E-CLASS, AN ALTERNATIVE OF CLASSROOM TEACHING

A Sociological Study on The Effectiveness of Online Teaching-Learning, Its Prospects and Challenges in Higher Education During Lockdown Period in West Bengal, India

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Abstract: *It is our misfortune that the whole world is in trouble due to attack of Corona virus. In these circumstances both teachers and students are facing some real problem of imparting and acquiring knowledge. E-learning is the only solution to cope up with the situation; however it is not very easy for both teachers and students to make them prepare for this new kind of e-class because the situation is not very conducive. Society is passing through a crisis situation and the entire institutional system is closed. Due to long term lockdown both teachers and students have no options other than e-class for completion of their course. But rural poor students of backward section of society who are 1st generation learner are in absolute crisis because either they have no Smartphone to participate in this modern format of teaching-learning or have no internet facility in their remote location.*

Key words: E-class, Online class, E-learning, Online teaching-learning, Social Media Learning.

I. Introduction

People are bound to stay at home and bound to obey disciplinary practice creates a huge shock in the life. Because people never have experienced such life, everybody is facing some psychological and mental pressure due to restrictions in their normal life. People have to change their lifestyle and regular practices in this "risk society"(Ritzer, 1996) with full of uncertainty. People have to do most of the work in virtual world. Social relationship is also maintained through this virtual world. By staying at home people are always fighting within invisible enemy which has enormous power. Total picture of the society has changed overnight. Because of its invisibility, risk is everywhere and people have lost their faith, confidence and trust on others.

In such an abnormal situation, starting e-class for disseminating knowledge is very difficult for each and every institutions, for teachers and for students also who are accepting such knowledge because e-Learning is not at all a regular practice in most of the higher educational institutions in West Bengal and in India except some superior an excellent higher educational institutions. Therefore, by and large all the higher educational institutions are imparting knowledge through conventional process of classroom teaching and students are also very comfortable with this process of teaching-learning method. Both teachers and students of higher education are very helpless in this kind of abnormal situation. Restrictions have been imposed by both State and Central governments as a measure to control the speed of Corona virus in community. Students and teachers are not allowed to go outside the home and they are not able to use broadband and cyber cafes to get better internet facilities for educational purpose. In such a situation continuing e-class through 4G or 3G mobile internet service is a terrible job for both students and teachers because the speed is very low and in some rural areas it is absent. Due to poor network or absent of internet service in some rural remote areas students are unable to get the facility of e-learning provided by their institutions. Apart from that students from poor economic background and remote localities are facing more problem than urban areas and students of better economic background because a few students of poor economic background have no Smartphone and they could not able to attend any e-classes in this lock down period. Purchasing Smartphone for a group of students who stands in the lower economic strata of a society is a luxury. For them it is not an equipment of e-Learning rather it is a item of lavishness and identity of status for poor families who are unable to find adequate food grains for their family members. E-Learning is not new to India in the sphere of higher education, rather it is an ongoing process in different distance-learning system where institutions provide e-Learning material to their

students as an easy way out to reach their students and disseminate knowledge but at the same time it is also important to point out that the target group of distance-Learning is different from the target group of regular courses. Apart from this mode of distance-learning, students of different higher educational institutions are also getting e-Learning materials from their teachers within the conventional system of education or teaching-learning process which works as a supplement of classroom teaching. But today's situation is entirely different because in normal situation students can avail institutional facilities and internet services like computer lab, digital classroom, language lab, virtual classroom, broadband Internet service et cetera for accessing e-Learning materials and in this new situation both teachers and students are respectively giving and accepting teaching and learning from their home which is very difficult in higher education system. "Teaching from home" and "learning from home" is a difficult task when there are deficiencies of electronic teaching aids, tech-savvy faculties and tech-savvy students. So in rural India higher education should be practiced through conventional classroom teaching where e-class maybe acts as a supplement for partial full fulfilment of the course.

Due to the corona attack, new situations have come up and restrictions have been imposed by both Central and State government in each and every sphere of life to combat speed of Corona virus. Face to face communications have also been restricted and imparting education on different educational institutions has been stopped for indefinite period. In these circumstances e-class is the only solution to make it convenient and effective for imparting knowledge and run education system. Higher education also faced tremendous problem due to partial shutdown of higher education institutions with a very short notice.

CBCS started in India in the year 2015-16 academic sessions but it was effective from 2017-18 academic sessions in most of the graduate degree colleges of West Bengal. Therefore it is quite easy to understand that no single batch has passed in this new structure of learning which is known as CBCS or choice based credit system. It is purely a new system of teaching-learning process implemented all over India in all higher educational institutions, where students have to go through semester system course structure which is new to both students and teachers. So it is not very easy for students to complete their course without having face to face interaction & communication in classroom because it is totally different system of learning where students have to prepare for discipline specific elective, dissertation paper, Skill Enhancement Course, General Electives etc. Students of sixth semester will be the first final year batch in this new system of education and they are facing challenges to complete their course through online system of learning without having proper training, proper equipment, proper internet service and proper speed of internet (in some remote areas there is no internet access). However students are trying to adapt e-Learning system in this crisis situation.

