Perspectives of Parents and Students on Online Teaching-Learning Process of Schools during the COVID-19 Pandemic

Nitu Kaur[*]
Ram Pal Vadhera[†]

Abstract

Life has not been easy since pandemic COVID-19 took over the world. In the current pandemic, it is safe to shut down educational institutions as it is a comprehensive and tragic public health crisis in a century. Since this impact will stay for long, uncertainty prevails on the education of the school-going children. Learning through distance mode is the only new alternative adopted by governments across the globe. Distance mode of education is not a new thing for the tertiary level of education, but it may not be easy for schools to full-fledged function only through online mode of the teaching-learning process as children had no experience with online learning tools before COVID-19. The present study aims to explore the impact of online teaching-learning process during the current pandemic through a dual perspective of students and their parents, each of which is an important stakeholder of education. Students are the real beneficiary of this new education model, and parents are the major resource providers for their education. Therefore, their perspectives are very important to understand the conveniences and inconveniences of this new form of education. In the present paper, an attempt was made to seek opinion of the students and their parents about their experiences on online mode of school education. The sample comprised of 40 parents and their 40 school going children from various schools. The data was collected through Google Forms. The findings revealed that parents held mixed feelings about this mode of education, with opinions both in favour and against technology. It is found that poor network connectivity is major trouble in online mode of education. Further, their wards also exhibited a mixed opinion towards this mode of learning, some appreciating the role of technology, and some disliking this new experience. It has also identified that

[*]Assistant Professor, Department of Education, Mizoram University, Aizawl - 796004, Mizoram, India. Email: nitukaurmzu@mzu.edu.in
[†]Vice Chancellor, ICFAI University, Aizawl; Formerly Pro-Vice Chancellor, Mizoram University, Aizawl - 796004, Mizoram, India. Email: rpvadhera55@gmail.com

students regarded real classroom experiences to be far superior to the online classrooms.

Introduction

As the COVID-19 Pandemic runs its course, many governments are implementing measures that limit the number of people congregating in public places (Reimers, OECD, World Bank Group, 2020). Educational institutions are certainly no exception. Being one of the prime public places, the impact of this pandemic on them is manifolds. COVID-19 pandemic is one of the most comprehensive and tragic public health crises in a century (Sarkis et al., 2020). Thus the risk involved with the educational institutions is immense concerning the spread of COVID-19 infection. However, in such a time of crisis, continuing and supporting the children's education is the primary priority in the lack of which serious implications are foreseen. The pandemic has rather created a need to creatively deal with such unforeseen and once-in-a-century catastrophic events that are being predicted as the 'new normal' (Chari, 2020). Now the question arises - are we ready to continue and support children's education without compromising its quality? Distance mode of education is not a new thing for the tertiary level of education in our country, but it may not be easy for schools to full-fledged function only through online mode of teaching-learning process as children had no experience with online learning tools before COVID-19. In the present pandemic situation, the only alternate mechanism available to students and teachers to continue the teaching- learning process is the online mode of education. It is the only reliable and risk-free alternative for educational institutions. Also, an agreement prevails within all the stakeholders of education that this alternative is the safest of all. The curriculum is the centre stage of investigation when it comes to identifying the gaps between its' content and process elements designed for the online classrooms. The strategies that worked in real-time classrooms for curriculum transactions may not work in an online classroom. Therefore, it is essential to explore the impact of ongoing online teaching-learning process during the current pandemic through a dual perspective of students and their parents, each of which is essential stakeholders of education. Students are the real beneficiary of this new mode of education and parents are the major resource provider for their education. It means their perspectives are critical to understanding the conveniences and inconveniences of this new form of education. Safe strategies and modalities of curriculum transactions can be worked out only when we know the advantages and disadvantages of this new platform of education.

