# Role of Online Education Platforms in Shifting Indian Education System: A Study on M.com Final Year Students of Government Colleges Affiliated to Mangalore University

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### Abstract:

Covid – 19 witnessed landmark changes in the different sectors including in Indian higher education system. During the lockdown online educational platforms gained huge popularity and helped in the continuation of education system without break. There are hundreds of online educational platforms are introduced and most popular among which is tube videos, Google Search Engine based materials, Online library and so on. During the covid 2019 online education services providers such as BYJU's, Skill share, Vedantu, Unacademy got highest student and proved themselves as an alternative for traditional education system. There are debates globally on effective mode of education among offline and online, most of the people believed online mode education is superior. This study is conducted with the intention of verifying better system of education along with empirical evidence of opinion which is provided by second year M.com students of Government First Grade College coming under Mangalore University. There are around 500 students and we have selected 220 respondents for our survey and final interpretations given based on responses recorded after applying statistical and economic techniques. This research result will help in understanding issues and challenges of the online education system.

**Key words:** Covid-2019; Government First Grade Colleges; Online Education System; M.com Students; Traditional Education;

# Introduction

### A Brief History of Indian Education System:

Education is very necessary for each and every one; it's the most powerful weapon use to change the world. It is a process giving or receiving systematic set of instruction to acquire any skill, gain knowledge, mayknows& respect in society. We don't have an education we are depend on anyone on any situation. Now a day's everynation is taking steps to make its people educated. We can say that education system of India is well developed comparing to the past days. India has a unique education system design to uphold its nation's culture, values. Indian education system has changed over the time; it's quite different from that of foreign nations. Our nation focused on theoretical knowledge. In ancient period introduce one education system Gurukula; it was India's first system of education, residential schooling system for learning. The basic learning wasn't only read book and memorize the information, this education system focused development of students. this included their mental, physical, a and socialbehavior, relationship, spiritual wellness, religion taught, Holy Scriptures, and more. This allowed for an emotional bond to be developed prior to the transmission of knowledge, now a day's Indian government will improve higher level education.19th century, modern education system was introduced by lord Thomas Babington Macaulay in Indian education. Development of education system during the British period was determined by the needs of colonial powers. Keeping their motives in mind, the British accordingly developed the education system.

### Various Online Education Platforms:

Educational institution closed due to the covid-19 pandemic, the government has been encouraging online education to achieve continuation of education from master class, few of our recommendation for best online learning platforms are,

### BYJU's:

It's a Indian multinational educational technology company, headquarters is Bangalore it's a India's largest Ed -techcompany.

### DEXLER education:

provide customized industry-based education solution for corporate learning, talent management.

### • EDUCOMP solution:

it is the largest education technology company in India; it is the largest professional development company, a leading ICT solutions company, and the pioneer in education process outsourcing in India.

 IGNOU (Indihar Gandhi national Open University): the vision is to align with the nation's digital initiatives to provide affordable access to quality education through a virtual learning environment for anyone, anytime, and anywhere.

### • EDUKART:

India's leading education market place, offering education seekers a platform to choose and enroll from 2000+courses in degree, diploma, and certificate.

### • Simplilearn:

It is the online boot camp for digital economy skill training focused on helping people acquire the skills they need to thrive in the digital economy.

### Merittnation:

It is India's 1<sup>st</sup> online learning platform for students

• Excel soft: learning and assessment interest of education publishers, universities, the government.

### **Role of Online Education Platforms in Indian Education System:**

Online education helps to study or teach from anywhere in the world. Education has changed dramatically with the arise of e-learning system, where teaching is undertaken remotely and on digital platforms. it is helpful to develop the Indian education from throughout the discontinued of education.

### **Covid-19 and its impact on Popularity of Online Education Platforms:**

In India currently education is based only on traditional methods of learning, that is, they follow the traditional set up of face-to-face lectures in a classroom, but the sudden outbreaks of covid - 2019 has affected Indian education systems. All over the country educational institutions closed formal teaching and instructed to continue the same with available online platforms. Usage of

online platforms in education segment is continued even after the release of covid severity.

### **Statement of Problem:**

Covid Pandemic made people to shift themselves into online in almost all field including Education. There is a clash on the effective method of teaching between online and offline education system. Strong need was found to identify superior method of education on point of view of students who have gone through both of online and offline education system.

