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Comparative Study of Online and Offline Modes of Education In Higher Education System in India

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Abstract:

The sudden outbreak of covid-19 affected most of the day to day activities throughout the world in the year 2020. Educational institutions and ultimately students were severely affected by this pandemic, as teaching mode was suddenly changed from traditional face-to-face method to online learning method. This left students and teachers alike without the buffer to ease into this new form of education. The objective of this paper is to analyze the impact of online education on university level students pre and post Covid-19. The sample of 145 participants was taken from Dr. Bhim Rao Ambedkar College and the findings were analyzed through an One sample T-test with the whole population describing the individual's preference for the mode of education.

The study shows that there is a statistically significant difference among both the platforms with respect to this sample of 145 participants from Dr. Bhim Rao Ambedkar College, University of Delhi. The analysis shows that how (t-value) of online mode and offline mode is 85.18 yet highly significant at $p < .01$ and $< .05$ by showing how both the learning mediums are different and most of the students are in favor of online teaching and learning .

This paper contains four sections:

Section 1: Introduction

Section 2: Objective

Section 3: Analysis of Questionnaire And Findings

Section 4: Conclusion

Keywords: Education, Online, Offline, University Students , Covid-19

SECTION 1: Introduction:

Covid-19 was declared as a pandemic by the World Health Organisation(WHO) in March, 2020. The pandemic brought daily life to a halt. Schools, Universities and other educational institutions were closed. Everywhere Covid-19 lockdowns were imposed by the governments and people were forced to stay home. This lock down forced the academic institutions to shift from the traditional physical teaching methods to online teaching. Face-to-face teaching was replaced by online learning and education platforms to control the outbreaks' spread and ensure social distancing. Covid-19 forced the change to online education. However, online teaching comes with certain obstacles in developing countries such as availability of laptops, smart phones, internet connectivity as well as the technological literacy required for online education. The shift to online modes of teaching came with its own benefits and flaws, and due to the polarized opinions on the new learning methods it has become important to analyze the differences between offline and online modes of education.

The most traditional method of teaching is face-to-face education, also termed as offline education method. Some of the important contributions of offline education are better student-teacher interaction, no technical issues, no internet requirement, better focus, etc.

With technological advancements, availability of internet facility everywhere and covid-19 pandemic, alternate methods of education, i.e., online learning and teaching methods have started. Different online platforms are available to conduct online teaching and coordinate other class activities. Some of these platforms are - Google Meet, Zoom, Whatsapp, Skype, phone calls, etc. These platforms facilitate online classes for students so as to reduce and avoid their academic loss.

Online learning process is more convenient for the students in terms of time, effort, cost, flexibility, etc. It helped students navigate the pandemic in terms of their education. Students learned new experiences through online education such as time management, self discipline. It encouraged self learning among the students, reduced cost of traveling to physical classrooms and related expenses as students stay at home. Online learning is a relaxed and productive source of knowledge.

Various challenges were also associated with online learning such as lack of information, technological literacy, internet availability, etc. Students also faced problems in time management, organizing their homework, submitting their assignments and tasks. Further, lack of interaction also posed a challenge for the students affecting their personality growth. Furthermore, online education classes lack rigorous student assessment tools.

Section 2: Objective:

The sample of 145 participants was taken from Dr. Bhim Rao Ambedkar College which analyzes the impact of the pandemic on students in pre and post Covid-19. The study was conducted in the form of an experiment, where the students were asked to fill out an online questionnaire where the findings were analyzed through an One sample T-test with individual means for each variable and the whole population describing their preference for the mode of education.

Section 3: Analysis-

TABLE 1- Descriptive Analysis-

The sample of 145 participants has been shown with their descriptive analysis (mean and standard deviation) in 14 different factors that were asked as questions to them.

S.no	Variables	Mean	Std.Deviation	Std. Error Mean
1.	Did you face any technical problems during the online mode of teaching?	3.50	1.143	0.095
2.	Do you think that the online mode of teaching was beneficial to you?	3.85	1.139	0.095
3.	Did you face any difficulties while doing assignments online?	2.56	1.123	0.093
4.	Were your doubts cleared in the online mode of education?	2.79	1.220	0.101

