

A comparative study on the effectiveness of online and offline teaching pedagogy

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Abstract

In March 2020, the world is confronting with COVID-19 which is declared as the global pandemic and affected all lives, processes and systems adversely. The biggest challenge for education system in India was to switch from traditional teaching to online mode of teaching. Technology has changed everything but sometimes exceptional changes may not give good results. This research paper has presented comparative study based on the effectiveness of online and offline teaching pedagogy. Survey is conducted to understand various aspects of online and offline teaching learning. Students reported the pros and cons of online and traditional teaching. The comparative study will be helpful for the measuring the effectiveness of teaching pedagogy and will also ensures for the effective learning outcomes.

Keywords: Online teaching, Offline teaching, COVID-19, Pandemic, Pedagogy.

Introduction:

The COVID-19 pandemic in India is a part of the worldwide pandemic of corona virus disease 2019 (COVID-19) caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2). The first cases of COVID-19 in India were reported on 30 January 2020 in three towns of Kerala, among three Indian medical students who had returned from Wuhan, the epicenter of the pandemic. Lockdowns were announced in Kerala on 23 March and in the rest of the country on 25 March. Due to this pandemic a drastic changes taken place in every system and the education system is also witnessed a change in the teaching-learning process. In India's education system a change has taken place from offline teaching to online teaching pedagogy. A sudden change in the education system provides a scope to measure the effectiveness of online and offline teaching pedagogy. COVID-19 compelled the academicians to re-think the way of teaching from traditional to online mode of teaching. A survey was conducted from more than 500 students belonging to Graduation and Post-Graduation of the colleges situated in Bilaspur District of Chhattisgarh to know about the effectiveness and satisfaction level among the students for online and offline teaching pedagogy.

Objectives of the study:

- To study about the effectiveness of online and offline teaching pedagogy.
- To study about the satisfaction level among the students between online and offline teaching.

Review of Literature:

Neuhauser, C. (2002) investigated two sections of students who have chosen the same course. At the end of the study, it is observed that 96% of the student responded that online course is more effective than one to one classes. It is studied that there are no differences in test scores, assignment submission, and final grades.

Prensky (2004) said that the students can learn the subjects taught by the teachers online.

Vavolua (2005) pointed out that the technologies can be used in education efficiently in science during lectures, seminars, field trips, and using the technology the students can collect scientific data.

Wood et al. (2012) observed the impact of learning through electronic media has increased even attending college classroom lectures. The students can collect information from various sites and update their knowledge.

Escobar Fandino and Silva Velandia (2020) indicated in their research that the teachers have to identify various practices for developing the students to learn things online methods.

Muhammad Adnan and Kainat Anwar (2020) pointed out that apart from technical and monetary issues students also reported a few other difficulties like lack of interaction with the instructor, response time and absence of traditional classroom socialization.

R. Karthi & P. Jamuna Devi (2021), observed that students from semi-urban background can enrich their knowledge better in classroom education than in online education.

Methodology:

To compare effectiveness of online & offline teaching pedagogy, we have conducted survey via Google forms. Various responses from the respondents are collected and analyzed.

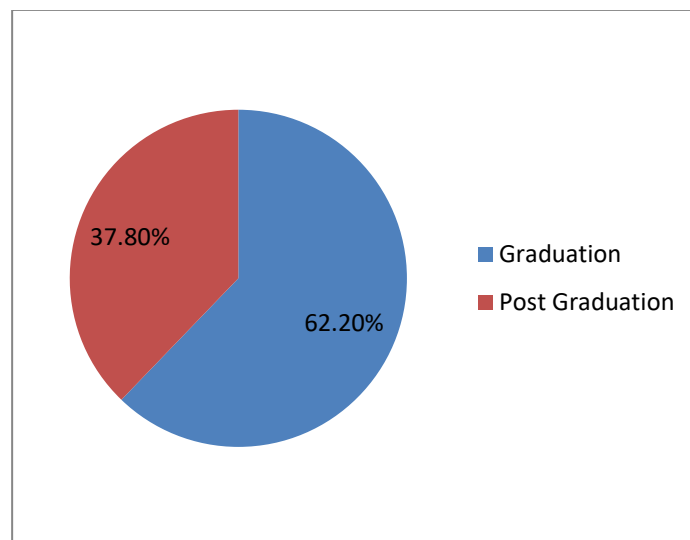
Findings and Discussion:

From the survey conducted we have recorded responses and the results are shared as under:

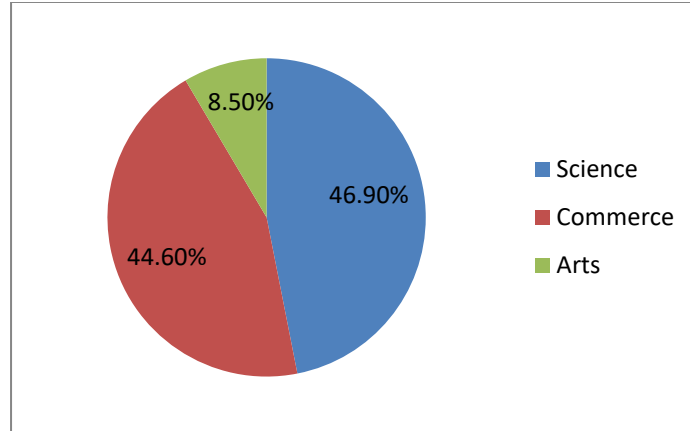
The responses collected from more than 500 Graduates and Post-Graduates students of the college in Bilaspur District of Chhattisgarh. The following are the analysis of the responses from the respondents.

Basic Information:

In which class you are studying?



What is Your Subject?



Responses regarding effectiveness of online and offline teaching pedagogy:

1. Do you have mobile?

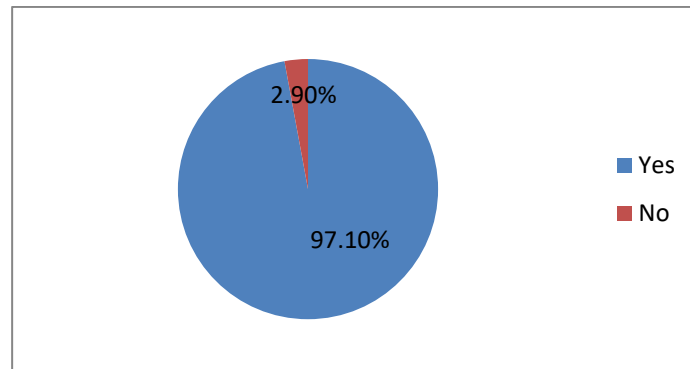


Figure 1: Students having mobile

Based on the above figure the percentage of students having mobile is 97.1% and students not having mobile is 2.9%. It is clear from the picture that maximum students have mobile, which helps them to continue their study through online mode.

2. Do you have internet connection?

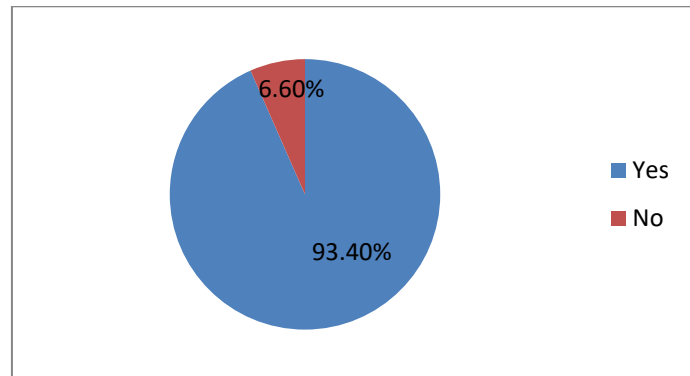


Figure 2: Students having internet connection

The above figure shows the students having internet connection is 93.4% and students not having internet connection is 6.6%. From the above figure it indicates that the maximum percentage of students having internet connection it resembles that their study will not be affected through online mode.