### **Research objectives and Research Questions:**

This research is done with the broad objective of identifying better system of education among offline and online. Main intention of the study is to identify the role of online education platforms in shifting Indian education system. In order to reach desired broad objective following objectives are drawn:

- To know different online educational platforms frequently used by the student community.
- To know the perception of the students on daily usage of different online educational platforms.
- To compare and construct effectiveness of online and offline education system.
- To suggest for effective policy implementation for overall upliftment of higher education system.

Following *research questions* are developed to facilitate platform for reaching desired objectives.

- 1. What are the Educational platforms used by the student community?
- 2. Which is better system of Education?
- 3. Do we need to mandate online education in the Indian higher education system?

### Significance of the study:

This research paper is prepared with the intention of knowing which is better system of education and do Indian higher education must reserve places for usage of online platform in the formal education system. This study is done by considering ongoing students in the higher education system. Results of this study helps to the policy makers, teachers, students, researchers and all other stakeholders.

## Limitations of the study:

No experiments can be done without having limiting points and this research attempt also suffers from following limitations:

- 1. This study concentrates only on Commerce students.
- 2. This study considers only active final year students of M.com.
- 3. This study done only on the Government First Grade colleges coming under Mangalore University.

# **Literature Review**

**Ruchan Uz and Adem Uzun(2018)** controlled study of 167 undergraduate students on m.com programming course compared online learning with a traditional learning environment. The study found that, it helps to developing self-regulated learning skills, online instruction was more effective than traditional instruction.

**James Byrnes(2011)** review of 55 empirical studies noted that research suggests that:onlie learning environments helps to increase the opportunity for students to build their own ability to self-regulate, and for some, leverage their ability to apply self-regulated learning ... to gain knowledge.

**Peter Serdyukov and Robyn,** this research provide information on online education platform to students do learn independently argues matter that independent learning requires active promotion as well as a desire to promote autonomy on the part of the instructor and the necessary skills, motivation, knowledge on the part of students.

**Paul VanPortfliet and Michael Anderson** (2013) online education platform helps to to hybrid course delivery: Increasing positive student outcomes. Helps to develop the education platforms to learning online education.

**Ruchan Uz & Adem Uzun (2011)** the study Influence of online Learning Environment on Self-Regulated and Self-Directed Learning Skills of Learners review of 55 empirical studies on post graduate student. **Bernard et al.'s (2014)** study of online learning in higher education, students in online programs have turned out to achieve slightly better than students following traditional classroom instruction programs. It helpful to develop online education system.l

**Bignoux&sund,**(**2018**)The online learning environment varies profoundly from the traditional classroom situation when it comes to learner's motivation, satisfaction and interaction offers a convenient baseline for intervening in online learning.

Adam *et.al.* (2012) online learning and face to face class with regard to their satisfaction and also, they supported the fact that online class will be as effective as traditional class if it is designed appropriately. These facts clearly show us that online learning is a perfect substitute for the traditional classroom learning if they are designed suitably.

.**Moravec et al. (2015)** showed how e-learning tools impact students' achievement. The study was attended by nearly 2000 students. According to Moravec et al. (2015), the study compares the results of questions from the area of law where the tool was provided in a pilot version with the results of questions, where the e-learning tool was not provided. The researchers found that the e-learning tools have affected the students' results. Nevertheless, the belief of the e-learning tool may possibly have a negative effect on students who will depend on given materials was disproved.

Scholtzand Kapeso (2014) and Almajali et al (2016), Shannak (2013) explored the factors of mobile learning (m-learning) approaches which can be used for enterprise resource planning (ERP) system. The technology acceptance model(TAM) was applied to assess the acceptance, usefulness and perceived ease of use of the m-learning. The researchers found that the m-learning system was correlated positively for perceived ease of use and perceived usefulness as such findings confirmed other studies which stressed the importance of the quality of course content in e-learning and-learning projects.

**Pieri and Diamantini (2014)** conducted their research based on the experience of e-learning web 2.0 at the University of Milano-Bicocca in the academic year of 2011-2012. The objective of the research was to make the implicit and tacit knowledge that the users have, explicit, and therefore more accessible.