The Changing Role of Technology Today

Today technology has successfully embedded into our day to day living, be it our smartphone applications or satellite telecast of distance learning programs. It has tremendous potential to make our lives easier, and it is coming very handy in these times of pandemic distress. Technology integration in education has emerged as a successful milestone of imparting quality teaching and educational content (Abdallah, 2018). Nevertheless, in a country like ours, there are various hurdles to safe access to technology for a larger benefit,

unlike other developed countries. We have to safely weigh our reaction towards technology in the continuum of being disruptive to rewarding. The technology-ridden world has its dimensions, and constant exposure to it may sometimes result in mechanical experiences, often limiting to a two-way cognitive process. Research has indicated that unless all three domains of learning proposed by Sir Benjamin Bloom (1956), the cognitive, affective, and psychomotor are involved in a teaching-learning process, the teaching is not impactful. Learning from home can be lonely due to the missing affective domain in online classrooms. The boredom of desk-bound online classes at home may not match students' mindset, who is the ultimate beneficiary of this opportunity. Technology, therefore, sometimes is disruptive as it fails to establish connections with the affective and psychomotor domain of learner, while only dealing with the cognitive domain of learner. This brings in a lot of boredom, monotony in the interaction process. Students' attention span declines along the course of online class and drastically comes down at the end of the class, unlike the real-time classroom. The constant exposure to screen, listening in-between network failures, and constantly sitting for hours without movement brings in a lot of physical distress and uneasiness within the children, especially young ones. However, on the other hand, technology is also rewarding when people started realizing its power of penetration to distant places, enabling people to connect in this time of social distancing when schools are shut down, and children miss school's social life. Also, the definition of quality education has undergone a metamorphosis in the online mode, and now it includes the ICT components that help overcome all the challenges resulting from the physical distance between the teacher and the learner (Chari, 2020). We have to thus safely weigh our reactions towards technology in the continuum of being disruptive to rewarding.

Need for the Present Study
The present study's need is felt in the light of current COVID-19 pandemic where online teaching-learning platform has proved to be the only valid, reliable and safe medium for continuing education. In the midst of this online mode of education, it is felt essential that parents and students' perspectives should be understood to find out the conveniences and inconveniences they are facing in this mode of education.

Methods and Procedures
i) Method of the Study: The present study is an exploratory study attempting to explore the perspective of parents and their wards on their experiences with online mode of education during the current COVID-19 pandemic.
ii) Sample of the Study: The sample comprised of 40 parents and their 40 school going children from various schools.
iii) Tools for Data Collection: The data was collected through a self-constructed online survey questionnaire using Google Forms, collecting the sample from parents and their wards.

Results and Discussion
A) Parents' Perspective towards Online Classroom

According to UNESCO data (2020) the nationwide closures of schools impact over 60% of the world's student population. In the present study, it was found that parents feel good about using technology in education, but most think that quality of education is not enhanced much through online classes. Their responses are summarized as follows:

1) Almost 60% of the parents felt that online classrooms are not as effective as a real classroom, and 27.5% did not have any clarity over the issues, however 12.5% of them felt that online classrooms are as effective as real classroom.

2) On the issue whether parents are worried about the health of their child due to them being continuously on the online platform and using electronic gadgets, almost 87 % of them agreed to this with 47.5% extremely worried. Only a few of them (10%) did not show any such worry, however, few were not clear about the issue.

3) On being asked that whether children are devoting more time to studies now in comparison to times when they learnt from real-time classrooms, parents in majority (60%) disagreed to the fact, another 20% of them were not clear on this, but 20% agreed that children are devoting more time to studies since they started online mode of learning.

4) In response to whether they are satisfied with the role of teachers in the online mode of education, almost 85% of them agreed they are satisfied, and the remaining 15% were either not sure or not satisfied with the role of teachers.

5) Nearly half (47.5%) of respondents said their responsibility as a parent has increased due to the online mode of the teaching-learning process of their ward; almost 32% of them said it has increased to some extent, and remaining 20% thought it has not increased or not having any clarity on this.

6) Almost 78% of the parents provide their personal electronic gadgets to their wards, and only 22% of the parents provided a separate mobile or laptop to their wards.

7) There was almost a 50-50% opinion on the compatibility of online classroom schedule with the working parents. 40% agreed that time is compatible, another 40% disagreed with the notion, and the remaining respondents were not sure of this.

8) A significant majority (68%) of respondents was not in favor of increasing the time for online classes, and almost 22% of respondents did not have any clarity on the issue. Only10% of all parents wanted to increase the teaching-learning hours through this mode.

9) Almost a big majority (75%) of parents were worried about online security risks while their child is using the online platform; only 25% did not show any worry.

