Effectiveness of Online Learning to GGSIPU Institutes

Priyanka Tyagi[1]*, Bhumika Kohli[2]

[1]Assistant Professor, Jagannath International Management School, Vasant Kunj, New Delhi, India
[2]Student, Jagannath International Management School, Vasant Kunj, New Delhi, India

Abstract

The world witnessed a huge pandemic that caused disruptions in different sectors and affected people all across the globe. The lockdown closed schools, colleges, offices, and all other places of social gathering. This forced schools and colleges to opt for online learning as an alternative to physical learning. With this backdrop, this research was undertaken to find the future of online learning post-COVID-19 period and to gain the perspective of both students and teachers about online learning. The other major question which surely needs an answer is that online learning replaces physical learning?

For finding answers to these questions, data from different colleges of GGSIPU University is taken into consideration. This research is the need of the hour because it not only decides the future of online classes but the students as well. In the end, it was inferred that teachers find online classes as an effective mode of learning, but they think that it cannot replace the physical mode and according to the student's perspective, online classes are not effective, and they can surely not replace physical learning.

INTRODUCTION

Education can become transformative when teachers and students synthesize information across subjects and experiences, critically weigh significantly different perspectives, and incorporate various inquiries. Educators can construct such possibilities by fostering critical learning spaces, in which students are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self-awareness, and intentionality (Sun, A., & Chen, X., 2016).

The world saw a huge digital shift because of the coronavirus pandemic. Before, the pandemic, online learning was considered an effective and engaging mode of teaching. But not many people were actually using the digital modes of learning as they were mainly dependent on physical learning. They were only using digital platforms for acquiring and gaining information. The arrival of COVID-19 has made online learning a common mode of instructional delivery in both higher education and K–12 institutions in several countries across the world. In his definition for online learning, Mohamed Ally emphasizes that online learning involves "the use of the Internet to access learning materials;

to interact with the content, instructor, and other learners; and to obtain support during the learning process, to acquire knowledge, to construct personal meaning, and to grow from the learning experience (Florence Martin, Drew Polly, and Albert Ritzhaupt T).

One reason why there is so much discussion around online learning is that there are many purported benefits and uses of online learning. Some of the most important ones are its effectiveness in educating students, its use as professional development, its cost-effectiveness to combat the rising cost of postsecondary education, credit equivalency at the postsecondary level, and the possibility of providing a world-class education to anyone with a broadband connection (Bartley & Golek, 2004; De la Varre, Keane, & Irvin, 2011; Gratton-Lavoie & Stanley, 2009; Koller & Ng, 2014; Lorenzetti, 2013). Like any other term, online learning also possesses both its pros as well as its cons. The benefits of online learning are known to the entire world as it kept the world intact during the pandemic, but its cons can also not be neglected as security and network issues are being faced by both teachers and students during the online classes. The main focus of the paper is to find out the perspective of both teachers as well as students on the thought that online learning can replace physical learning.

Review of literature

Online Learning Revealing the Benefits and Challenges *(Brittany Gilbert, 2015)*

The researcher found out that after the arrival of online courses, the educational opportunities for students have broadened and motivated them to stay competitive in the demanding realm of education. Students embarking on the path of higher education through online coursework need to be self-motivated, independent, and responsible learners. Understanding one's learning style and skills will allow students to more accurately determine if online learning is suitable for them. Instructors and course designers will also benefit from understanding the aspects of a course that increase students' understanding and participation.

The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons (Tuan Nguyen, 2015)

The researcher took Nosignificantdifference.org as an indicator for examining the effectiveness of online learning. It was observed that about 92% of all distance and online education studies find that distance and online education are at least as effective, if not better, than traditional education. About 3% of the studies compiled by the site show the reverse, that traditional face-to-face format is more effective, and about 4% show mixed findings. However, given the issues of selection bias that later studies pointed out and the lack of rigorous methodology of the earlier.

Course Practice Teaching Mode Based on the Exploration of Online and Offline Integration (Mingwei Bian, 2015)

The researcher believes that when students are familiar with the learning content and background of life closer degree students consciously accept the higher knowledge. Life is an inexhaustible source of Teaching, current textbooks and there are a lot of practical problems of student life experiences and real life. Teaching teachers not only to provide real-life material, the creation of students living close to the actual situation, recognize the reality of life from the perspective of observation programs, focusing on curriculum knowledge and actual contact, let the students observe the operation, speculation, exchange, reflection, etc. activities gradually realize the production of knowledge, the formation, and development of a positive emotional experience, to feel the power of knowledge to enable students to learn look a gift horse, learned to use, so that students learn the course content from the source of mining life, depicting the practice of the teaching process to enhance students' organizational skills, communication skills, leadership, innovation, learning ability, calling capability and adaptability, fully in line with the Chengdu forging economic, high-quality application-oriented social development required, complex talent.