**Salter et al. (2014)** aimed to demonstrate the features and benefits of the practice of e-education in general and in particular in the pharmacy, where e-education helps to clarify the vehicles pharmaceutical and elements of vehicles in that it would facilitate the process of analysis and helps to count the number of elements,

**Teo (2014)** aimed to clarify the extent of teacher satisfaction of the application of e-learning programming persevere teachers. Teo (2014) investigated the key drivers of teachers' e-learning satisfaction. 387 participants in a postgraduate diploma in education completed a survey questionnaire to measure 6 constructs (tutor quality, perceived usefulness, perceived ease of use, course delivery,

**Arasteh et al. (2014)** proposed a dynamic resource management model to develop the availability and dependability of the e-learning services in the grid system. A dynamic replication technique was employed to tolerate resource failure/unavailability during the execution of an e-learning service in the economic grid system. The researchers found that the availability of the e-learning services in the proposed model was higher than those of the basic resource management services.

**Ceobanu and Boncu (2014)** investigated in a theoretical manner the challenges associated with the use of mobile technology in adult education. They argued that mobile learning (mLearning) can be placed at the connection of eLearning and mobile computing, which is differentiated by the capability to access learning resources anywhere, anytime, through high capabilities of search, high interaction, high support for effective learning and ongoing assessment based on performance.

**Beurs et al. (2015)** argued that randomized researches investigating the impact of training of mental health professionals in suicide prevention guidelines are limited. The researchers evaluated whether professional benefited from an e-learning supported train-the-trainer program aimed at the application of the Dutch multidisciplinary suicide prevention guideline. 45 psychiatric departments from all over the Netherlands were clustered in pairs and selected randomized. All of the staff of psychiatric departments was trained by peers with an e-learning supported train-the-trainer program.

The use of educational platforms has allowed finding solutions in the imposed situation and innovating teaching methods and tools in various fields such as geography by **Cazacu** and medicine by **Chatterjee** and **Chakraborty** and **Elzainv et al.** Additionally, the use of information and communication with the help of technology has been useful in the medical field, as noted by **Grishchenko** and **Hasan** and **Bao**.

Universities and teachers were not completely taken aback by online courses and activities, **Windes** and **Lesht** highlighted the effects of the online courses and their impact on education.

**Becker et al.** sustain that electronic platforms allow the storage and management of an unlimited number of courses, as well as the storage and management of an unlimited volume of content within a course.

**Cheng and Chau, 2016** Research on faculty members' perceptions and attitudes toward online learning emphasized the role of instructors in facilitating communication and learning with students. Instructors acknowledged the content expertise and instructional design as the factors in the success of online learning. Similarly, the call for staff and student training is mandatory for online learning success.

**Polly et al.** examined the barriers in the use of digital technologies and the necessary support for academic staff. The barriers identified were the time required to learn new technologies and the time required to learn how to use them in the teaching process.

**Elzainy et al.**Electronic platforms have a number of advantages over traditional teaching exploring the impact of elearning and assessments on students and having observed important changes in improving student's technological skills during the pandemic period. **Martin et al.** noted the use of traditional assessments to assess the students and course templates, and the processes of quality assurance and surveys, learning analyses and intermediate assessments.

The European pandemic COVID-19 has led nationally to the development and taking

of rapid and effective measures that have caused significant disruption to education systems, training for both students and teachers but also educators, who at the same time had to adapt to online courses, as **Ursan et al.** observed.

Online education for teachers requires time to identify and build the platforms and materials needed, according to **Hodges et al. Bojovic et al.** and **Chakraborty et al.** 

noted that teachers still lack confidence in online assessment techniques. **Aguilera-Her-mida** argues that teachers' experience can also be closely related with the students' learning experiences. In his opinion, **Chakraborty et al**. students prefer face-to-face interaction with teachers because teachers do not trust online assessment techniques.

During COVID-19, education has been shifted into the techno-economic culture. The shift should be associated with plans to reduce this shift's impact on the normal learning process **Gurukkal** (2020). The change to online in higher education

entails reshaping our view regarding higher education, including institutions and students' needs. For instance, theoretical courses can be taught online. In contrast, the practical courses should be conducted face to face to ensure best teaching practices in monitoring and guiding students. Therefore, technology can make larger classes flexible and suiting students' needs **Siripongdee et al**. (2020)

Research on Faculty Members' perceptions and attitudes toward online learning emphasized the role of instructors in facilitating communication and learning with students. Instructors acknowledged the content expertise and instructional design as the factors in the success of online learning. Similarly, the call for staff and student training is mandatory for online learning success **Cheng and Chau**,(2016)

The COVID-19 crisis has brought to light digital inequalities among students, which is a major risk factor for social vulnerability. Additionally, the inequalities were identified in the research by **Beaunoyer et al.** because not all students have the same social conditions or lifestyle, and not all have access to the internet or have high-performance digital equipment or have the necessary skills.