3. Do you study online?

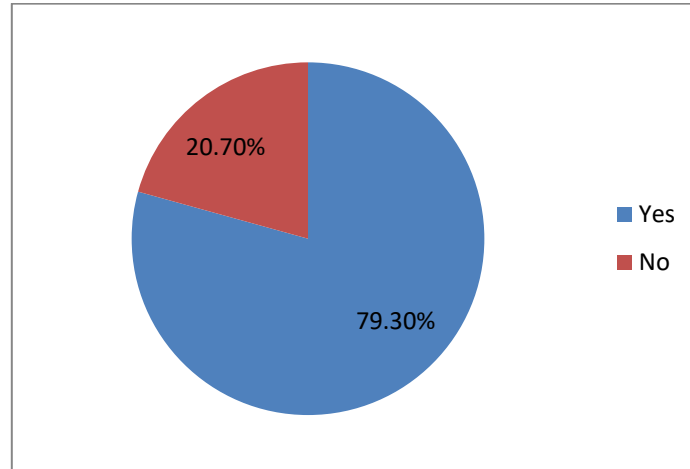


Figure 3: Students studying online

The above figure shows the percentage of students studying through online is 79.3% and students not studying through online is 20.7%. The above figure clearly indicates that the students are interested in online studies.

4. Which App do you use for online studying?

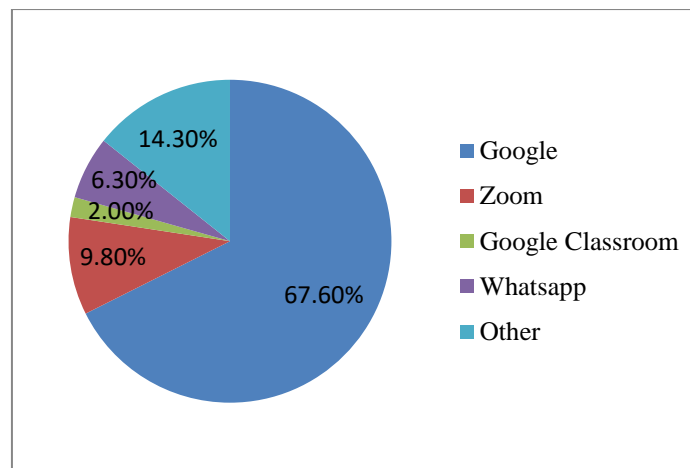


Figure 4: App used by the students for online studying

From the above figure it clearly depicts that the students are very much satisfied for online learning through Google meet i.e. 67.6%, whereas 9.8% through Zoom, 2.0% through Google classroom, 6.3% through whatsapp and others 14.3%.

5. During online study do you face any obstacles?

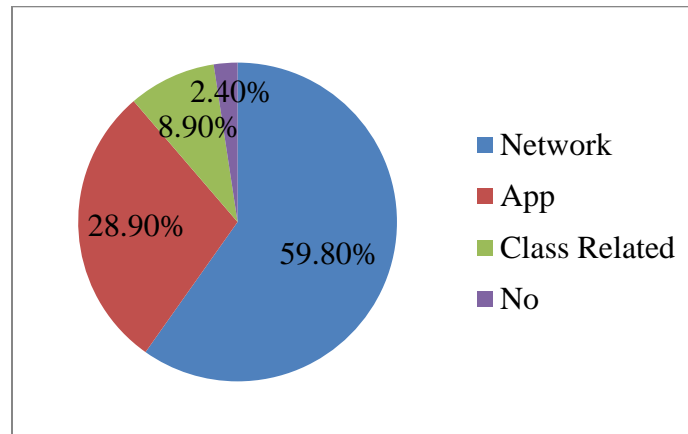


Figure 5: Obstacles faced by the students during online learning

The above figure shows that 59.8% students have network issues whereas 28.9% are the issues related to application, 8.9% students face class related issues and 2.4% students do not face any issue.