Online Education and Its Effective Practice: A Research Review (Sun, A., & Chen, X, 2016)

Online education will continue to increase its presence and it's an effective way of teaching that can influence higher education by following a procedure of reshaping, refining, and restructuring. Online education is here and is highly likely to stay and grow. The review of its history clearly shows online education has developed rapidly, fueled by Internet connectivity, advanced technology, and a massive market. Also, owing to its flexibility, accessibility, and affordability, online education is gaining in popularity, especially for people who are otherwise unable to obtain an education because of physical distance, schedule conflicts, and unaffordable costs. It is unlikely to replace the offline mode of teaching, but it can surely become a successful alternative.

Online learning amid the COVID-19 pandemic: Students' perspectives (Muhammad Adnan and Kainat Anwar, 2020)

COVID-19 impacted the conventional learning method of academic institutions across the world. The administrations of schools, colleges, and universities opted for online lectures/classes as an alternative way to resume education. Although online learning is proving helpful in safeguarding students' and faculty's health amid the COVID-19 pandemic, however, it is not as effective as conventional learning. Online learning cannot produce desired results in underdeveloped countries like Pakistan, where a vast majority of students are unable to access the internet due to technical as well as monetary issues. This study addressed the effectiveness of online versus traditional classes especially for students of higher education. As per this study, 73% of students had proper internet facility and 71.4% students felt that they were well qualified to use a computer/laptop for online classes even then 78.6% respondents felt that conventional classes were more effective as compared to online learning

Bichronous Online Learning: Blending Asynchronous and Synchronous Online Learning (ByFlorence Martin, Drew Polly and Albert Ritzhaupt)

The researcher says that bichronous online learning is the blending of both asynchronous and synchronous online learning, where students can participate in anytime, anywhere learning during the asynchronous parts of the course but then participate in real-time activities for the synchronous sessions. The amount of the online learning blend varies by the course and the activities included in the course. Just as blended learning allows instructors and designers to make use of the best of both online learning and face-to-face learning (e.g., flipped classrooms), bichronous online learning offers us the opportunity to integrate the best of both asynchronous and synchronous online learning experiences.

Going the Distance: Online Education in the United States, 2011 (Isabel Elaine Allen and Jeff Seaman)

The study is aimed at answering some of the fundamental questions about the nature and extent of online education. Based on responses from over 2,500 colleges and universities, the report addresses the following key issues:

- Is Online Learning Strategic?
- How many students are learning Online?
- Are Learning Outcomes in Online Comparable to Face-to-Face?
- Has Faculty Acceptance of Online Increased?
- What Training Does Faculty Receive for Teaching Online?
- What is the Role of Open Education Resources?
- What is the Future for Online Enrolment Growth?

After remaining steady for several years, the proportion of chief academic officers saying that online education is critical to their long-term strategy took a small upward turn last year. online programs are strategically important to the institution, yet close to, or less than one-half of respondents actually included online programs in the campus strategic plan. This gap exists even at a time when the number of students taking at least one online course continues to expand at a rate far more than the growth of overall higher education enrolments

After the COVID-19 crisis: Why higher education may (and perhaps should) never be the same (Bill Cope and Mary Kalantzis)

Online learning, by contrast, can be embedded in the real world. It can be continuous, lasting for as

long as life and stretching as wide as social and personal needs. What we love about the students in our online courses is that, by day, they are in the world. They bring knowledge and experience that we instructors could never have imagined, contributing to this as partners in our knowledge communities. They can also test, live in real-world contexts, the new things they have learned in our classes. But now the problem: none of the main commercial or open-source learning management systems can do what we have just promised. The potential is there, but all rely on the 1990s teacher-centered, hub-and-spoke, file-upload/download architectures. None are instrumented adequately for social knowledge, collaborative learning, or artificial intelligence. All try ponderously, painfully, to replicate the traditional classroom, perhaps with a few clumsy patches to mimic social networking. In this time of crisis, we must seize the day. We must imagine a different future for higher education. If we are to adopt a stance of strategic optimism, we may be on the cusp of the biggest change since the invention of the social processes and artifacts of higher education in early modern times. The danger is that when people were thrown abruptly into online learning by the COVID-19 Crisis, they were compelled to use flawed systems with limited training, confirming their worst fears about the quality of the online teaching and learning experience. Focused investment needs to be made in people and technology to renew and revitalize our pedagogical and social values. If nothing else, this crisis should lead to that.