The quality of the platform used in the educational process has a favorable effect on the performance of students in online education **Ionescu et al.** According to, we can consider that in 2020 the sustainability of online learning offers professionals a flexible option in accordance with their schedule, contact with university staff and platforms for advice and information. Others, such as **Singh et al.** present the importance of platforms in education but in the same time **Diaz** and **Walsh** became advocates for telesimulation based education during COVID-19.

**Beaunoyer et al.** The COVID-19 crisis has brought to light digital inequalities among students, which is a major risk factor for social vulnerability. Additionally, the inequalities were identified in the research because not all students have the same social conditions or lifestyle, and not all have access to the internet or have high-performance digital equipment or have the necessary skills.

Perception depending on the field of specialization and the student-teacher relationship were addressed by **Trammell** and **La Forge** in their paper, but also the continuous changes necessary for the faculty in the future development of faculties was noted by **Stark** and **Smith Sheffield et al.** instead explored teachers' competencies and attitudes regarding online courses and adapting to students' needs, also Schmidt et al. Trust and Krutka and Rhode et al. identifying what is needed to improve teaching activities and their personalized adaptation.

## **Research Gap:**

There are no studies done yet on students pursuing post-graduation under government colleges of Mangalore university with regards to Master commerce. Therefore, this study places a material importance to have beneficiaries' opinion on system of education after enrolling in it for a year.

## **Research Design and Methodology**

## **Research Approach:**

Deductive approach of Research is applied in this study. Under the deductive approach of the research pre-designed hypothesis are tested by using applicable statistical tools for confirming the existence of particular characteristic.

## **Research Design and Methodology:**

Cross sectional research design is applied which is helping in collecting opinion of large group is a single time period. Cross sectional research design suits better since the main intention of this study was to verify employability skill existed among the students studying in higher education courses and the sample size was large

## Variables under the Study:

## Figure 01: Dependent and independent variables:



Frequency of Usage	Shifting Indian Education System
Effective Method of Education	
Satisfaction Level	
Need of opinions	
Fees based Subscription	

Source: Developed by an Authors for the study purpose.

### **Research Hypothesis:**

#### Hypothesis -1:

H<sub>0</sub>= Demographic factors of respondents are independent of frequency online educational platform usage. (*Chi-square test*)

### **Hypothesis -2:**

 $H_0$ = Demographic factors of respondents are independent of their Opinion on effective method of education. (*Chi-square test*)

### **Hypothesis -3:**

H<sub>0</sub>= There is no significance difference in mean value in the key indicators. (One-way

### Anova or F Test)

### **Hypothesis -4:**

H<sub>0</sub>= There is no significance in the mean value of respondents' opinion on different basic variables of online education system.

### **Data Collection:**

This research is based on both primary and secondary date. Primary data is collected through the pre-designed systematic questionnaire whereas; secondary information is collected from the various published sources.

### **Population for the Study:**

Research focuses on-going Final year Master of Commerce studying students at various first grade government colleges coming under Mangalore University. Table below shows the distribution of second year students of government first grade colleges coming under the Mangalore University. There are 737 M.com final year students studying in various government first grade colleges.

## **Figure 02: Population of the study:**

Τα	Total Strength of M.com 2 <sup>nd</sup> Year Students Studying at various Government First					
Sl. No.	Grade Colleges Under Mangalore University College Name	Total Strength of M.com 2nd Year Students				
1	Dr. G Shankar govt. Women's Government First College & P G study college Ajjarakadu	111				
2	Dr. K Shivaram Karanth Government First College Bellare	53				
3	Government First College Hebri	30				
4	Sri KalavaraVaradaraj M Shetty Government First College Koteshwara	37				
5	Government First College Shankarnarayana	26				
6	Government First College & PG Study Centre Thenkanidyur	60				
7	Government First College Kapu	40				
8	Smt. Rukmini Shedti Memorial Government First College Barkur	31				
9	Manjunatha Pai Memorial Government First College of Prof. & business Management Karkala	60				
10	Government First College BC Road Bantwal	31				
11	Government First College Belthangady	26				
12	Government First College Haleyangady	36				
13	GfgcPunjalkatteBelthangady	39				
14	Dr P Dayananda Pai & P Sathish Pai Government First College Manglore	40				
15	Government First College Uppinangady	36				
16	Government First College Government First College VamadapadavuBantwal	28				
17	Government First College muniyaluKarkala	29				
18	Government First College Hiriyadka	24				