II. Objective of research

Due to the attack of Corona virus, higher educational institutions were stopped and the whole country went to lockdown for an indefinite period to restrict the spread of Covid 19. Although it was very unfortunate and untoward for everyone but at the same time it was the only way out. Therefore stop functioning of higher education institutions was inevitable and also inescapable. In this circumstances we have taken the research problem **"Role and impact of e-class and its difficulties, prospect and challenges in higher education"**. To analyze the current situation of higher education under this kind of unforeseen and unavoidable circumstances, I have opted this issue for sociological study because on the one hand it is the only option of disseminating knowledge but on the other hand it has been seen that both teachers and students are facing several problems in implementing this new system of teaching- learning process. However, both parties are trying to adopt and make them accustomed with the process.

III. Research Methodology

This research has been carried out by two researchers who are engaged in two different colleges in West Bengal. Data have been collected from both students and teachers of two different colleges who are involved in the process of online teaching-learning process due to the attack of Novel Corona Virus and lock down throughout India. **Mixed research method**(Bryman, Integrating quantitative and qualitative research: how is it done?, 2006) was used in this research to make it more reliable and authentic. Two clusters of students from two different degree colleges were selected for the purpose of this research. One was St. Xavier's College Burdwan (XCB), affiliated under The University of Burdwan, W.B and the other was Chhatna Chandidas Mahavidyalaya (CCMV), Bankura affiliated under Bankura University, W.B. Both quantitative and qualitative data were collected from the field by using different techniques of research. For collecting quantitative data researchers prepared an online questionnaire by using Google forms and sent it through Whatsapp and e-mail. By using snowball techniques, questionnaires were given to teachers and students of two selected colleges under study. After receiving the online questionnaires respondents gave their responses through online mode and submitted the questionnaire by pressing submit button. It was very reliable and easy process of collecting responses from a homogeneous category within a very short period of time where no chances of manipulation of data and negative influence. From that point of view collected data in the form of online questionnaire was highly authentic and reliable and it was possible because respondents were very much tech- savvy and involved in online classes.

For applying mixed research method in this study, the whole research was divided into two phases. In the first phase, we applied quantitative method and techniques for collecting and analyzing data and in the second phase qualitative methods such as case study method and in-depth interviews were taken to collect more information about the research problem. **Triangulation** (Neuman, 2007) process was also used as a measure in this research for collecting and analyzing qualitative information from respondents of different colleges. In this study triangulation of researcher's method was applied carefully to make this research more informative and reliable. Two researchers applied same methods in two different fields. In-depth interviews were conducted by using mobile phone for collecting more information from respondents. Case studies were also collected from some respondents which were important and discreet in nature. Case studies and in-depth interviews were also taken to supplement our research findings and to increase the reliability and validity of quantitative data.

Non probability **sampling** techniques (Baker, 1999) have been used throughout the research for collecting data from our respondents. Multistage sampling process has been adopted here because researchers had to apply different types of sampling at different levels of study. At the beginning of the study **convenience sampling** (Creswell, 2003) was used for selecting two colleges from two universities because they were most conveniently available under lockdown situation as the two researchers were from these two colleges. Other reasons for taking these two colleges were their different background. One is rural and the other is urban. Therefore we were very much

purposeful and pre determined in selecting one rural college and one urban college for this study. Rural and urban student populations were purposefully included in this study to understand the impact of online classes on rural and urban student population for comparative understanding.

For collecting data from students it was decided at the beginning to take hundred (100) samples from two colleges with equal number of representations by using quota sampling method. One matrix of quota sampling was also prepared for the purpose of accurate and mathematical distribution of the sample. But after taking pilot survey, we had to change our decision and took snowball sampling (Bryman, Social Research Methods, 2004) instead of quota sampling for collecting data from both students and teachers of two different colleges. It was done to avoid methodological error and to overcome some limitations of data collection under lockdown situation. 350 samples were collected through online process from both students and teachers of two selected colleges (See Table 1) of which around 5 % responses came from teachers and 95 % came from students. Collected data were processed through various statistical processes.