ONLINE LEARNING DURING LOCKDOWN PERIOD FOR COVID-19 IN INDIA (Dr. Pravat Kumar Jena Assistant Regional Director, IGNOU Regional Centre, Bhubaneswar, 2020)

Most governments around the world have temporarily closed educational institutions to control the spread of the Covid-19 pandemic. With an increasing number of states, provinces, and even whole countries closing institutions of learning and over 91% of the world's student's population are not attending schools/colleges (UNESCO). Several other countries have implemented localized closures impacting millions of additional learners. UNESCO is supporting countries in their efforts to slow the immediate impact of school closures particularly for more vulnerable and disadvantaged communities and trying to facilitate the continuity of education for all through remote learning. Government/educational institutions should adopt the policy to provide free internet and free digital gadgets to all learners to encourage online learning as a result of which people would get engaged during the lockdown and remain safe from pandemics. Online Learning is the best method of learning at this time of lockdown due to the outbreak of Covid-19 and further in-depth statistical study may be undertaken on the impact of online learning during the lockdown period.

IMPACT OF COVID-19 ON HIGHER EDUCATION IN INDIA (Dr. Pravat Kumar Jena Assistant Regional Director, IGNOU Regional Centre, Bhubaneswar)

This study has outlined various impacts of Covid-19 on higher education in India. The recent pandemic created an opportunity for change in pedagogical approaches and the introduction of virtual education in all levels of education. As we do not know how long the pandemic situation will continue, a gradual move towards online/virtual education is the demand of the current crisis. UGC and MHRD have launched many virtual platforms with online depositories, e-books, and other online teaching/learning materials. A combination of the traditional technologies (radio, TV, landline phones) with mobile/web technologies to a single platform with all depositories would enhance better accessibility and flexibility to education. This would involve upgrading the service platform to enable it to meet the required volume of educational demands of students. All service providers need to be mobilized to provide proper access to the educational service platforms to the disadvantaged groups of the population also. Virtual education is the most preferred mode of education at this time of crisis due to the outbreak of Covid-19. The post-Covid-19 education seems to be education with widely accepted online/virtual education which may perhaps be a parallel system of education.

Objectives

Following are the objectives of this study

- To find out whether online learning can replace physical learning or not.
- To find out the perspective of both students and teachers about the effectiveness of online learning.
- To examine the future of online learning post-pandemic.

Significance of the Research

The education system faced a drastic change with the advent of the Corona Virus pandemic. This uncalled happening raised several questions like how the studies will continue without any physical meeting. But digital advancement has made life easier not only for the corporate sector but also for the people who belong to the field of education and for the rest of the world. Zoom and google meetings became a place of virtual classes for students all across the globe. Through this research, society will get clarity about the future of online classes and also about their effectiveness. Also, will give a clear answer about whether online learning replaces physical learning and what both teachers and students think about it.

Limitations of the Study

Conducting the research in this pandemic was surely a difficult process. Therefore, the following are the limitations faced during the research:

- It was difficult to collect the responses via an online questionnaire as people were not ready to fill the google forms.
- It was a time-consuming process.
- It was difficult to know the exact mindset of people as they filled the forms online.

Research Methodology

The main aim of the research is to find an accurate answer in terms of numbers to know whether online learning can replace physical learning, what's the future of online learning post-pandemic, and are online classes really effective. Therefore, the answer to the problem would be found through a quantitative approach to research. The sample size for interpreting the data is 50, this includes both teachers as well as students. Perspectives of both students as well as teachers will be collected through a questionnaire and will be taken into consideration so that a final answer can be achieved.

## Data Analysis and Interpretation

Student's Perception

The perception of students holds equal importance in knowing the future of online classes post-pandemic and whether it can cut out the offline mode of learning or not-

From the student's point of view, online classes are not an effective mode of learning. This can be seen from the above-mentioned **Figure 1.1** shows as most of the students disagree with the fact that they are an effective mode of learning.

From the student's point of view, questions and doubts are not fully answered in the online mode of learning. This can be clearly seen from the above-mentioned **Figure 1.2** shows as most of the students disagree with the fact that questions and doubts are fully answered in online classes.

