes are not engaging is the major chunk and in both age groups of 31-40 and 41-50 respondents can't really judge the engagement level

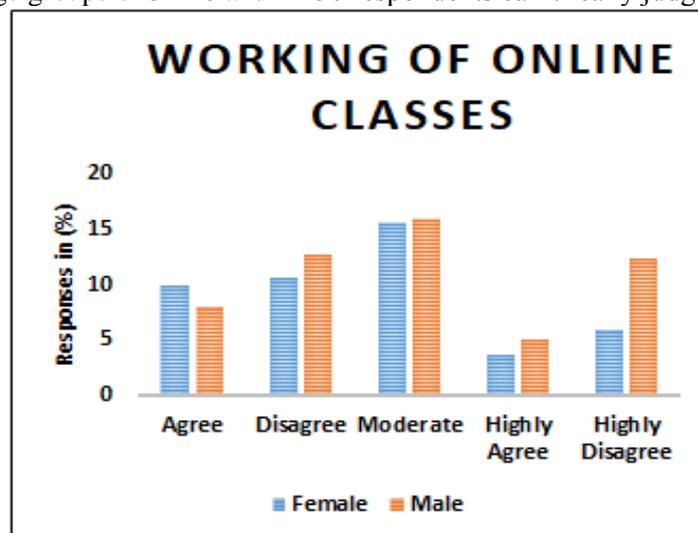
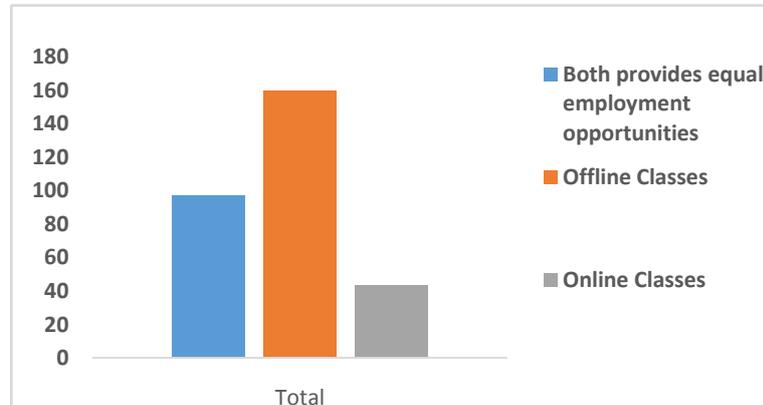


Fig 6: Operation of offline classes

Source: <https://docs.google.com/forms/d/1dQaWkE3rTTrOQ3aYVa98R6hPPv23Ybjp6QEZhnrVC4/e/dit#responses>

We can infer most of the respondents are of moderate view regarding the functioning of online classes even if GOI approves complete unlock. Safety can be the underlying reason for this moderate view. On the contrary, some of the respondents think online classes will not be preferred that much after complete unlock as this is the longest lockdown in history and this has created a feeling of distance education which is not the cause thereof. Moreover, around 12% of the male respondents are highly disagrees with the view that online classes will be demanded at the same rate once the lockdown is lifted completely.



**Fig 7: Employment generation from classes**

Source: <https://docs.google.com/forms/d/1dQaWkE3rTTrOQ3aYVa98R6hPPv23Ybjp6QEZhnrVC4/e/dit#responses>

From the above graph, we can surmise that almost 158 respondents are of the view that offline classes generate more employment in the economy as compared to online classes. The possible reason can be different job roles associated with offline classes and their functioning. An educational institution has various departments that require different person to manage that task. The second view from the responses is both classes offer the same level of employment opportunities. This perception was supported by around 95 respondents.

### CONCLUSION

According to the primary research, most respondents fall under the age group of 21-30 perusing their higher education. This age group respondent has mostly attended both online and offline classes. Some other insights are most people find offline classes provide a suitable blend of theoretical and practical learning along with most respondents find these classes engaging. The preferred duration for a lecture is 45 minutes in all the age groups along with physical textbooks and videos are preferred by the respondents. Most of the respondents are of the view that offline classes offer more employment opportunities as well as offer the right amount of theoretical and practical knowledge. This pandemic may have adversely affected offline classes but online classes are an emerging trend amid this crisis. We can also conclude that education is one of the industry that can overcome any crisis just like we all have witnessed in this pandemic.

**APPENDIX**

1. Which of the following education system you have attended?
  - Gurukul System
  - Physical classrooms
  - Physical classrooms with advanced equipment
  - Virtual/Digital Classrooms
2. What should be the ideal duration for a lecture?
  - 30 minutes
  - 45 minutes
  - 60 minutes
  - More than 60 minutes
3. What study material would you prefer the most for studying?
  - Physical Textbooks
  - Video Lectures
  - Online (Outlook, 2020)E-books
4. How much adaptable you are in this shift in education pattern?

Extremely Unlikely

1

2

3

4

5

Extremely Likely
5. How satisfactory is the interaction in the class that you have attended?

Highly Satisfied

1

2

3

4

5

Dissatisfied
6. Do you think online classes are engaging?
  - Yes
  - No
  - Maybe
7. Do you think online classes are value of money?
  - Yes
  - No
  - Maybe
8. Which class according to you is more tiresome?
  - Online Classes
  - Offline Classes
9. What do you think offers the right blend of theoretical and practical experience?
  - Online Classes
  - Offline Classes
  - Both provides equal experience
10. What according to you generating more employment in an economy?
  - Online Classes
  - Offline Classes
  - Both provides equal employment opportunities

**REFERENCES**

- [1] Dr. Ashwini Kumar Sharma. (2020, April 15). The Economic Times. Retrieved from <https://economictimes.indiatimes.com/blogs/et-commentary/covid-19-creating-a-paradigm-shift-in-indias-education-system/>
- [2] Lawrence, G. B. (2020, March 20). *Faculty Focus*. Retrieved from <https://www.facultyfocus.com/articles/online-education/an-educational-shift-encouraging-mission-driven-online-learning/>
- [3] Lederman, D. (2020, March 25). *Inside HigherEd*. Retrieved from <https://www.insidehighered.com/digital-learning/article/2020/03/25/how-shift-remote-learning-might-affect-students-instructors-and>
- [4] Outlook. (2020, April 20). *Outlook*. Retrieved from [outlookindia.com: https://www.outlookindia.com/newscroll/paradigm-shift-in-education/1808281](https://www.outlookindia.com/newscroll/paradigm-shift-in-education/1808281)