Table1: College wise distribution of respondents

COLLEGE NAME	TEACHERS(%)	STUDENTS(%)	TOTAL RESPONDENTS
CCMV	16 (7.76)	190 (92)	206
XCB	2 (1.38)	142 (98.6)	144
TOTAL	18 (5.14)	332 (94.8)	350

Source: Primary data collected from field

IV. Findings of the study

It is observed from this study the 25% students have given their response in terms of total population of two colleges. Out of total valid responses collected in this study 5.2% are given by teachers and 94.8% responses are given by students of two selected colleges. 34% responses have come from students of second semester, another 36.9% responses have come from students of forth semester and 24.2% responses have come from students of sixth semester (See Figure1). Students of different subjects have given their response in our study. Out of total responses from student it is observed that equal number of responses have come from three departments, Bengali, English and Sociology. These three departments have equal representation of 21% each in this study; History and Education have 8.2% and 7.9% responses respectively and rest have given by six departments namely Sanskrit, Biotechnology, Commerce, Computer science, Geography and Political science.

**Figure 1: Semester Wise Responses of Students in %**
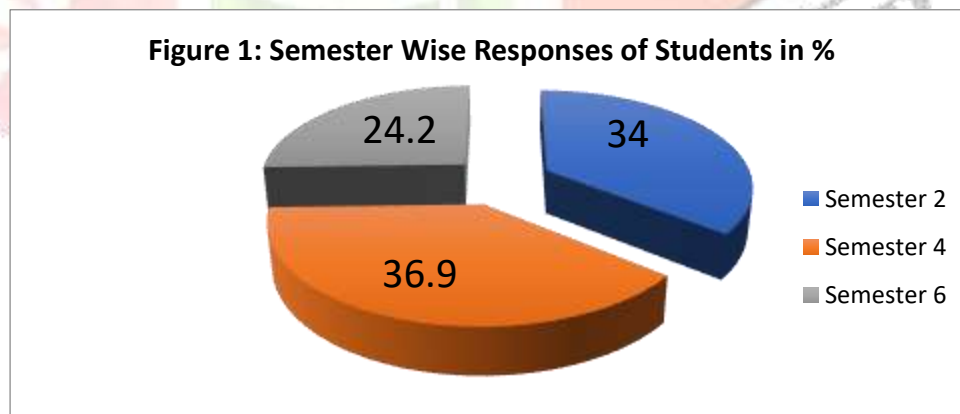
Source: Prepared on the basis of primary data collected from the field

It is also observed that more than 90% respondents have agreed that online classes have played a vital role in lockdown period (See Figure 2) but at the same time it is also observed that respondents have said that approximately 20% students are not participating in online classes and it is also come to our notice that a few teachers are also absent in participating online classes. 90% respondents have said that all teachers participated in online classes but approximately 10% respondents have disagreed with the fact. From in-depth interview it is found that only two teachers have not participated in online classes as they are not good user of modern technology.

Figure 2: Online Classes Played a Vital Role in %
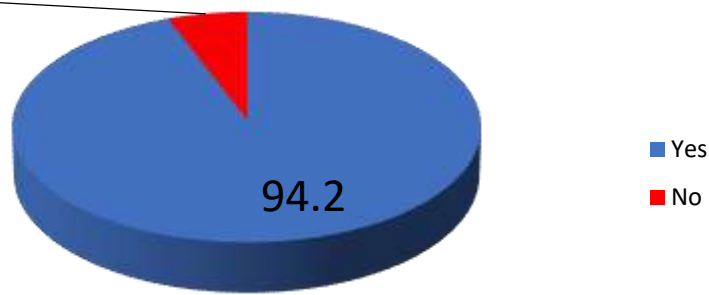
Source: Prepared on the basis of primary data collected from the field

In response to the question of modes of online classes teachers and students have preferred audio visual classes. Out of total responses more than 50% have given their response in favour of audio-visual classes, 27% have given in favor of audio classes and another 43% have chosen visual documents like pdf, image, word documents, excel document, Power Point document or any other from.
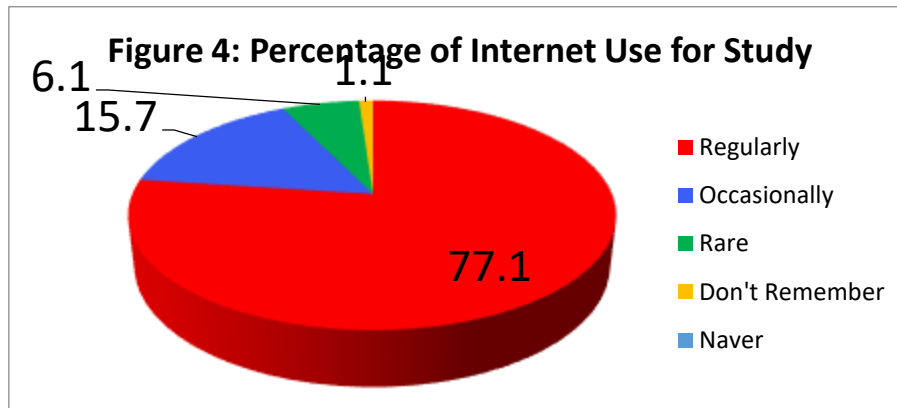
Most of the respondents have given their responses in favour of the effectiveness of online classes during lockdown period by choosing either highly effective or moderately effective options. 37.7% respondents have chosen highly effective option and 33.8% respondent have opted moderately effective option. 7.1% respondents have taken these online classes as entertaining and another 11.9% respondents have declared it as informative. Only 8 % respondents have given their response against its effectiveness (See Figure 3).