According to the student's perspective, online classes are not engaging and interesting. This can be clearly seen from the above-mentioned **Figure 1.3** shows as most of the students disagree with the fact that online classes are engaging and interesting.
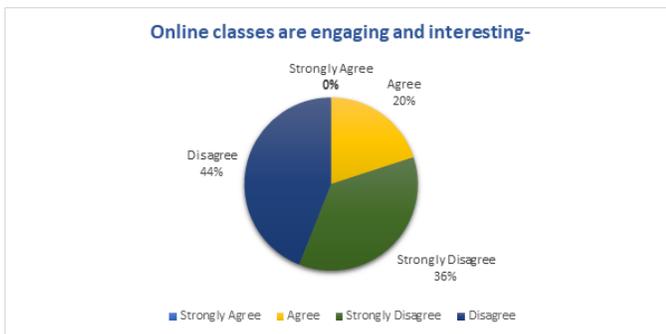
According to the student's perspective, technical and network issues act as a major hindrance in learning effectively**.** This can be clearly seen from the above-mentioned **Figure 1.4** shows as most of the
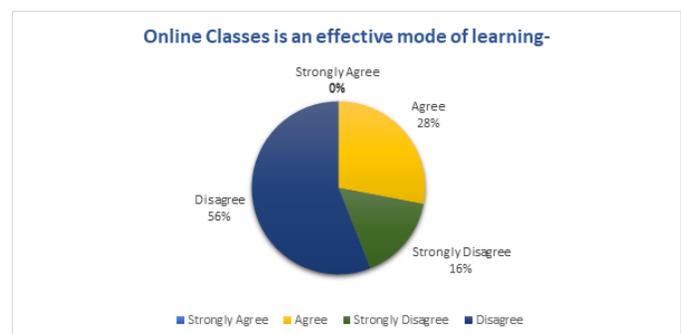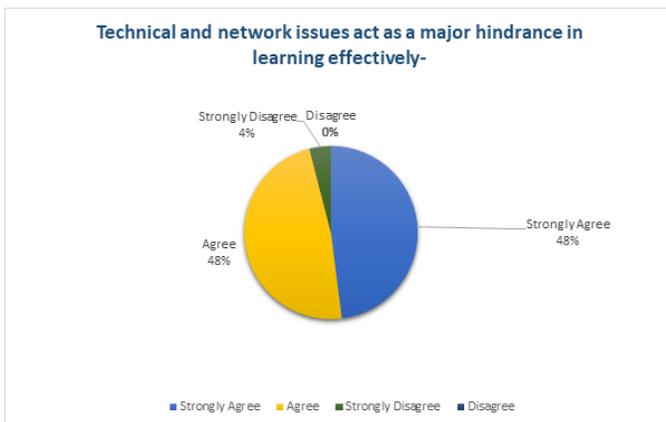

Figure 1.1: The central tendency of the above-mentioned data is calculated through mode.
MODE: Disagree 56 % (It is the recurring maximum number of times.)
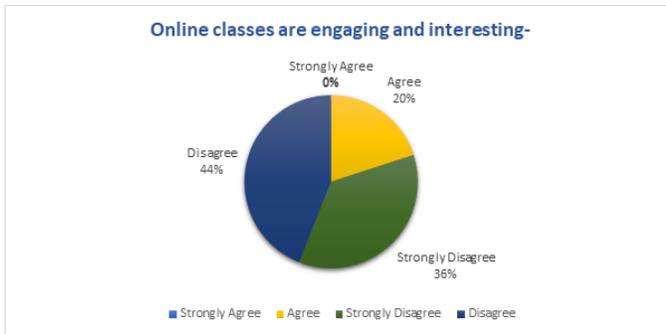
Figure 1.2: The central tendency of the above-mentioned data is calculated through mode.
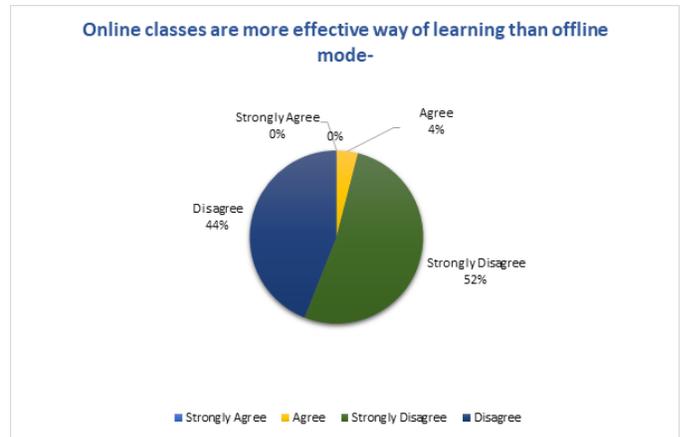MODE: Disagree 56 % (It is the recurring maximum number of times.)