5.	Was proper guidance available to you in e-learning?	3.01	1.152	0.096
6.	Did you face any health problems due to long sitting hours in front of the laptop?	3.66	1.113	0.092
7.	Was online education cost-efficient?	3.33	1.155	0.096
8.	Did you face any issues regarding the availability of gadgets in your home? (like siblings also using the laptop for his/her studies)	3.39	1.226	0.102
9.	Online classes saved travel time.	4.26	0.864	0.072
10.	Outstation students saved the cost of living and other expenditures by staying at home during the epidemic?	4.37	0.778	0.066
11.	Satisfied with the online mode of education.	2.75	1.176	0.098
12.	Were you comfortable giving internals through google meet?	3.42	1.295	0.106
13.	Did you miss having interaction with your teachers and friends?	4.12	0.978	0.8123
14.	Did you miss attending different college fests and events?	4.08	1.169	0.9713

TABLE 2- One Sample T-Test-

S.no.	Variables	t-value
1.	Did you face any technical problems during the online mode of teaching?	36.825
2.	Do you think that the online mode of teaching was beneficial to you?	40.701
3.	Did you face any difficulties while doing assignments online?	27.424
4.	Were your doubts cleared in the online mode of education?	27.498
5.	Was proper guidance available to you in e-learning?	31.439
6.	Did you face any health problems due to long sitting hours in	39.614

	front of the laptop?	
7.	Was online education cost-efficient?	34.727
8.	Did you face any issues regarding the availability of gadgets in your home? (like siblings also using the laptop for his/ her studies)	33.264
9.	Online classes saved travel time.	59.287
10.	Outstation students saved the cost of living and other expenditures by staying at home during the epidemic?	66.647
11.	Satisfied with the online mode of education.	28.182
12.	Were you comfortable giving internals through google meet?	32.253
13.	Did you miss having interaction with your teachers and friends?	50.772
14.	Did you miss attending different college fests and events?	42.032

TABLE 3- Comparison between Online and Offline Platform of Education-

The sample of 145 participants taken from Dr. Bhim Rao Ambedkar College showing the comparison with their descriptive values and showing their preferences towards the mode of education.

PLATFORM	MEAN	STD. DEVIATION	STD. ERROR MEAN	T-VALUE
ONLINE	40.85	4.269	0.355	115.213
OFFLINE	8.2069	1.751	0.145	56.420

Null Hypothesis $H_0 : u_A = u_B$: There is no difference between online and offline learning platforms.

Alternate Hypothesis $H_a: u_A \neq u_B$: There is a difference between online and offline learning platforms.

Table 1 and 2 indicates descriptive analysis for different variables that were taken in the form of a survey from all the 145 participants from different universities, analyzing the impact of education on students pre and post Covid-19.

However, with Table 3, the study is able to show the comparison between both of the online and offline learning mediums provided to 145 students during and post pandemic period with the means of 40.85 and 8.20 as well as standard deviation and standard error mean respectively . The (t-value) of online mode is slightly higher by 115.213 and offline mode is comparatively low by 56.420 which indicates that majority of the students prefer online mode of education as the local students saved travel time and outstation students saved the cost of living and other expenditures by staying at home .

Yet, there could be more reasons for students to be more inclined towards online learning mode, as per the survey even though, they did face some technical challenges in understanding the google meet classroom setup and facing network issues as well as getting their physical and mental health at stake due to long sitting hours in front of the laptop but for most of them the priority was to save as much money as they could and started believing that how online classrooms are more beneficial to them.

The reasons for offline mode of education being slightly lower than online mode is how few students do face the interaction among friends and teachers throughout and spend their best and enjoyable years in front of the laptop as well as the youth enjoys attending fests and events to thoroughly live their best years.

The study shows that there is highly significant difference between both the learning mediums by having the (t-value) of 85.18 and (p-value) $<.01$ and 0.5 indicating that our bully hypothesis has been rejected and brings Type I error due to less variables constrained in offline sector and with such large sample size it's possible to prioritize online mode of learning and even by saving plenty of time, energy money on traveling and for outstation students on the unnecessary high expenditure's , majority of times the students are able to focus more on studies and solve doubts on their own and asks for proper guidance from teachers through online classrooms.

Section 4: Conclusion -

The analysis shows that there is a statistically high significant difference among both the platforms with respect to the particular reasons as stated above and as the (t-value) being (85.18) (p-value) is significant at $p <.01$ and $<.05$ respectively. The study analyzed and proved that the majority of the children are satisfied and in favor of online mode of education.

The study is able to conclude that few students still have the nostalgic memories and expectations of having the same offline mode for interaction and attending various fests and events to lead a healthy college life.

However, the majority did cope-up with such technical and pandemic struggles and this is how they are inclined towards online learning mode of education.

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