Figure 3: Effectiveness of E-Class
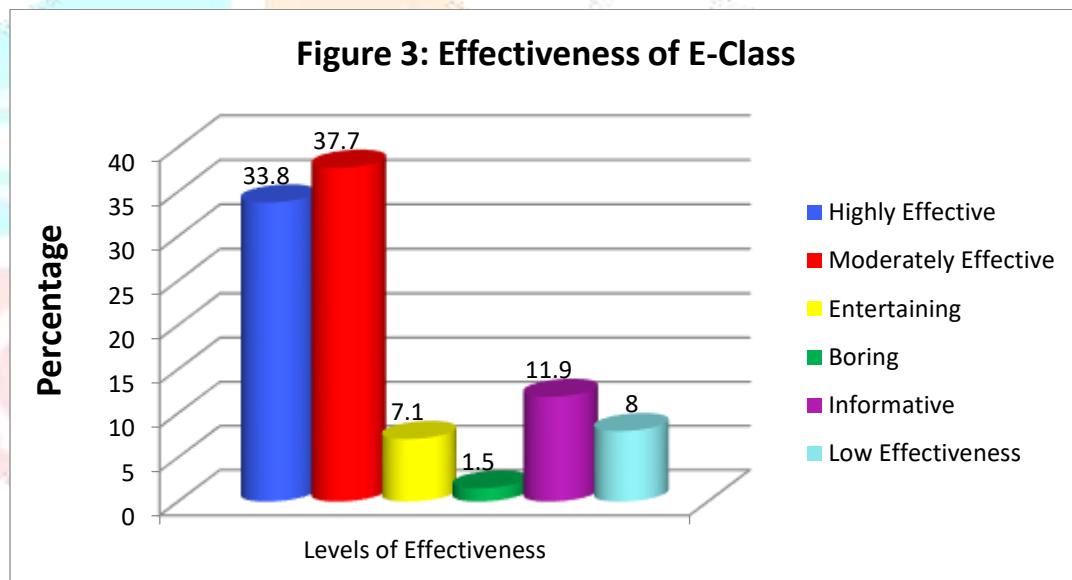
Source: Prepared on the basis of primary data collected from the field

One important thing which has come out from this research is most of the respondents use internet for their study (See Figure 4) but 95% of them use Smartphone for the said purpose and only 11 % use laptop. Therefore it is quite clear from the study that Smartphone becomes an important device for both teachers and students as an equipment of higher education.

Figure 4: Percentage of Internet Use for Study

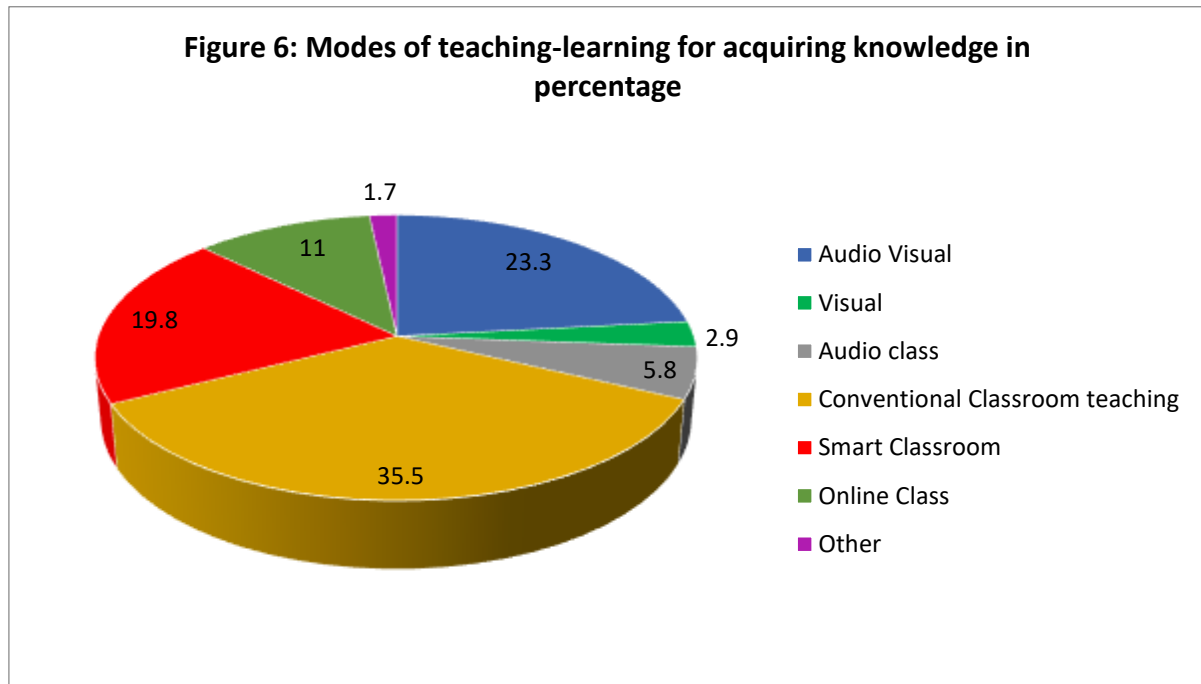Source: Prepared on the basis of primary data collected from the field