Figure 1.3: The central tendency of the above-mentioned data is calculated through mode.
MODE: Disagree 44 % (It is the recurring maximum number of times.)
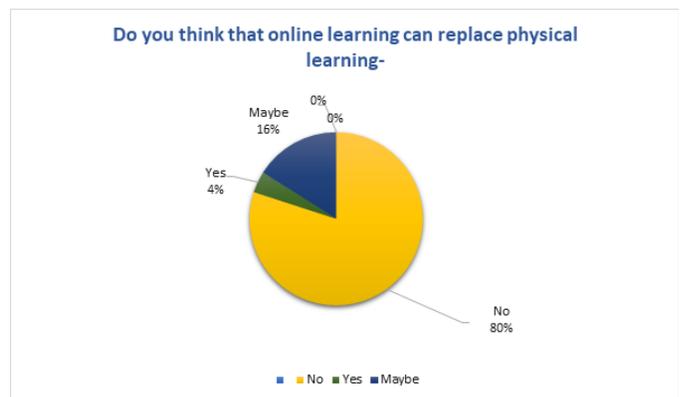

Figure 1.4: The central tendency of the above-mentioned data is calculated through mode.
MODE: The above data have 2 modes as both agree and strongly agree possess equal values. Agree: 48% & Strongly Agree 48%.
(These values are recurring maximum number of times.)

students strongly agree with the fact that technical and network issues act as a major hindrance in learning effectively**.**

According to the student's perspective, online classes are not more effective than the offline mode

Figure 1.5: The central tendency of the above-mentioned data is calculated through mode.
MODE: Strongly Disagree 52 % (It is the recurring maximum number of times.)

Figure 1.6: The central tendency of the above-mentioned data is calculated through mode.
MODE: No 80% (It is the recurring maximum number of times.)

of learning. This can be clearly seen from the above-mentioned **Figure 1.5** shows as most of the students strongly disagree with the fact that online classes are a more effective way of learning than offline mode.

According to the student's perspective, online learning cannot replace physical learning**.** This can be seen from the above-mentioned **Figure 1.5** shows as most of the students have no as their answer in the questionnaire and which is also presented through the above-mentioned pie chart.

Which mode of learning do you like online or offline (open-ended question)-

Out of the 25 students, 24 like the offline mode of learning, and 1 prefer the online mode of learning.
Offline: 24 Students

Reasons why they have chosen offline mode of learning-

Offline Mode is more effective Since there are many network issues in online learning. Other than that, offline classes are more Interactive and Engaging.

There's not an option as long as there's quality education, both sound good except when it comes to the practical knowledge, offline is a necessity.

Online: 1 Student

Key Findings of student's perception
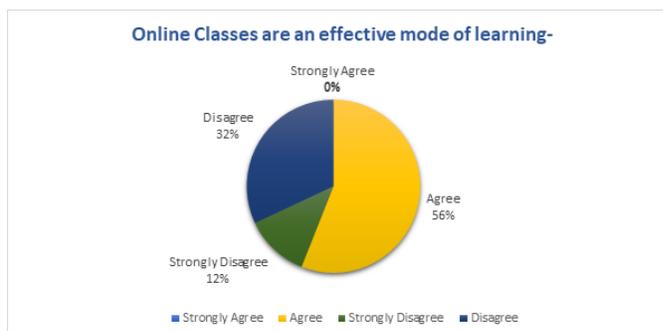
Online classes are an effective mode of learning?	56% of the students disagree and 28% strongly disagree that Online classes are not an effective mode of learning.
Questions and doubts are fully answered?	56% of the students think that the questions and doubts are not fully answered.
Online classes are engaging and interesting?	44% of the students disagree and 36% strongly disagree that online classes are engaging and interesting.
Technical and network issues act as a major hindrance in learning effectively?	48% of the students agree and 48% of the students strongly agree that technical and network issues are the major problem in online learning.
Online classes are a more effective way of learning than offline mode?	44% of the students disagree and 52% strongly disagree that Online classes are a more effective way of learning than physical learning.
Do you think that online learning can replace physical learning?	80%of the students think that online learning cannot replace offline mode of learning.