10) On being asked that whether students will be able to adjust with real classrooms once normal life starts almost a majority (73%) of respondents said that they would adjust, with around 17% saying may be they can adapt. Only 10% of them thinking that students will not be adjusting well.

11) Surprisingly, almost all parents (97%) faced problems related to internet connectivity during their ward's online classroom.

12) When asked whether they would like to continue with the online mode of the classroom even when the normal classes in school start, almost a significant majority (75%) said they would not prefer so, with around 17% saying maybe it should be continued. Only 8% of parents wanted to continue with online classes.

13) Around 63% of the parents believed that online classrooms are not enjoyed by their children, with another 10% agreeing online class to be a burden for their children. Only 27% of the parents felt that children are enjoying this interface of learning.

14) On being asked that science teachers are providing adequate demonstrations and study resources for conceptual clarity of their ward, majority (47%) of them agreed it is adequate, another 32% of them believed that the resources provided are not adequate, and 20% of them mentioned that science teachers are not at all providing any resources.

15) Almost 50% of the parents did not want to continue with the online mode of classroom teaching-learning for this whole academic year. However, 25% said maybe they would like to continue, and another 25% said they would certainly want to continue with online classes for this current pandemic year.

16) The majority of parents regarded Google Classroom and Goggle Meet as the most useful application for online classrooms and posting homework, followed by WhatsApp, Zoom meeting, and Cisco Webex application. 57.5% of parents regarded Google Classroom as the most user-friendly application followed by WhatsApp (50%), Google Meet (45%), Zoom Meeting (17.5%), and Cisco Webex (7.5%).

Parental Expectations, Experiences and Difficulties during Online Classes

Parents' opinions were sought through open-ended questions regarding their experiences of the online teaching-learning process of their ward.

i) On being asked what their expectations were as a parent from the schools during the current pandemic situation, different reactions were received from their end, except very few of them who had no expectations at all and were satisfied with the ongoing education system. Following are some of their major expectations:

Parents' expectations from school included that school continues to provide and transact curriculum in such a way that students feel at ease in this pandemic. The teachers should not be covering the syllabus in hastiness. On the contrary, few parents reflected their concern that schools are not fulfilling the responsibility of completing the syllabus. Some parents wanted a reduction in the prescribed syllabus, and some felt that finishing the syllabus should not be the ultimate and only goal of schools. Rather concern should be more on making students understand the concepts clearly. Parents also wanted teachers to be more regular and active in teaching, expecting more punctuality from them. Parents also believe that schools need to excuse the children on the grounds of poor network facilities at their places as a result of which very few children can join online classrooms. Places where internet connectivity is good, daily classrooms do not allow students to relax, especially in this pandemic period. Students are being shut down in houses, away from schools, and friends are not happy with it. Especially, young children are not able to bear the monotony of online classrooms. Pressure should be reduced, and more encouragement should be given to children in this time of distress. They should ask students only to do things that are possible on their part through the online platform, and things that are unnecessary and insignificant shouldn't be given. More creative activities should be encouraged instead of asking students to sit constantly for hours in front of the screen. In such a scenario, online classes are heavy for children. One thing that is seriously

missing is a two-way communication and interaction that needs to be encouraged, and every student should get the opportunity to speak. Some parents are highly satisfied with the efforts schools are making to continue education in the current situation. The safety of children is the utmost priority, and continuing with online classes is the only way to provide reliable and risk-free education. Parents are satisfied with the role of teachers, although it is more due to the pandemic situation, which makes things worse, and children cannot cope with the monotony of online classrooms, where teachers are not at fault. Parents are thus ready to compromise with this tough time and prioritize staying safe of their wards at home and finishing the course in time. They expressed their opinion for continuing with online classrooms. Some parents also preferred blended option of learning, which they have not experienced so far. However, the online classrooms at least enabled their children to be in constant touch of studies daily, and they are not disconnected from schools. Remaining connected with children through online classes is by far the most important priority. Students can exchange a glance with their classmates and see their teachers and principal, which is a very nice hope that pushes them towards their studies. They are hopeful that things will normalize soon, until then the teaching-learning process should be online and even students' assessment and examination should be conducted through this mode. Some parents expected more practical demonstrations in science classrooms enabling students some practical exposure to learning. They expected more assignments from teachers, as in their experiences teachers are only making use of WhatsApp to send videos and reading materials which are not facilitating students learn on their own. Teachers' role gets over once they post the material, and a lot of burden comes on the parents. Parents whose children are in higher classes, expected teachers to be in constant touch with students. They wanted them to provide classes using better technology; some even emphasized to open extra coaching classes for students who are going to appear for board exams next year. They expected teachers to have more meeting time with students. Exceptionally, one parent also raised concerns about reducing the monthly tuition fee of his/ her ward.