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Total Number of Students	737
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Source: Developed by the author contacting Principals of various colleges

## Sample for the Study:

1

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					8	

	Confid	lence level	= 95%	Confidence level = 99%			
	М	argin of er	ror	Margin of error			
Population size	5%	5% 2,5% 1%		5%	2,5%	1%	
100	80	94	99	87	96	99	
500	217	377	475	285	421	485	
1.000	278	606	906	399	727	943	
10.000	370	1.332	4.899	622	2.098	6.239	
100.000	383	1.513	8.762	659	2.585	14.227	
500.000	384	1.532	9.423	663	2.640	16.055	
1.000.000	384	1.534	9.512	663	2.647	16.317	

Source: *Krejcie*, R.V., & *Morgan*, D.W., (1970).

Figure 03, presents the minimum samples must be selected in the survey at different significance level. Total size of the population was around 500 and according to Krejcie and Morgan (1970), we must select minimum 217 responses at 5% significance level.

## **Respondents Selection, Response Rate and Distribution of Respondents:**

## Figure 04: Respondent's selection and response rate:

Sl. No.	College Name	Total Strength	No. of Questionnaires sent	No. of Usable Responses Accepted	Response Rate (%)
1	Dr. G Shankar govt. Women's Government First College & P G study college Ajjarakadu	111	39	37	94.49
2	Dr. K Shivaram Karanth Government First College Bellare	53	19	16	85.57
3	Government First College Hebri	30	11	8	75.59
4	Sri KalavaraVaradaraj M Shetty Government First College Koteshwara	37	13	10	76.61

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5	Government First College Shankarnarayana	26	9	7	76.32
6	Government First College & PG Study Centre Thenkanidyur	60	21	19	89.76
7	Government First College Kapu	40	14	11	77.95
8	Smt. Rukmini Shedti Memorial Government First College Barkur	31	11	10	91.44
9	Manjunatha Pai Memorial Government First College of Prof. & business Management Karkala	60	21	20	94.49
10	Government First College BC Road Bantwal	31	11	8	73.15
11	Government First College Belthangady	26	9	8	87.22
12	Government First College Haleyangady	36	13	11	86.61
13	GfgcPunjalkatteBelthangady	39	14	11	79.95
14	Dr P Dayananda Pai & P Sathish Pai Government First College Manglore	40	14	12	85.04
15	Government First College Uppinangady	36	13	12	94.49
16	GovernmentFirstCollegeGovernmentFirstCollegeVamadapadavuBantwal	28	10	8	80.99
17	Government First College muniyaluKarkala	29	10	9	90.00
18	Government First College Hiriyadka	24	8	7	82.68
	Total Number of Students	737	260	224	86.15

Source: Primary Data

# Design and Measurement of Questionnaire:

# Figure 05: Questionnaire design and measures:

Variables	Question No:	Measurement
Gender, Residential Area,	1,3	
Economic Status of the family	4	
Education platforms,	6	Normal Scale
Education Method	8	
Total number of Educated Family Members	2	Ordinal Scala
Percentage of Marks	5	Of ulliar Scale
Frequency	7	
Topic specification Question	9,10,11,12,13,	
Related to Online Platforms	14	Interval Scale

# **Source: Developed by the authors**

Figure 05 above shows the questionnaire design and measurement scales used in the survey.

# **Data Interpretation and Testing Hypothesis**

## **Descriptive Study:**

Figure 06: Descriptive Statistics:





Source: Developed by the Author

## From the figure above following points can be identified:

- Female dominance in the higher education enrolment (i.e., for M.com course) to the extent of up to 65%. (Chart -1)
- Around 80% of the families have 3 or more educated people. (Chart -2)
- Up to 90% students studying government first grade colleges are from rural area. (Chart 3)

- 70% percentage of the students' families are holder BPL card. (Chart -4)
- Up to 70% respondents have score 70 or more percentages of marks in their undergraduation level. (Chart – 5)
- Around 70 % of the respondents are using online education plat form very frequently. (Chart – 6)
- 70% of the respondents have supported offline system of education is better and superior. (Chart – 7)