6. What is your opinion about the study material during the online class?

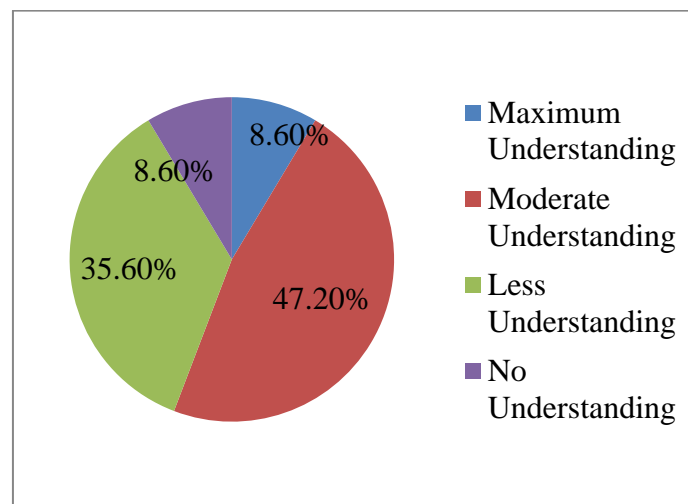


Figure 6: Opinion about study material during the online class

The above figure shows the understanding level of the students about the study material during the online learning. 8.6% students have maximum understanding level with the material delivered during the online teaching, 47.2% students moderate level of understanding, 35.6% students have less understand level and 8.6% did not understand about the material while online teaching.

7. Are you satisfied with the online classes?

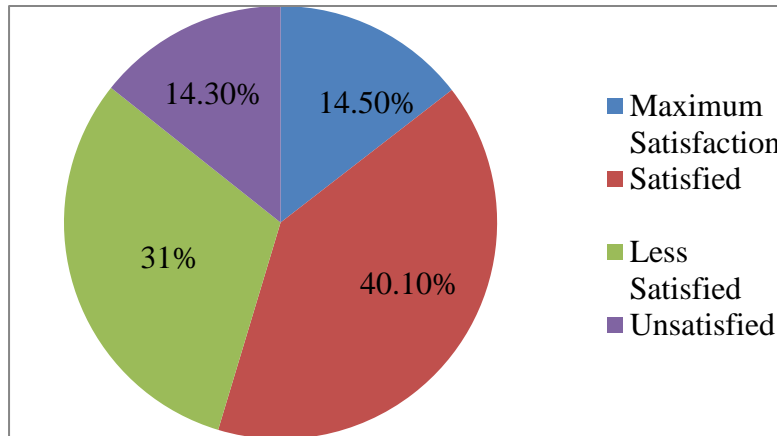


Figure 7: Satisfaction level of the students regarding online classes.

The above figure shows that 14.5% students have maximum satisfaction level of online teaching whereas 40.1% are satisfied with the online teaching, 31% of the students are less satisfied and 14.3% were unsatisfied with the online teaching.

8. Is online learning is more effective than offline learning?

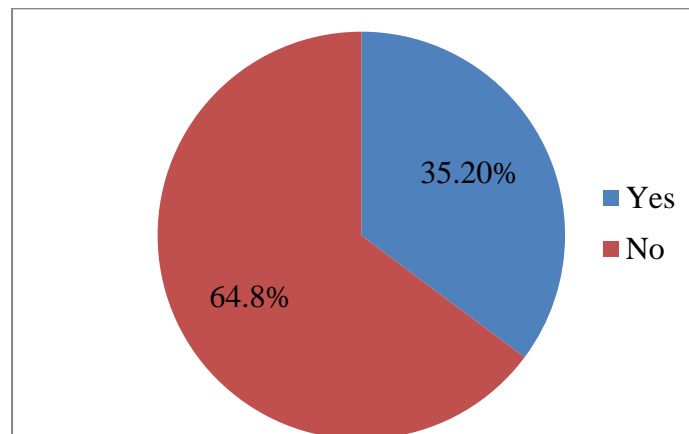


Figure 8: Effectiveness of online learning than offline learning.

The above figure clearly indicates that 64.8% students say that the online learning is less effective in comparison to offline learning.

Conclusion:

Based on the survey the online learning is less effective than offline teaching. The reason behind is the network issue, lack of face to face interaction, the content of lecture during teaching and the various Apps used during the teaching-learning process. However the effectiveness of online learning pedagogy was greatly influenced by numerous challenges during the pandemic COVID 19 which need to be resolved in association with Government and Universities. It can be concluded that not only the above factors influence the online learning but there are more

factors to be addressed like technical and monetary issues to be considered for effective implementation of online teaching.

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