Impact Of Online Based Education System

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1. Introduction

The two-way process of obtaining new information, skill sets, and beliefs and values is regarded to be learning whenever it is done. The goal of this article is to look at the influence of online education on Indian higher education. Using both online and offline learning together, or "blended learning," has its own set of issues. One of the most well-known challenges is how to utilise any technology effectively and keep participants engaged in the sessions. It's important to know what students think about online education. As previously said, the two-way process should be helpful to both instructors and students. The instructor and students in a virtual classroom session may be located in various time zones and in different geographic regions. Teachers and students alike may find it difficult to grasp the concept of practical online learning if they are just shown online videos. If the offline practical pattern is decreased, the laboratories will be underutilised by the institutions, who invest a lot of money in their infrastructure. As a result, online learning may be beneficial to students since they can study at their own pace and convenience. Many software solutions can make online sessions entertaining, even if the courses are recorded. A disadvantage is that it might make students feel like they're studying alone, unlike in a real classroom or an online classroom. The latest pandemic scenario has produced difficulties for the educational system. Only online instruction is accessible to ensure that students don't lose out on syllabus learning while they're away from college for almost a year. However, it is critical to
determine if this kind of instruction really improves student learning or just fills in knowledge gaps. Teachers are trying their best to provide pupils the chance to learn, but is it really benefiting them? As a result of the internet's accessibility and range, the researcher could easily contact urban residents for the purposes of this work. Future studies might include rural students as well as students in urban areas to further understand their views on online learning. Due to the internet's wide range, there were minimal restrictions on geographical location. In this study, the primary goal is to discover how students perceive online learning in higher education and whether or not online learning is useful for practical-oriented education.

2. Literature Review

During the early stages of COVID-19, an Indonesian university did this study. According to the findings, pupils had no prior exposure to online learning and were eager to learn how to utilise it. Teachers utilised WhatsApp as a means of teaching and learning online. According to the findings, both students and instructors encounter a number of challenges, including a lack of internet connection and a lack of funds to purchase online accessible tools. There are no additional e-learning options mentioned in the study. When it comes to creating internet material, no particular efforts are made beyond using WhatsApp as a more adaptable and accessible medium[1].

Students enrolled in ESL are the only ones included in this research, as suggested by the title. They want to see whether the online learning tools work well with the students' learning styles. It is possible that students' ability to communicate orally and in writing may suffer if they are exposed to this kind of educational approach. For the sake of this study, it is only applicable to a single programme with a certain learning pattern[2].

In his post, a researcher points out that the government has a responsibility to spend more in online education since we still have a long way to go before we can open our educational campuses to students. The less nervous the kids are, the better off they should be. Education should be unaffected by long-term global uncertainty[3].

The author fears that pandemics in the educational system in the United Kingdom would simply deepen the socioeconomic inequities that already exist. As education becomes more out of reach for the poor, they will be progressively marginalised in society. Whereas the wealthy elite will lead the way. As stated by the author, pupils must be taught life skills as well as work-related abilities as part of the educational curriculum in order to break the cycle of inequalities[4].

During the Covid-19 epidemic, this essay discusses the online learning experiences of students. Online observations and interviews with students collected data on how lecturers utilise online learning, the platforms they use, their media choices, and how students react to their experiences in class. The results were analysed using qualitative approaches. This survey found that students prefer to use a variety of online learning patterns and simple platforms. First, in the quest for meaningful online learning experiences, pedagogy, technology, and organisational support may successfully create acceptable learning
experiences when integrated. As a second conclusion, we need to critically assess the advantages and disadvantages associated with the various online learning models. In the future, students will be able to better grasp hard tasks and profit from their own experiences. Online learning experiences may be valuable if they're organised in a way that fosters optimal learning experiences. Students play an important role in online learning since they are the ones who go through the learning process firsthand. Students must take an active role in their own education and be willing to adapt in order to offer useful input. This will make their time spent studying online that much more enjoyable. Critically considering the advantages and disadvantages of asynchronous, synchronous, and hybrid learning online is a significant problem in this debate. This will make it easier for students to comprehend more difficult tasks in the future, and they will also profit from their own educational experiences [5].

All physical education sessions have been cancelled and several academic institutions have been forced to shut down because to the pandemic COVID-19. It has been studied in this study how online education affects students. Online learning preparedness was found to be low, and students needed a lot of help from institutions and instructors in areas like financial aid, internet access and fast feedback on tests. Changes in educational practises are necessary to ensure that learning continues throughout this difficult period. The finest online learning environment for today's and tomorrow's learners necessitates the participation of all stakeholders, including educators, students, parents, the public and commercial sectors, education marketplaces, academic institutions, and the general public. As a result of the new normal in schooling brought about by the COVID-19 pandemic, several changes have occurred. As a result of the outbreak, the educational landscape has undergone a sea change, with all classes now being taught entirely online[6].