In connection with the question of teaching-learning method respondents have given their faith on conventional teaching-learning process i.e. class room teaching. Out of total responses collected for the study 57% respondents have opted classroom teaching as an effective method of teaching-learning for making good score under Choice Based Credit System (See Figure 5).

Figure 5: Preference of teaching -learning in Percentage
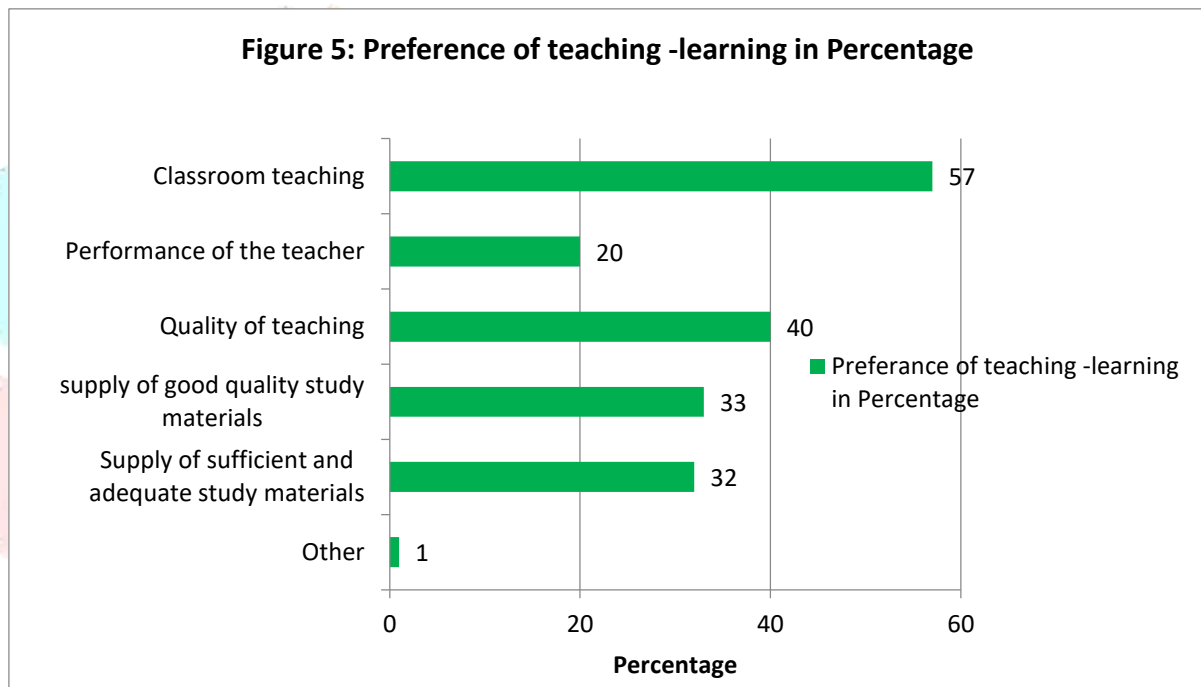
Source: Prepared on the basis of primary data collected from the field

In relation to the question of best method of acquiring knowledge, 35.5% respondents have thought that conventional classroom teaching is best for acquiring knowledge; another 23.3% have chosen audio visual classroom and 19.8% have opted smart classroom for the said purpose. Only 11% respondents have given their choice in favour of online classes (See Figure 6). Although most of the respondents have declared online classes as an effective method for teaching-learning in this lockdown situation but for acquiring knowledge for long run they have opted conventional class room teaching. Therefore it is very much clear from the study that people still have faith on conventional teaching-learning process.

Figure 6: Modes of teaching-learning for acquiring knowledge in percentage

Source: Prepared on the basis of primary data collected from the field

Many difficulties of e-classes have been identified and given in the questionnaire. 45% respondents have thought that the main difficulty of e-class is classroom environment which is missing when it is done in online mode. 40% respondents have said that due to technological limitation e-classes are very short in duration and it is the main difficulty of online mode of classes. 28% respondents have said that low discussion opportunity is another important difficulty of e-classes. Apart from that respondents have also identified several other difficulties of e-class. 17% respondents have said that due to one way communication it has low acceptability, 24% respondents have said that critical analysis of difficult matter is absent, 10% have felt it mechanical, and for 18% respondents the main difficulty of e-class is problem of internet service in rural and remote areas.