ii) When parents were asked about behavioural changes that they observed in their child since he/she started learning from online mode and whether they are happy with the changes, they gave a variety of responses. Their responses are summarized as follows: Many parents responded that they observed no behavioural change in their child since they started online classes. There isn't any change in prominent behaviour, and they are quite neutral about it. Some of them thought that it is difficult to understand any change as there is a huge difference in regular and online class, whereas for some parents, their experience with their ward's behaviour is the same as it was like going to school. Most parents said that children are spending more time over phone and gadgets and are not happy about it. They are more dependent on gadgets' artificial intelligence most of the time in learning, which is not a very good thing. Although now they have become more techno-savvy, still too much reliance on the online stuff alone is not a good sign. Instead, blended learning is what they preferred to break the monotony of mechanical online classes. Because of the distance mode of learning

children are quite relaxed, there is lack of physical activity which is not good for their physical and mental development. Often children suffer from constant headaches due to continuous exposure to screen. Parents responded that children are missing playgrounds and not enjoying their studies through this mode. Students tend to be more frustrated than before because some schools do not take online classes as all the students cannot attend it. They sometimes send lots of homework instead. Although a student must do this homework, they need to rest too. Children are becoming lethargic due to lack of physical activities. Students miss their school and teachers, the co-curricular, and other cultural activities they used to perform in schools. They are tending to become more aggressive and angry. They are becoming lazier; depression also surrounds them when they are constantly immersed in the artificial classroom setting. Sometimes tension increase for them due to heavy workload as well. However, some parents felt happy about the child's experiences of online classes which they are enjoying. They are satisfied because now their children use their mobile for studies rather than playing games on it. The children are learning to be more responsible. These days they do more physical activities at home. They are building up more communication skills in group studies due to their experiences of online classes. They are making advanced progress in online courses, being more attentive, and focused on studies.

iii) On being asked what major difficulties are faced by a working parent in the conduct of online classrooms of their wards, parents provided different responses except few who are not working. Their answers are summarized as follows:

Only a few parents did not face problem in the conduct of online classes of their wards. But most of the parents held an opinion that they are really facing a tough time due to shutting down of schools. The primary issue is the non-compatibility of timings of online classes and parents' working hours. The Schedule of the online classes often does not match with their working hours. As the online classes are mostly held during the working hours, parents cannot do their work properly, such as attending important call and attending meetings. This has become a major problem for students who do not have personal mobile phones, especially young students, and working mothers suffer a lot in their work zone because of this. Parents need to take their phones with them for urgent updates and the student needs to attend the class through the phone. Therefore more than two gadgets, new phones were purchased to maintain a balance between kids and office work, necessary for the conduct of online classes. Sometimes, due to heavy online classes, parents cannot concentrate on important works, leading to stress and anger. They felt that there is no free time left for them. Children are now more dependent on gadgets for each and every query, and when there is only one mobile and laptop; it is challenging to manage both with one device. If there is more than one child, mobile sharing is another problem that comes to surface. Not only this, but battery also drains fast nowadays, and so the data pack. Cumulatively this may lead to financial problems in two ways: first, reduction in working hours there is reduction in payments, especially in the private sector, and more finances are required to meet the demands of online classrooms, particularly for