As a worldwide epidemic, Covid-19 has necessitated social isolation. People have no choice but to stay inside, which is putting them under a lot of mental strain. According to this study, online learning may be used to keep individuals interested and stress-free. Teachers may utilise virtual classrooms to teach from home with the help of several essential technologies, making online sessions more productive in these times of crisis. It is shown in the study report how students and educators feel about the Online Learning system while it is in lockdown mode. For learners and instructors, online learning is the greatest option because of social isolation. Students and teachers may communicate and share classroom resources via the use of various online apps. Online education is seen as a model for the future of education, with the potential to fundamentally alter how students are taught in today's classrooms[7].

Even though cloud computing has advanced, some academic institutions are still unprepared to use it. Campus IT infrastructure is also a problem when it comes to online education. Unfortunately, the quality of the online education system will be harmed by further restrictions and problems, such as reductions in institution budgets. A number of issues need to be addressed if online teaching is to become more successful [8].
The study discusses online education as the greatest alternative for the educational system amidst a pandemic catastrophe. Students are forced to remain inside during a pandemic, which necessitates the use of online instructional methods. Online education, according to the authors, is essential in times of crisis, but it requires the use of certain approaches and technologies in order to be of high quality. It explores the advantages and disadvantages of online education. Educators must use the most up-to-date technological resources to provide more engaging lessons. Free digital devices and internet access are also recommended in this report as a way for the government to be more efficient [9].

The study focuses on the challenge in establishing an emotional connection with students who are learning online. As a result, the meetings are less about emotional closeness, and students and professors both find it uncomfortable to communicate over a computer screen. This study's respondents believe that online instruction is less engaging and less effective. During online classes, students have noticed that teachers are not paying enough attention to them, and there are times when professors and students engage in small conversation. Data from university student's higher education programmes is used in this study [10].

This research report examines how college students feel about the imposition of online course requirements beginning in 2019-20. Students have said that they prefer to study offline rather than online. Students' and instructors' face-to-face interactions add additional value to the educational process and foster an emotional connection between them. The traditional way is still more successful, even if the educational institution is obligated to process online learning for its pupils [12].

3. Research Survey
Due to limited internet connection and availability in rural areas during the epidemic, much of the data was gathered from the city's population. Restrictions were placed on the geographic region that might be included in the study. Googledoc was used to get the information. Due to social distancing conventions during the epidemic, the questionnaire was only distributed over the internet platform since physical distribution was not recommended. Gathering of data: The following approach was used to gather the bulk of the study's data: Questionnaire: To get the sample's answer, a questionnaire was created on Google Docs and delivered to them over Whatsapp.
This is an example of how you can do it: 2580 people from a variety of backgrounds and educational levels participated in the survey, with participants from from various parts of India, such as Karnataka, Tamil Nadu, Andhra Pradesh, Maharashtra, and others. In addition to the primary sources already stated, secondary sources such as journals, books, and the internet were used to compile the information presented here.
Data interpretation: the some of the questionnaires used in the survey are repressed below.
Figure 1: Question 1. Which gadget are you using during the online classes?

A total of 23.8% of students use laptops when taking an online course, 61.6% of students use smart phones while taking an online course, 1.5% of students use computers while taking an online course, and 13.1% of students use all of the aforementioned devices while taking an online course.

Figure 2: Question 2: level of learning satisfaction during online classes in the context of audio visual quality.

44.3 percent of people are satisfied with their learning while attending online lectures with good audio visual quality, 31.5 percent are satisfied while attending online lectures with good audio visual quality, 16.4 percent are extremely satisfied while attending online lectures with good audio visual quality, and 7.7 percent are extremely satisfied while attending online lectures with high quality audio and video.

Figure 3. Question 3: are the concepts or topics taught in online classes clearly understood?
63.7 percent of those polled are confident in their knowledge gained via online lectures, compared to 4.5 percent who are unsure of the ideas or themes covered, and a quarter who are unsure, as seen in the graph above, while 6.8 percent said they were unsure about any of these things.

Figure 4. Question 4: Is there effective interaction between teacher and students while learning online?

53 percent of respondents believe that effective interaction between teachers and students while learning online occurs at least once a week, while 37.2 percent of respondents believe that the interaction is always effective, 7.4 percent of respondents believe that there is never effective interaction between teachers and students while learning online, and 2.4 percent of respondents were unable to explain why they held this belief.

