A STUDY ON THE EFFECTIVENESS OF ONLINE CLASSES AMONG COLLEGE STUDENTS WITH SPECIAL REFERENCE TO COIMBATORE CITY

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Abstract: -Any freak accident that happens in the world will always leave its impact on education. And so the epidemic of COVID 19 has its footprints on education. The outbreak of this dangerous virus across the globe has forced the educational institutions to shut down to control the spread of this virus. This made the teaching professionals to think of alternative methods of teaching during this lockdown. And thus it paves the way towards web-based learning or e-learning or online learning. In today's scenario learning has stepped into the digital world, in which the teaching professionals and students are virtually connected. E-learning is quite simple to understand and implement. The use of a desktop, laptop, or smart phones and the internet forms a major component of this learning methodology. E-learning provides rapid growth and proved to be the best in all sectors, especially in education during this lockdown.

In Online classroom system, Students have access to all relevant information at one platform. Teachers can easily share all useful information over the internet and keep it securely preserved in an electronic archive. It makes the process of interaction so much easy between the teacher and students. It also ensures that if students need further explanations, they can easily view these records and resolve doubts instantly. The present study has made an attempt to brought out the effectiveness of online learning among students during the pandemic. This study may be useful to make any appropriate decisions for implementing the online learning methods.

Keywords: Online classes, Students, Covid-19 and Effectiveness.

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I INTRODUCTION

Online class is the process of studying over the internet. These are generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor.

The COVID-19 has resulted in schools and colleges shit all across the world. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, how such a shift would impact the worldwide education market.

Virtual learning apps enabled students to continue their education off-campus and showed that there is a different way of doing things in the future. Many educational institutions were unprepared for the switch to online learning. Also, many struggled to provide the same quality of teaching. Moreover, students from various backgrounds found it hard to keep up with their virtual classmates.

STATEMENT OF THE PROBLEM: In distance education (or distance learning) the teacher and the student are separated geographically so that face to face communication is absent; communication is accomplished instead by one or more technological media, most often electronic (interactive television, satellite television, computers, and the like). The geographic separation between teacher and student may be considerable (for example, in a course offered over the World Wide Web), or the distance may be slight (for example, from the teacher's computer to the student's in a nearby campus building). Hence distance education may apply to both on and off campus courses and programs. For the most part, this statement's focus is on programs and courses offered for credit. It does not, however, exclude noncredit courses, programs of general cultural enrichment, or other programs that support the educational objectives of the institution.

Distance education in its contemporary forms invariably presents administrative, technical, and legal problems usually not encountered in traditional classroom settings. For example, questions arise regarding copyright for materials adapted from traditional classroom settings or created expressly for distance education. In addition, systems of interactive television, satellite television, or computer based courses and programs are technologically more complex and expensive than traditional classroom instruction, and require a greater investment of institutional resources and more elaborate

organizational patterns. These issues not only make more difficult the question who is entitled to claim ownership of materials designed for distance education; they also raise questions about the appropriate distribution of authority and responsibility between the general administration of the college or university, on the one hand, and the separate academic departments or units within a given institution, on the other. The technical and administrative support units responsible for maintaining and operating the means of delivering distance education courses and programs are usually separate from particular academic departments or units that offer those courses and programs.

OBJECTIVES OF THE STUDY

- To improve efficiency and effectiveness of learning
- To improve the online communication ability for individuals and groups
- To maintain current technology hardware, software and network infrastructure
- To create higher levels of intellectual abilities in students

RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problems.

Primary data- It is collected through questionnaire

Secondary data- It is collected from Journals, magazines and websites

TOOLS USED IN THE STUDY

Conventional tools like descriptive tables and percentage were used for the purpose of analysis. Further, the following specific tools were used.

Simple percentage analysis

Chi-square analysis

LIMITATIONS OF THE STUDY

- Number of respondents is limited to 155 in the study.
- At times, the respondents may not be genuine with their answers.
- The area of the study of collecting samples is limited within the Coimbatore city.
- The period of study is limited to 3 months.