## **Testing Hypothesis:**

## Hypothesis -1:

H<sub>0</sub>= Demographic factors of respondents are independent of frequency online educational platform usage. (*Chi-square test*)

Figure 07: Results of Chi-square test:

Sl No.	Dependent Variable	Independ ent Variable	Pearson Chi-square Value	Asy mp. Sg.	Result of Test	Remarks
1	Gender		23.115	.000	Reject Null Hypothesis	Dependent
2	Educated Members in the Family	Frequency	89.990	.000	Reject Null Hypothesis	Dependent
3	Residential Area	of Usage	32.051	.000	Reject Null Hypothesis	Dependent
4	Economic Status		38.253	.000	Reject Null Hypothesis	Dependent
5	Marks Scored in Degree		33.382	.000	Reject Null Hypothesis	Dependent

Source: Developed by Author

From the Chi-square test results it can be seen that all the variables of demographical factors are dependent on frequency of online usage and we need to reject the null hypothesis.

The status of dependency is shown below in the figure:

	Statistics of Dependency between Dependent and Independent Variables						
			Dependent	Variables			
			Gender of R	espondents			
		Male	Female				
	Frequency of Usage	63% of Male	87% of Female				
		Educated	Educated Members in the Family				
		0	1	2	3 or More		
Ind	Frequency of Usage	64%	70%	60%	92%		
epe		]					
nde		Urban	Semi-urban	Rural			
ent -	Frequency of Usage	100%	70%	20%			
Va		]					
riab		Rich	APL	BPL			
le	Frequency of Usage	93%	60%	40%			
		Mar					
		70 % or Above	60 % - 70 %	60% or Below			
	Frequency of Usage	97%	83% Offline	45% offline			

Figure	<i>08:</i>	Statistics o	f De	pendency	between	Dependent	and	Independ	dent	Variables:
						-				

Source: Developed by Author

Figure 08 above displays the statistics on depth of dependency status between demographical profile of the respondents.

## Hypothesis -2:

 $H_0$ = Demographic factors of respondents are independent of their Opinion on effective

method of education. (Chi-square test)

Figure 09: Results of Chi-square test:

SI No.	Dependent Variable	Independ ent Variable	Pearson Chi-square Value	Asy mp. Sg.	Result of Test	Remarks
1	Gender		24.664	.000	Reject Null Hypothesis	Dependent
2	Educated Members in the Family	Most	34.978	.000	Reject Null Hypothesis	Dependent
3	Residential Area	Effective Method of	125.353	.000	Reject Null Hypothesis	Dependent
4	Economic Status	Education	50.583	.000	Reject Null Hypothesis	Dependent
5	Marks Scored in Degree		16.093	.000	Reject Null Hypothesis	Dependent

Source: Developed by Author

From the Chi-square test results it can be seen that all the variables of demographical factors are dependent on opinion on most effective method of education and we need to reject the null hypothesis.

The status of dependency is shown below in the figure:

Figure 10: Statistics of Dependency between Dependent and Independent Van	riables:
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	Statistics of Dependency between Dependent and Independent Variables						
			D	ependent V	ariables		
			Ge	nder of Res	pondents		
		Male	F	emale			
	Most Effective Method of	75% Male feels		90% Femal	e feels Offline is		
	Education	Offline is better		1	better		
		Educated					
		0		1	2	3 or More	
Ind	Most Effective Method of Education	52% feels Offline Better	7 Ofi	0% feels fline Better	48% feels Offline Better	60% Offline better	
epe		R					
nde		Urban	Se	mi-urban	Rural		
ent Ve	Most Effective Method of Education	50% Offline	70	% Offline	95% offline		
uria		E					
ıble		Rich		APL	BPL		
	Most Effective Method of Education	30% Offline	60	% Offline	90% offline		
		Mark					
		70 % or Above	60 9	% - 70 %	60% or Below		
	Most Effective Method of Education	93% Offline	70	% Offline	45% offline		

Source: Developed by Author

Figure 10 above displays the statistics on depth of opinion among different groups of demographical variables with the most effective method of education.