Figure 5. Question 4: Educational Level.
3 percent of those polled had a diploma, 57.7 percent were undergraduates, 33.6 percent were postgraduates, and 5.7 percent couldn't explain their educational path.

4. Research Findings
Students in the practical-oriented programme were surveyed for this study. 61.6 percent of students are utilising smart phones to access online lectures, which is a handy option that they can use from anywhere. At the same time, there are certain drawbacks, such as the fact that a smart phone is a little gadget that may cause eye strain or headaches when used for long periods of time. While attending online lectures, 44.3 percent of students find the audio visual
quality satisfactory, 31.5 percent find the audio visual quality satisfactory, 16.4 percent find the audio visual quality excellent, and 7.7 percent find the audio visual quality poor while attending on. Furthermore, 56.5 percent of pupils had no issues when studying online, according to the data gathered. On the other hand, around a quarter of students are unable to understand the ideas or material covered in online lectures. 59.8% of the comments from 2580 students indicate that online teaching and learning should be discontinued when Pandemic is ended. Another 8.3% of those polled believe that professors are unable to pay attention to each student individually in online sessions because of the lack of effective contact between them and their charges. The fact that 78.3 percent of students believe that offline teaching-learning is a more effective technique of learning underscores the fact that students prefer offline learning to online learning, which, according to 67 percent of respondents, does not adequately support practical programmes. Because they may practise the practical activity more in an offline setting, students can enhance their abilities more quickly. According to the results of the poll, 58.9% of respondents believe that online education has a negative impact on students' physical and mental health. Are schools having to compromise on how they educate and how they teach? By brainstorming a better approach for presenting lectures or practicals to students, can the teaching method be made more successful despite the crisis?

Student attitudes regarding online education are varied. A recent poll indicated that students most often utilise smartphones when completing coursework. The disadvantage of using a smartphone for online classes is that students are forced to see the material on a tiny screen, which is likely related to the fact that online classes lack the impact that they have in person. Even when students are not at home, they have access to their smartphones, allowing them to participate in sessions from anywhere. This raises the possibility that there is a lack of discipline when it comes to attending instructors’ sessions. Due to the limitations of a tiny screen and a practical focus, various programme simulations are not an ideal alternative for everyone who wishes to participate in online sessions. If universities don't utilise their laboratories for practical classes, they're wasting a lot of money.

Online learning has been regarded as inadequate by 7.7 percent of respondents, while the majority of those polled are happy with the technique. Students have to deal with poor visual and audio quality while studying online. There's a chance that some pupils may run across this issue, given how much video and audio quality depends on the internet range available to the receivers. Audio and video quality has a direct impact on how well students learn. More than a quarter of pupils also find online education difficult. Due to the fact that the teacher is not physically there, children are more likely to lose concentration in this style of instruction. Some people may find this puzzling.

Around 59.8% of respondents indicated that online education should be discontinued during a pandemic. About half of the poll participants say that online sessions should be discontinued during the epidemic, indicating a need for offline sessions to help students better master the skills they would need in the real world. For the sake of everyone's safety, the government may and should make the social distance rules mandatory. Students enrolled in graduate, post-graduate, and diploma programmes participated in the poll. According to the results of
the poll, it seems that: According to the results of the poll, the vast majority of students feel that classroom instruction is superior than online instruction. Findings show that students believe that online learning does not adequately address practical-based programmes since they are skill-based and students learn via trial and error. Due to boring online learning methods that are less engaged, students' mental health suffers. During offline sessions, students are able to participate in class discussions, which enhances the learning experience for both the instructor and the students. As a result, it may be stated that online learning does not provide appropriate information, and it is less successful in practical-based courses.

5. Conclusion
This year's pandemic has had a major impact on the educational sector. When it comes to how classes are run, there are just a few alternatives accessible. In this case, online learning is a viable option, but many students still believe that traditional classroom instruction is more effective and efficient. However, as long as Covid-19 continues and the ministry's guidelines are followed, institutions are developing an online teaching model. If online learning isn't enough for students, educators might try brainstorming sessions to come up with a better plan for delivering knowledge in these crisis times without sacrificing quality. This study's survey finds that students believe that offline learning techniques are superior for teaching practical programmes and that online learning is not an effective way for many students since it fails in offering quality sessions.

Online learning may be forced to continue for students of all programmes in the pandemic, but if this is allowed to continue, it will be detrimental to students' futures, their knowledge levels, learning outcomes, skill enhancements, and general growth if online learning is sustained. In an online course, it is impossible to replicate the practical aspects of a course. There will still be a discrepancy between what is expected of pupils and what they have really learnt, regardless of whether or not the pandemic threat continues. It's a pity that students won't learn as much from online practise sessions as they would from real-life practise.

References