the middle-class section. Having more than two gadgets is also not an adequate step to solve the problems as parents need someone at home to take care of their kids and help them in their online classes. Parents cannot keep a constant eye on the child whether he/she is having his/her class or falling trapped to misusage of technology, as their children are quite new to such experiences and never before children had to spend so much time on computers and internet. The main reason parents cannot always give their full attention to their children and help them with their studies is the non-compatibility of online and work schedule. They are not able to monitor the child while online classes. Especially when both parents are working and none of them can stay back, leaving children at home with electronic devices is raising a lot of doubts regarding security issues of being online. Even if kids are grown up and manage on their own, they can't monitor the child's behavior and reaction during online classes. They do not know whether the child is reading or attending the class. As working parents, it is difficult to adjust the time according to the class timing. Due to the possibility of one mobile phone present at home, it is also challenging to coordinate every situation. As a consequence, kids sometimes miss their classes or sometimes parents miss out on their work as they have to attend the online class from our phone/laptop. So, if parents are not at home, they tend to miss the class. Also, small kids are not ready to sit for long and the screen time affects children. Another major issue raised by parents was about network issues during the online classes. Internet connectivity is not the same all the time, and there are frequent network disruptions. Whenever connectivity problem arises, children are more panicked and angry, calling parents to come home to solve the problem, such a situation being a very helpless moment.

B) Students' Perspective towards Online Classroom

As per the present survey, a whopping 95% of students were missing their school and classroom for more than one reason, and they preferred their classroom environment more than the online classes. In the present survey students belonged to different classes ranging from 3-12 from different schools, with 13 students from class XII. On being asked which subjects they enjoyed the most during online classes their responses included English literature, Mathematics and Science as the most frequent one, however some students equally faced difficulties in learning subjects like Mathematics, Physics, Computer Science and vernacular languages like Sanskrit. Few students also faced difficulty in EVS. Their responses were also sought on various other aspects of online mode of teaching and learning. Following is the collective summary of their responses:

1) When asked whether they are satisfied with the speed with which syllabus is covered through online classrooms, 65% of the students were satisfied, but 35% were not satisfied.
2) 65% of students responded that they are not getting lots of homework on a daily basis, whereas 35% said that they were getting it.
3) 73% of students did not fear online tests, whereas 27% of them feared it.
4) Students were asked about whether they were facing any health-related issue since they started learning through online mode. Maximum students shared that they have a problem

seeing the screen (32.5%) and concentrating in the class (32.5%), while many students (27.5%) experience frequent headaches, only 5% reported hearing problems. In comparison, 30% of them reported other problems.

5) 53% of students said that they can give their full attention while listening, writing, and understanding when the teacher is explaining anything in the online classroom. In contrast, the remaining 47% did not feel so.

6) 57% of them could perform listening activity followed by speaking (25%), writing (12.5%), and reading (12.5%). However, 28% reported that they are able to do all activities equally well. 2% reported any other option, although.

7) 70% of students did not require their parents to be with them while online classrooms are going on, whereas 20% felt that they might require them. However 10% of students, especially from primary section, needed the support of their parents.

8) On being asked whether they have adequate gadgets to support them in an online classroom, 75% responded that they have them while the remaining 25% either did not have all the gadgets or did not have adequate gadgets.

9) When students were asked whether proper demonstrations were done during science classroom by teachers so that they understand the concepts clearly, almost 40% of them agreed that demonstrations are being done, while more than half of them (52%) said they are done some time. However 8% of them responded that it had never been done so far.

10) 43% of students enjoyed solving numerical through online classrooms, while 37% of them did not enjoy it, and 20% of them enjoyed it sometime.

11) 63% of students responded that their teachers motivate them regularly to learn their subjects, the remaining 35% said they do this sometimes, with very few who said they never do this.

12) Apart from school subjects almost half of the students (47%) responded that teachers were making them aware about COVID-19 infection, around 38% responded that teachers shared moral stories, 27% of them responded that they do share about some new development in science and technology, around 23% said they shared jokes, 17% told teachers sometime do discussions on career talks. In comparison, 35% of them said they shared something other than the above-mentioned things.

13) 55% of the students felt that they only sometimes get the opportunity to interact and share their thoughts during online classrooms, with almost 13% feeling that they never get this opportunity. Rest, 32% thought that they get this opportunity.

14) 33% of students responded that they do not feel any stress during online classrooms, while 53% felt that sometimes they felt the stress, whereas 15% of them always felt stressed during online classes.

15) On being asked whether students understand everything properly taught to them through online mode, 55% of them responded that they understood it, but 25% had a problem understanding with the remaining 20% having the problem sometimes.

Students' Experiences during Online Classes

Students' opinions were also sought through open-ended questions regarding their experiences of online teaching-learning process.