Respondents have faced variety of problems during their e-classes. 72.4% respondents have identified that due to internet problem teaching-learning process through online classes have been disrupted and interrupted. 33% have faced technological disturbance of their devises during their e-classes. 19% have faced problem of time management, 24% have given their opinion in favour of sound problem, 18.6% have faced problem of mind set and 15% have said that library accessibility is an important issue of online teaching-learning.

One interesting data we have collected in our study that most of our respondents (88 %) use 4G mobile network only 4.8% respondents use broadband internet service. Another important data is the usefulness of Whatsapp group, Face book and YouTube in higher education which can be termed as social media learning. Most of the respondents have given their views in favour of the usefulness of Whatsapp group for circulation of knowledge in higher education. For them Whatsapp group is an important instrument because group members can upload and share different types of documents including video, audio, pdf (Portable Document Format) file and image file for their group members and all group members can see those files at a time. There are also several reasons behind this preference of Whatsapp group for instance members can give their feedback, they have the opportunity to raise question, call conference can be made to mitigate common problems et cetera. So it is quite clear from the data that e-class or online teaching-learning method is very much common nowadays in higher education however respondents do not prefer online teaching-learning as a long term process and never takes it as an alternative of conventional classroom teaching-learning process. 55% respondents have said that the main difference between classroom teaching and online classes is the classroom environment, 37% have said that the main differences is mind set and 52% have said it is teaching-learning process which has created the main difference between online classes and conventional classroom teaching.

In connection with the question of effectiveness most of the respondents have agreed that online classes are effective and beneficial but when they have been asked to give their opinion in comparison to the conventional class they do not say that e-classes are equally beneficial with conventional class and they do not take it as sufficient for taking semester exam. But it can be taken as a supplement of conventional class. 61.8% respondents have said that on the basis of e-classes they would not be able to take their final examination but 38.2% respondents have said that they can take their final examination on the basis of e-classes.

When they have been asked to give their opinion about online **examination** in multiple choices question (MCQ) format, 39% respondents have said that all students are not tech-savvy therefore they have problem to take online examination at undergraduate level. 16% respondents have doubts and according to their view crisis situation may arise. Another25% respondents have declared it as difficult at this point of time but for 28.7 % respondents it is a good opportunity for students to make better score and 31.6 % respondents have agreed to take such examination but according to them enough time is needed for taking such online test in MCQ format.

V. Findings from in-depth interview

In-depth interviews have been taken over telephone for collecting more information regarding e-classes and their impact upon those students who doesn't have Smartphone or any other devices to participate in online classes organized by their own colleges. A few students have Smartphone but they don't have internet service due to their remote location or shortage of money for purchasing required

internet service. From in-depth interviews we have come to know that a few students from remote villages have no personal mobile phone and some of them have faced psychological disturbance as a result of continuous lockdown and economic crisis of the family. Some boy students have engaged in some short of work for 'bread and butter' and some girl students have engaged in house work activities including livestock maintain. In most cases, both boy and girl students of rural Bengal also help the family in vegetable cultivation.

It is also found from the study that due to lockdown of the country intra district and intra state transportation has been stopped which has resulted to huge economic loss of vegetable cultivators. Because most of the agricultural products are produced to meet the demand of agricultural products of other districts and even other states like Jharkhand, Bihar, sudden lockdown was like a "bolt from the blue" which has created an enormous pressure on to them. Therefore students of those poor and backward families of small agricultural farmers and vegetable cultivators have faced huge problems in this lock down period and to cope up with this they are trying to find out new avenues of earning which may be the primary concern for them rather than paying attention for their study.

In-depth interviews of teachers have revealed that a portion of students are very unmindful and inattentive in such online teaching-learning process and few students are very careless about these new initiatives. Only few students are very much interested towards their course and their involvement is also appreciable. Due to lockdown of the country educational institutions have stopped their functions of class room teaching-learning and it is observed by most of our teacher respondents that a large number of students, especially those who are enrolled under program courses, are either detached from educational system or they have taken casual approach in their study. From in depth study it is also perceived that a kind of overall change took place in educational system. Teachers were not also very much comfortable with this mode of teaching-learning at the beginning because the change came suddenly which was undesirable. Most off our teacher respondents have said that they were very much unprepared at the time when e-class started and they had to face many difficulties to make it simple and acceptable according to their student audience. As they were not very much habituated with this process of teaching-learning and tech-savvy, they had to give more time for preparing e-classes. They had to learn digital and technological know-how within a very short period of time which was not also a easy task to complete.