The COVID-19 pandemic has led to disruptions in all walks of life. Schools, colleges, and all other academic institutions have been forced to look for alternatives to ensure continuity in learning. In the past six months, across the world, various digital or ICT-based learning options have been explored. Most of these options have proved to be sub-optimal, pedagogically unsound, and inadequate substitutes for face-to-face interactions (Azim Premji University). Students of GGSIPU University don't think that online learning is an effective mode of learning. They also believe that it cannot replace physical learning. Colleges around the globe are using Zoom/Google conferencing apps for continuing their studies and completing the syllabus. But the data which is collected shows that students are not in the favour of online classes.

Teacher's Perception

The perception of teachers holds equal importance in knowing the future of online classes post-pandemic and whether it can cut out the offline mode of learning or not-

According to the teacher's perspective, online classes are an effective mode of learning**.** This can be clearly seen from the above-mentioned **Figure 2.1**
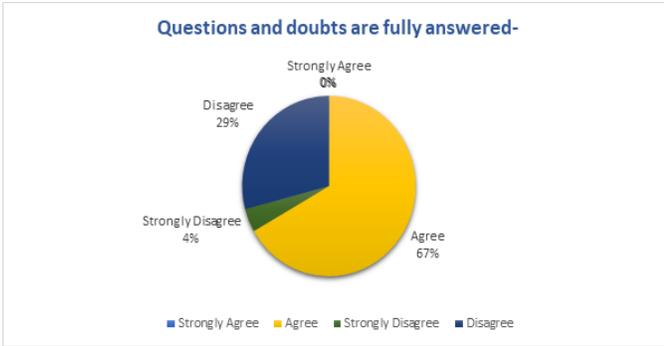

Figure 2.1: The central tendency of the above-mentioned data is calculated through mode.
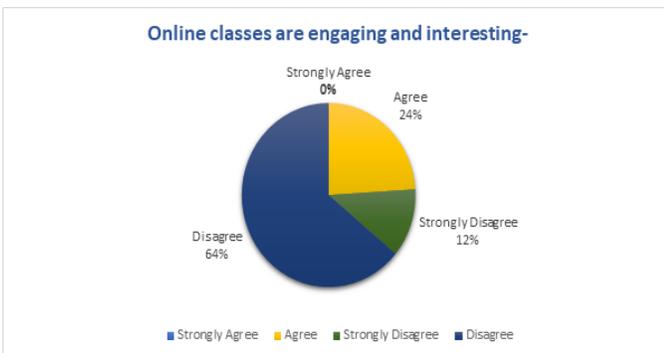MODE: Agree 56% (It is the recurring maximum number of times.)

shows as most of the teachers agree with the fact that online classes are an effective mode of learning.

From the teacher's point of view, questions and doubts are fully answered in the online mode of learning**.** This can be seen from the above-mentioned **Figure 2.2** shows as most of the teachers agree with the fact that questions and doubts are fully answered in online classes.
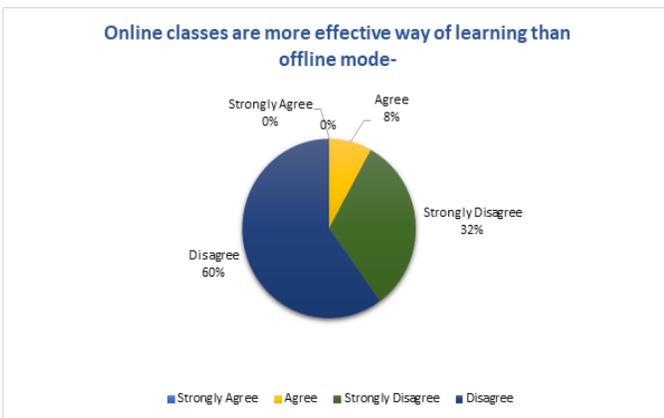
According to the teachers, online classes are not engaging and interesting**.** This can be clearly seen from the above-mentioned **Figure 2.3** shows as most of the teachers disagree with the fact that online classes are engaging and interesting.

Figure 2.2: The central tendency of the above-mentioned data is calculated through mode.
MODE: Agree 67% (It is the recurring maximum number of times.)

Figure 2.3: The central tendency of the above-mentioned data is calculated through mode.
MODE: Disagree64% (It is the recurring maximum number of times.)