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i) On being asked, "what is the one best thing you like about online classroom", students gave a variety of responses that threw light on their different mental reflections. Many of them reacted very bluntly that they like nothing about online classes, and few students were not clear about their likings and dislikes.

However, there were opinions where students appreciated the advantages of technology in this time of distress as they are more connected to their school and teachers. They can listen to their teachers; learn from home, understanding the lessons well. They like the motivation provided by their teachers. They felt that although they are unable to go to school during these times, having classes and connections with their friends is a huge relief. Some appreciated interactive online courses and assignments given to them. Many students felt that in such a pandemic time, they could at least interact with their teachers and friends through virtual classrooms. They cannot make noise as in real classes, so there are fewer background disturbances. They enjoyed being taught with graphics and video lessons. They now understand scientific theories well and appreciate the hands-on experience provided to them. Many students liked learning from home, which is an excellent example of time management as they can study from distant places. They need not go to school, but studies are going on which saves their time. Also, it is making them more digital and sound towards social media platforms. They are now more active toward studies. They are happy that they now get lots of time to enjoy their hobbies, such as playing cricket, football, etc. Some students had amusing experiences, as well. They shared that they can see their classmates and teachers from distant places. The best thing about online classes is the freedom they enjoy, unlike in a real classroom. They felt that in online classes, fear of teachers disappears and they can secretly chat with their friends. They can switch off video & audio and move anywhere during the class. They liked hearing friend's voices when they gave answers to teachers. When the teacher isn't available, they also get to talk to each other, which is fun.

ii) When student were asked, what they missed badly about the real classrooms in schools, their responses were very touching and emotional.

Many students responded by saying that they missed everything about school, meeting teachers and friends, the classroom environment, games, parks, fun time, playground, the liveliness of the classroom, teachers' explanations, practical classes, etc. They knew that a real classroom is the best, and it has no match with the online classroom. Nothing can replace its significance. They did not like online classes where they could not interact with the teachers and their classmates. They cannot communicate properly with teachers in online classes as they used to do in real classes. They missed the physical interactions with teachers and friends and all the activities that were conducted in the school. They miss those free periods when the teacher got busy. They are missing all the laughing and playing with classmates. They miss listening to the stories told by the teacher from his/her experiences. Moreover, in schools they can understand appropriately without any network issues and disruptions throughface to face communication with teachers and friends in a physical class, which is very lively. They are badly missing friends, enjoying with them, learning

with them, and solving problems with them. Student-teacher interactions, student-student interactions are now lesser; unlike the real classroom, there was so much to share, which is not happening now. Some are missing the blackboard workouts, their lunch box experiences, their daily playground activities, lovely ambiance of school, and chatting and playing with friends.

During this lockdown, some children had a very negative experience as well regarding online-classrooms, and one of the students in the sample reacted very harshly about her new experience. She addressed a note to her teachers. Her narration is as follows:

"Some of us aren't same. We all don't have the same type of family issues and the teachers should understand it. During this lockdown and online classes I haven't really understood the topics that you, teachers, have explained to us. As a student, I   know it is my job to complete the assignments and to attend class and yes, I am still writing notes   but I can't guarantee to always attend class as soon as you tell us to attend the class. And I feel like it's not fair for some kids/students. We are going so ahead of them now. And when the school starts, all the teachers would be in a hurry and we will need to complete the syllabus but the most hard situation will be for the students who didn't had any device to attend classes during the lockdown. My auntie is a teacher and she told me that they didn't do any online classes in her school because some kids don't have their own phone to always attend class and the internet problem. And that is why; the teachers need to understand that. We all are giving the same amount of fees we did before the   lockdown and it would have been better if the   cost was low because we aren't having classes that regularly or that, we don't really   understand much through online classes. If you ask a student if he is getting the topics that the teacher discussed in online class, I'm sure that student would say he/she doesn't really get the topics. And that is why, I hope you understand these things as a teacher and not just criticise the students for not attending classes. Some of them might make excuses but some of them, like me, we aren't always free and sometimes we have family issues. We all aren't just coming from a happy family or that not all of   us are rich to afford phones. And it's not fair for some students who are out of reach to go with the syllabus without them. There is still time. It's not running away that we   need to complete the entire syllabus in a week. Even when we enter school, it's either we got it from the starting or from the continued online classes. I hope you can   understand this as a teacher."