Some Lady teachers have said that during lockdown period they have to take several other responsibilities mainly housework because maids are not available. Therefore taking dual responsibility of housework and preparing E-Class has created huge pressure on them. Teachers have also identified many other problems associated with this new method of teaching-learning. Students are very much accustomed and habituated with the process of classroom teaching but in such e-classes, normal class room feelings and comfort is totally absent due to its virtual mode. Many students have ignored and many have given little importance to such online class and it is also found that teachers do not receive feedback every time for their e-class which is also very disappointing.

Many teachers have felt that peaceful mind is needed for giving best to the students but within a fearful situation nobody has such psychological stability; both teachers and student are feeling uncertainty which originates panicky. Few students are detached from this system because they do not have modern technology or devices. Some students have faced economic problem because the earning member of the family has lost his job and as a result of that they are facing deep psychological crisis which grasping them towards an insecurity. It is also found in this in-depth interview that students have faced the problem of mind set because of anxiety. They do not know whether they will get the opportunity of taking the examination or not. That is why maximum students are not able to pay full attention towards e-classes.

VI. Case study

Royi belongs to a middle class family .Her father is a clerk in high school and mother is house wife. She went to Asian Institution of Gastroenterology, Hyderabad, and Telengana for her mother surgery on 21st march. Her scheduled return from Hyderabad was 31st March 2020 but due to lockdown she and her family couldn't able to return. Since her mother is ill, they are forced to rent a flat there. Due to the increase in lockdown period they had to cancel their tickets twice. They tried several times but did not get permission to return home from the government. As a result of that they had to stay there for more than one month and during this period everyone had to pass through mental distress. On 5th May they finally arranged one bus for 20 patients of West Bengal who were struck at Telengana due to lockdown and after getting Covid 19 clearance from Asian Institute of Gastroenterology they started their journey by road. On 8th May they reached their home safely after several times checking at different district and state border. It was a terrible experience for her and forty days at Hyderabad was a nightmare for her which could not be wiped out from her memory.

Royi was the first girl in a department of St. Xavier's Colleges Burdwan. She was frustrated in such a critical situation and felt mental pain for her study because it was really difficult for her to continue her study without having books, notes and other study materials. As she was the final year student she knew that she had to complete her course in due time. She tried to attend all online classes and collected all study materials by using her Smartphone but she was not satisfied with her study because she didn't able to give enough time for her study. Without any books or other materials she was also unable to submit her dissertation and online assignment which created mental pressure on her. But she told us that she gained oxygen and psychological strength from these online classes because all faculties were very helpful and gave me mental strength. It was the only platform by which she was able to communicate with other friends and faculty members. For her, online classes are highly effective for higher education.

Trina, a student of 4th Semester of CC Mahavidyalaya is a bright student and university rank holder. She belongs to a poor scheduled caste landless labourer family. Her father is a daily labour who has very little knowledge about higher education system. In this lockdown period they are passing through a critical situation because due to lockdown her father has no income and facing difficult time to collect food for all his family members. Altogether they are five members in their family and her two brothers and sisters go to school. Mother is a weaver doing part-time work and earns little money for her family but due to lockdown she has no work and no way to earn. Trina is a meritorious student and earn very small amount by giving private tuition to some school students of their own village. She continues her education on the basis of government scholarship and her own earnings. But with this lockdown she finds only darkness all around. She has no Smartphone to participate in online classes and her family is suffering in deep economic crisis. Only life line for them is the rationing system but she doesn't know how to survive for long time. She is totally detached from her own education and concentrate on the situation and problem of existence. Like Trina many of our poor backward students are fighting for their own survival. They have no

time to concentrate on their education because it is not the primary concern for them. Right now they have no penny to fill their final university examination form and do not know how many days they have to cope up with this problem. They have decided to drop the semester exam this year if problem continues. But Trina have decided to sit for the examination with her small savings if she gets the opportunity of class room teaching for short time after lockdown is over.

VII. Analysis

In view of the above findings it can be understood that it is not very easy to make E-class as an alternative of conventional classroom teaching. We have collected lots of data both qualitative and quantitative, and after analyzing the same we have come to the decision different theoretical perspectives is needed for an in-depth study. Impacts of e-Learning or E-class is not uniform on students as well as teachers. Class is an important factor which can directly influence the overall e-Learning process because at least one Smartphone is needed to participate in this teaching-learning system. There are several other factors which are equally important in analyzing the impact of online classes on different segments of students. If we are going to analyze the matter from subaltern perspective then we can understand the real situation of those students who have come from rural poor families. From their point of view the primary agenda of life is mere sustenance, they are facing the real problem of 'bread and butter' therefore education becomes the secondary subject. In rural colleges like CCM all students have not come from economically sound families and most of the students come either from schedule tribe families or from the families of backward caste and backward class. Therefore education with Smartphone is a luxury for them because they could not afford to purchase necessary books for their study. A portion of students get enrolled into the degree course to avail various scholarship provided by the central and state government. And on the basis of such scholarship some of them try to complete their degree course and some of them leave their course after getting the scholarship. Therefore dropout rate is very high in rural colleges. Only a few bright students from those rural and economically backward families try to complete their course with massive struggle. Many of them earn money by doing some part time job to help their families and to fulfil their own expenses including educational expenses. But in this lockdown situation they couldn't find any way out to earn money and they become frustrated and depressed. Therefore it is quite difficult to analyze the impact of online system of teaching-learning on rural Bengal from a single point of view.