## Hypothesis -3:

H<sub>0</sub>= There is no significance difference in mean value in the key indicators of different online and offline education system.(**One-way Anova or F Test**)

Figure 11: statistics of mean value for different indicator and results of ANOVA test:

Key Indicators	Online	Offline	Both	Can't Say
Most effective Method of Education Plat form	152	11	51	19

Affordable & Convenient	33	124	50	17
Higher Chances of Doubt Clarification	10	165	45	4
Total	195	300	146	40
Mean Value	48.75	75	36.5	10

### ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9016.470	3	3005.490	.839	.514
Within Groups	25075.167	7	3582.167		
Total	34091.636	10			

Source: Developed by the authors.

**Interpretation:** Since the value of sig. is > 0.05 we need to reject null hypothesis. It can be concluded that there is significance difference in mean value of key indicators for success of education system. *Further, based on mean verification it can be said that people still support for offline education system.* 

## Hypothesis – 4:

 $H_0$ = There is no significance difference in the mean value of respondents' opinion on different basic variables of online education system. (**T-test and Mean Comparison**)

## Figure 12: Results of t-test:

One-Sample Test									
		Test Value = 0							
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidenc	e Interval of the			
					Diffe	rence			
					Lower	Upper			
Satisfaction Level of Online	30.656	223	000	2 821	2.68	2.06			
Education	39.656	59.050 225	.000	2.021	2.08	2.90			
Requirement of Online	45 160	222	000	2 026	2.00	2 17			
Education	45.100	223	.000	5.050	2.90	3.17			
During offline no need get									
subscribed for Online by paying	69.910	223	.000	3.482	3.38	3.58			
fees									

Possibility of Personality	43 331	223	000	3 076	2.94	3 22
Development	15.551	223	.000	5.070	2.91	3.22

### Source: Developed by the Authors

**Interpretation:** Since the value of significance is lesser than 0.05, we need to accept null hypothesis and it can be concluded that there is no significance difference between mean values of basic dominating variables of using online education platform.

## Figure 13: Table showing mean value of basic required factors and interpretation:

Particulars	Actual Mean	Maximum Mean Value	Results of t- test	Remarks        • > 60 Very Impressive        • 51 - 60Impressive        • 41 - 50 Medium        • 31 - 40 Low        • ≤ 30 Very Low
Satisfaction Level Using Online Platform	41.8	75		Medium
View Mandating Online Education	44.67	75	Accept Null	Medium
View on Subscription Based Enrolment	51.27	75	Hypothesis	Impressive
Possibility of Personality Development	45.47	75	(Refer figure 00)	Medium

Source: Developed by the Authors

**Interpretation:** Figure 13, shows the mean calculation for different dominating variables of education system and it can be noticed that the real benefits of online education system is possible only for the members who have subscription by paying nominal fees.

## **Findings of the Study:**

## A. General Findings of the Study:

- a. Female dominance in the higher education enrolment (i.e., for M.com course) to the extent of up to 65%. (Chart -1)
- b. Around 80% of the families have 3 or more educated people. (Chart -2)
- c. Up to 90% students studying government first grade colleges are from rural area.
  (Chart 3)
- d. 70% percentage of the students' families are holder BPL card. (Chart -4)
- e. Up to 70% respondents have score 70 or more percentages of marks in their under-graduation level. (Chart 5)

- f. Around 70 % of the respondents are using online education plat form very frequently. (Chart 6)
- **g.** 70% of the respondents have supported offline system of education is better and superior. (Chart 7)

## **B.** Findings of Testing Hypothesis:

- a. 87% of the females; 92% of the families having 3 or more than three educated members in the family; 100% of the urban students; 93% of the rich people and; 93% students secured 70% or more of marks in their under-graduation will frequently use online education applications in their day-to-day educational needs.(Hypothesis 1)
- b. 90% of females; 70% of families having one educated member; 95% of the rural students; 90% of below poverty line-based families and; 93% of the families with 70% or more-mark scores feels it's better to continue with offline education system. (Hypothesis -2)
- c. On the basis of most effective method of educational platform, affordability and convenience, chances of clearing doubts people feel offline system of education is superior. (Hypothesis 3)
- d. Satisfaction Level in Online Education; opinion on compulsion of online education and possibility of personality development is have low level of scoring for online education platforms. Surprising, people have a positive view on the effectiveness of subscription based educational platforms. (Hypothesis 4)

# **Policy Implementation and Chances of Further Studies**

- Online educational platforms no doubt it's a part in the day-to-day life of the students but, it can't completely replace traditional education system especially rural background-based country like India.
- Overall suggestions support offline education is superior but it required to be implemented with the modification which is required for present days requirement.
- Online educational platforms must take care for improving satisfaction level of the students through upgraded services and providing provision for personality development.