The above narration throws light on the other side of the story, compelling us to think united on the lapses of the online classes, the impact it is leaving on the students and come up with an alternative blended mechanism to reach out to students. As school are shut down in the face of the COVID-19 crisis in now more than 140 countries, online learning opportunities have been elevated from a bonus extracurricular facility to a critical lifeline for education (Echazarra, 2019). Thus, all the stakeholders of education need to think in advance how to tackle with some untimed uninvited problems well in advance. It is just not essential to conduct online classes; rather, it is more important to reach out to every student. The COVID-19 pandemic may worsen existing mental health problems and lead to more cases among children and adolescents because of the unique combination of the public health crisis, social isolation, and economic recession (Golberstein, Wen & Miller, 2020). Present findings are not favorable in context of mental health of students and it may have

some leading impact on their parents' mental health. There are many failures in the ongoing strategies and interventions, which need to be introspected. Perspectives of both parents and students are equally important while taking major policy decisions, especially in connection with curriculum and teaching-learning processes. There are mixed opinions among the decision making authorities. According to Li & Lalani (2020), "while some believe that the unplanned and rapid move to online learning with no training, insufficient bandwidth, and little preparation will result in a poor user experience that is un-conducive to sustained growth, others believe that a new hybrid model of education will emerge, with significant benefits". The present article invites the attention of all those who are concerned with the curricular decision making processes in relation to school-going children.

Conclusion

The present survey has lots of limitations owing to the limited sample size. Thus it may not provide a generalized perception of both parents and students on their experiences with the online teaching-learning process. However, since the present study's aim was an initial exploration, many conclusions can be drawn from the findings. The findings revealed that parents held mixed feelings about this mode of education, with opinions both in favor and against technology. It is found that poor network connectivity is a major trouble in online mode of education. Parents also worry about their child's private information. However, despite these worries, a few parents remain very positive about the potential of the digital classroom which is coming very handy in this time of current pandemic. In the present exploration it was found that parents are facing trouble solving their ward's problem mostly in relation to the online platform as both parents and teachers do not have any such experience before COVID-19. They are figuring out how to make best use of time, provide all kind of device support for their ward's classes, and learn to cope with changing times. They are very satisfied by the role of teachers in the current time, which is an inviting finding. Even students had a feeling that their teachers are doing the best they could do in this tough time. Thus both parents and students appreciate the role of teachers in the current pandemic. Further, the students also exhibited a mixed opinion towards this mode of learning, some appreciating the role of technology, and some disliking this new experience. It has also identified that students regarded real classroom experiences to be far superior to the online classrooms. But amidst this situation, they also regarded technology as a blessing that enabled them to be in touch with their school, teachers and friends. They are in hour of distress and joining online classroom is a more of a relief. As far as young kids' experiences are concerned, they face trouble in adapting to this model, but are adjusting fast to this new experience. However, in the very extreme case some students are not able to take any advantage of online classes due to physical barriers of network disruptions and many familial issues resulting due to threats of the current pandemic. In totality it cannot be said that advantages of technology are equal for all. As in Indian setting, it is common to experience that, "Quality does not come with Equality", mostly due to multiplicity of social strata. A similar glimpse is showcased in the mixed opinions of the present sample, revealing that technology cannot solve the problems unless equality on grounds of resource access, income and monitory benefits, and social justice are provided to one and all. Students from low-

income households should be given some relaxation required to do fewer educational tasks digitally than their high-income counterparts. Moreover, there is a complete absence of the affective domain of education which involves teachers' and learners' emotions, feelings, and moods in the online modal of education, which adds to social isolation. With monotony manifesting majestically into everyone's life, our lived experiences have been not very fulfilling during the current pandemic. We all need support from others to feel good, and the present time has come with unique problems that everyone cannot handle with equal ease, especially those who are highly susceptible to stress. There are various factors to consider for the full-fledged functioning online mode of education, especially in a country like ours. We all are "digital neighbours" but at the same time not "digital savvy". The digital divide is still a prominent barrier that prevents a larger chunk of society from being deprived of the technological advancements of 21st century.

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