It can also be analyzed from feminist perspective because girl students have faced different problems to carry out their course. In rural Bengal one of the major problems is early marriage but it doesn't mean child marriage. In under graduate level it is observed that 15 % girl students get married after completion of their 1st year of study and another 25 % get married before completion of the course. West Bengal Government has taken great initiatives to give a big scholarship of Rs. 25 thousands for those girl students who have continued their study up to 18 years of age through the initiative of Kanyashree scholarship from 2013. With this initiative child marriage is much more regulated because girl students or their families are looking for Kanyashree scholarship and forced their child to continue study up to the age of 18. But it does not have any impact on higher education because the main problem lies on attainment of eighteen years of age. Girl students get enrolled into higher education and after completion of 18 years of age they are entitled for the scholarship. After receiving the scholarship most of them either get married or drop out from the course. Therefore problem of girl child is distinct and it needs separate attention whenever we try to understand their specific problems. Their education always depends on willingness of their families. If the family wants, they have to get married. Those who continued their studies after marriage have to do their house work and they are bound to take some family responsibility also. Therefore it is difficult for them to continue online mode of learning from there in-law house. They have actually faced the problem of time management. Unmarried girls have to do house work as well as study but family doesn't impose strict restrictions on their girl child.

Urban students under the study don't face these problems because in our study we have chosen a private degree college where students are coming from upper middle class or high class families who have more or less strong economic background. After analyzing the data it is found that few students are very much attentive to their e-class same as conventional class. The main difficulty is they are actually missing their classroom and classroom environment. Their psychological or mental state and mind setup is not in a good condition as a result of lockdown and stuck in the house for a long time. Some bright students have faced the problem of library accessibility and all round uncertainty of their course. But others are very much relaxed and inattentive to their online classes because college is not in a position to put additional pressure on them at this moment.

VIII. Conclusion and recommendations

In our study we have seen both negative and positive effect of e-classes. It is really a great initiative of all the colleges to impart education through online mode but at the same time it is true that all students are not able to get the benefit of online classes due to internet problem, psychological disturbance, economic problem, problem of modern device, engagement of some rural students in other activities for economic support of the family etc. However most of the students have said that the online classes are effective. It is observed from our study that most of the respondents have preferred conventional mode of teaching-learning for their examination purpose because it is highly effective and useful for higher education where critical issues and difficult matters are solved during the process of teaching-learning. In conventional classroom face to face communication has been established and students get the opportunity to ask question and able to clear their queries and doubts through the process of discussion. That is why it is very much acceptable for both teachers and students. It has no boundary in terms of discussing the issue and there is no time limit. It acts like an open forum where student can ask any question without hesitation. From this point of view class room teaching-learning process is not only a system but also a kind of relationship established within the premises of classroom. Teacher not only teaches his or her students but at the same time he or she works as a guide, motivator and as a philosopher. Best teacher always motivate and inspire students and guide them towards new and creative thinking. All these are only possible in classroom teaching therefore it has no alternatives. E-class can never be an alternative to the conventional classroom teaching but it does not mean that online teaching-learning has no effectiveness in higher education. It has some effectiveness in modern education system but we should be very careful in using such modern teaching-learning. Teaching is an art and it is achieved through long term efforts. Teachers have also faced tremendous problem at the beginning of their online classes but gradually they have achieved the technique of teaching in a virtual mode. In an unforeseen situation e-class has done well and proved its usefulness in teaching-learning process.

After reviewing all the pros and cons of online teaching-learning process we would like to recommend some points for future development of this new format of study.

- Government should take initiative for training of teaching staff;
- Recruitment of new tech-savvy teachers;
- Allotment of extra fund for digital training of students;
- Computer lab and trained teachers at every higher education institution is needed;
- More and more digital classroom at educational institutions should be built;
- Government may create a separate electronic television channel for students where teachers can send their audio visual class regularly.

Now we have come to the conclusion that although e-classes have several draw backs but we cannot ignore the usefulness of online teaching-learning process in lockdown situation when other options are not available. But to make it more useful and attractive government should take proper initiative to build a common and safe platform which is student friendly where students have the opportunity of simple and safe access. Proper training is also needed for tech-savvy faculty and tech-savvy students.

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