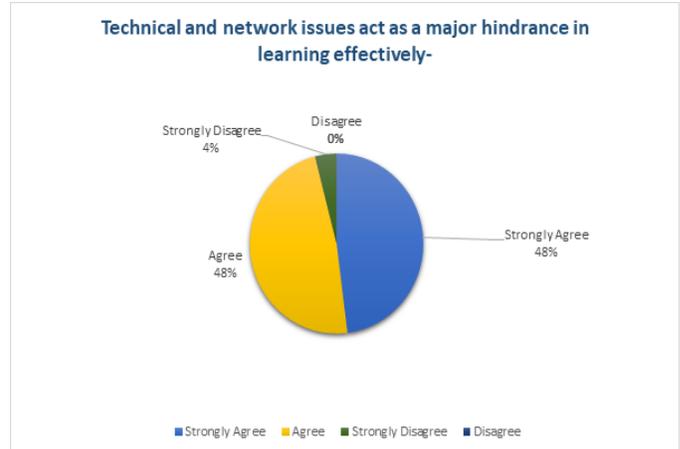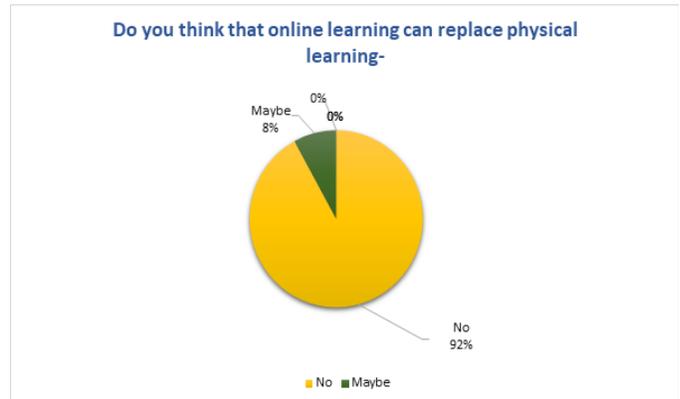**Figure 2.4:** The central tendency of the above-mentioned data is calculated through mode.
MODE: Disagree 60% (It is the recurring maximum number of times.)

According to teachers, online classes are not more effective than the offline mode of learning**.** This can be clearly seen from the above-mentioned **Figure 2.4** shows as most of the teachers strongly

Figure 2.5: The central tendency of the above-mentioned data is calculated through mode.
MODE: The above data have 2 modes as both agree and strongly agree possess equal values. Agree: 48% & Strongly Agree 48%. (It is the recurring maximum number of times.)

Figure 2.6: The central tendency of the above-mentioned data is calculated through mode.
MODE: No 92% (It is the recurring maximum number of times.)

disagree with the fact that online classes are a more effective way of learning than offline mode.

According to the teacher's perspective, online classes are not more effective than the offline mode of learning**.** This can be clearly seen from the above-mentioned **Figure 2.5** shows as most of the teachers strongly agree with the fact that technical and network issues act as a major hindrance in learning effectively.

According to the teachers, online learning cannot replace physical learning**.** This can be seen from the above-mentioned **Figure 2.6** shows as most of the teachers have chosen no as their answer in the question of whether online learning can replace physical learning or not.

Which mode of learning do you like online or offline (open-ended question)-

Offline: 24 teachers

In this question, 24 teachers said that they prefer offline learning and one teacher said that a blend of both will work.

Key Findings of teacher's perception:

Online classes are an effective mode of learning?	56% of the teachers agree that online classes are an effective mode of learning.
Questions and doubts are fully answered?	67% of the teachers think that the questions and doubts are fully answered.
Online classes are engaging and interesting?	64% of the teachers think that online classes are not engaging and interesting.
Technical and network issues act as a major hindrance in learning effectively?	48% of the teachers agree and 48% of the teachers strongly agree that technical and network issues are the major problem in online learning.
Online classes are a more effective way of learning than offline mode?	60% of the teachers disagree that online classes are a more effective way of learning than physical learning.
Do you think that online learning can replace physical learning-	92% of the teachers think that online learning cannot replace offline mode of learning.
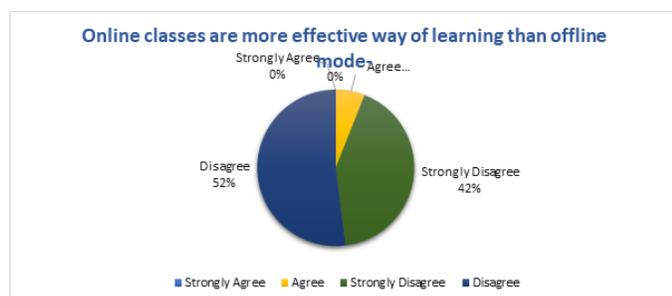
Figure 2.7: The central tendency of the above-mentioned data is calculated through mode.
MODE: Disagree 52% (It is the recurring maximum number of times.)
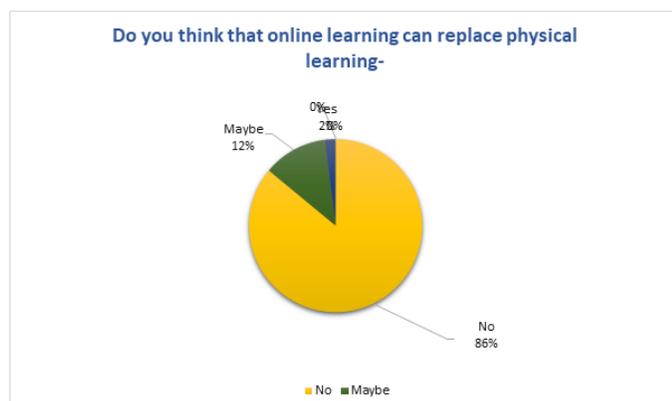
Figure 2.8: The central tendency of the above-mentioned data is calculated through mode.
MODE: No 86% (It is the recurring maximum number of times.)

Teachers of GGSIPU University think that online learning is an effective mode of learning. But they believe that it cannot replace physical learning. Colleges around the globe are using Zoom/Google conferencing apps for continuing their studies and completing the syllabus. But the data which is collected shows that students are not in the favour of online classes.

Combined perception of both students and teachers:

According to both teachers and students, online classes are not more effective than offline learning. This can be clearly seen from the above-mentioned **Figure 2.6** shows as most of the students and teachers think that online classes are a more effective way of learning than offline mode.

According to both teachers and students, online learning cannot replace physical learning. This can be seen from the above-mentioned **Figure 2.8** shows as 86% of the students and teachers have chosen no as their answer in the question of whether online learning can replace physical learning or not.

CONCLUSION

The Corona Virus pandemic impacted the education sector immensely and resulted in the schools and colleges shut all across the globe. Over 1.2 billion children are out of their classrooms. The entire way of learning has changed in the few months with the

distinctive rising of online learning. The students connect with their teachers for learning through online video conferencing platforms like zoom and google meet. The main aim of the research was to find that does online learning has the potential of replacing physical learning. The result of the research is crystal clear. Going by the data of the combined perception of both students and teachers, online classes are not effective in comparison to physical learning, and they can also not replace physical learning.

Schools and colleges have surely accepted online education as the next best alternative, but the major problem is its effectiveness and its future which is also the primary objective of this research. Through this research, the outcome is clear that both students and teachers think that physical learning is surely better and cannot be replaced by online learning.

References

Allen, E. (2011). Going the Distance: Online Education in the United States, 2011. *Economic Policy Reforms*, 150-151.

Huang, J. (2021). Exploration and practice of online and offline teaching mode. *2021 2nd International Conference on Computers, Information Processing and Advanced Education.* https://doi.org/10.1145/3456887.3456963

JENA, P. K. (2020). Undefined. https://doi.org/10.31235/osf.io/qu38b

Kalantzis, M., & Cope, B. (2020). After the COVID-19 crisis: Why higher education may (and perhaps should) never be the same. *ACCESS: Contemporary Issues in Education*, *40*(1), 51-55. https://doi.org/10.46786/ac20.9496

Nguyen, T. (2015). The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons. *The Effectiveness of Online Learning: Beyond No Significant Difference and Future Horizons*, *11*(2), 309-319.

Sun, A., & Chen, X. (2016). Online education and its effective practice: A research review. *Journal of Information Technology Education: Research*, *15*, 157-190. https://doi.org/10.28945/3502

Wong, L., & WL Fong, M. (2014). Student attitudes to traditional and online methods of delivery. *Journal of Information Technology Education: Research*, *13*, 001-013. https://doi.org/10.28945/1943

Yamagata-Lynch, L. C. (2014). Blending online asynchronous and synchronous learning. *The International Review of Research in Open and Distributed Learning*, *15*(2). https://doi.org/10.19173/irrodl.v15i2.1778