• Online education service provider must concentrate and frame strategies which helps in attracting the rural and low economic background-based student community.

	Cases						
	Va	ılid	Mis	sing	Total		
	Ν	Percent	Ν	Percent	Ν	Percent	
Gender * Frequency of Usage	224	100.0%	0	0.0%	224	100.0%	
Educated Members in the	22.4	100.00/	0	0.00/	22.4	100.00/	
Familky * Frequency of Usage	224	100.0%	0	0.0%	224	100.0%	
Residentail Area * Frequency	224	100.0%	0	0.0%	224	100.0%	
of Usage	224	100.0%	0	0.0%	224	100.0%	
Economic Status * Frequency	224	100.0%	0	0.0%	224	100.0%	
of Usage	224	100.070	0	0.070	224	100.070	
Marks Scored in Degree *	224	100.0%	0	0.0%	224	100.0%	
Frequency of Usage	224	100.070	0	0.070	224	100.070	

#### Case Processing Summary

# **Gender \* Frequency of Usage**

Chi-Square Tests						
	Value	df	Asymp. Sig. (2-			
			sided)			
Pearson Chi-Square	23.115 <sup>a</sup>	2	.000			
Likelihood Ratio	23.425	2	.000			
Linear-by-Linear Association	7.032	1	.008			
N of Valid Cases	224					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.75.

# **Educated Members in the Familky \* Frequency of Usage**

Chi-Square Tests						
	Value	df	Asymp. Sig. (2-			
			sided)			
Pearson Chi-Square	89.990 <sup>a</sup>	6	.000			

Likelihood Ratio	90.187	6	.000
Linear-by-Linear Association	6.855	1	.009
N of Valid Cases	224		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is 1.50.

# **Residentail Area \* Frequency of Usage**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-
			sided)
Pearson Chi-Square	32.051ª	4	.000
Likelihood Ratio	36.589	4	.000
Linear-by-Linear Association	1.058	1	.304
N of Valid Cases	224		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is 1.69.

## Marks Scored in Degree \* Frequency of Usage

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-
			sided)
Pearson Chi-Square	38.253 <sup>a</sup>	4	.000
Likelihood Ratio	43.751	4	.000
Linear-by-Linear Association	3.492	1	.062
N of Valid Cases	224		

a. 1 cells (11.1%) have expected count less than 5. The minimum expected count is 3.19.

# Economic Status \* Frequency of Usage

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-
			sided)
Pearson Chi-Square	33.382 <sup>a</sup>	4	.000
Likelihood Ratio	44.545	4	.000
Linear-by-Linear Association	2.661	1	.103
N of Valid Cases	224		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .56.

# **Gender \* Most Effective Method of education**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	24.664ª	3	.000
Likelihood Ratio	29.995	3	.000
Linear-by-Linear Association	1.510	1	.219
N of Valid Cases	224		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.00.

# **Educated Members in the Familky \* Most Effective Method of education**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-
			sided)
Pearson Chi-Square	34.978 <sup>a</sup>	9	.000
Likelihood Ratio	36.258	9	.000
Linear-by-Linear Association	.106	1	.745
N of Valid Cases	224		

a. 8 cells (50.0%) have expected count less than 5. The minimum expected count is .29.

# **Residentail Area \* Most Effective Method of education**

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-
			sided)
Pearson Chi-Square	125.353ª	6	.000
Likelihood Ratio	76.279	6	.000
Linear-by-Linear Association	.234	1	.629
N of Valid Cases	224		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .32.

# Marks Scored in Degree \* Most Effective Method of education

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-
			sided)
Pearson Chi-Square	50.582 <sup>a</sup>	6	.000
Likelihood Ratio	52.283	6	.000
Linear-by-Linear Association	14.874	1	.000
N of Valid Cases	224		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .11.

# Economic Status \* Most Effective Method of education

Chi-Square Tests				
	Value	df	Asymp. Sig. (2-	
			sided)	
Pearson Chi-Square	16.097ª	6	.013	
Likelihood Ratio	24.917	6	.000	
Linear-by-Linear Association	5.992	1	.014	
N of Valid Cases	224			

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .61.