II REVIEW OF LITERATURE

Garrison, D. R., & Vaughan, N. D. (2017)."Well-grounded in research, Blended Learning in Higher Education clearly demonstrates how the blended learning approach embraces the traditional values of face-to-face teaching and integrates the best practices of online learning. This approach has proven to both enhance and expand the effectiveness and efficiency of teaching and learning in higher education across disciplines."

Palloff, Rena M., Pratt, Keith. (2016) Building Online Learning Communities further explores the development of virtual classroom environments that foster a sense of community and empower students to take charge of their learning to successfully achieve learning outcomes. This is

the second edition of the groundbreaking book by Rena Palloff and Keith Pratt and has been completely updated and expanded to include the most current information on effective online course development and delivery. A practical, hands-on guide, this resource is filled with illustrative case studies, vignettes, and examples from a wide variety of successful online courses.

OPERATIONAL MEANING

An online class is a course conducted over the Internet. They are generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor.

Online classes are generally self-paced, allowing for greater flexibility in completing coursework. Some examples of online courses are MOOCs, or Massive Open Online Courses, as produced by organizations such as edX or Coursera. Many traditional universities offer online courses, including Purdue University via their takeover of Kaplan.

DATA ANALYSIS

The analysis and interpretation of the study is based on the information supplied by a sample of 155 respondents.

- Simple percentage analysis of collected data
- Chi-square analysis

SIMPLE PERCENTAGE ANALYSIS
INTERPRETATION

The above respondents reveals the age of the respondents. It is clear that 21.9% of them are below 20 years, 69% of them are between 20 to 30 years, 7.7% of them are between 23 to 25 years, 1.3% of them are above 25 years.

Majority (69%) of the respondents are between 20 to 22 years.

CHI-SQUARE ANALYSIS
INTERPRETATION

The calculated value of chi-square is more than the table value. Hence, the hypothesis is accepted stating that there is no significant relationship between the age and engagement in online classes.

FINDINGS
SIMPLE PERCENTAGE ANALYSIS

- Majority (69%) of the respondents are between 20 to 22 years.
- Majority (58.7%) of the respondents are female.
- Majority (82.6%) of the respondents are unmarried.
- Majority (77.4%) of the respondents are from Nuclear family.
- Majority (68.4%) of the respondents has 3 to 5 members in their family.
- Majority (49.7%) of the respondents are from urban area.
- Majority (65.2%) of the respondents are prevailing UG.

- Majority (62.6%) of the respondents are studying in private institute.
- Majority (51.6%) of the respondents are from arts major.
- Majority (56.1%) of the respondents are not comfortable with online learning.
- Majority (49.7%) of the respondents are considering online learning at home as good.
- Majority (37.5%) of the respondents are considering online learning as moderately effective.
- Majority (38.1%) of the respondents are considering visual attractiveness of online learning as moderately attractive.
- Majority (34.2%) of the respondents consider the factor of methodology as the best thing about online learning.
- Majority (33.5%) of the respondents consider app installation as a major difficulty in online learning.
- Majority (36.1%) of the respondents consider the level of engagement through online class as average.
- Majority (87.1%) of the respondents have their own device for learning through online classes.
- Majority (65.8%) of the respondents are using mobile phones for learning through online classes.
- Majority (61.9%) of the respondents are spending 3 to 5 hours on online learning.
- Majority (46.5%) of the respondents consider face-to-face communication as important.
- Majority (42%) of the respondents reveal that their college is helpful in learning through online classes.
- Majority (35.5%) of the respondents consider lack of interest as a challenge in online learning.
- Majority (35.5%) of the respondents consider flexibility as an advantage of online learning.

CHI-SQUARE ANALYSIS

- There is significant relationship between respondents' age and their engagement in online learning.
- There is significant relationship between respondents' residential area and the effects of learning at home.

SUGGESTIONS

- It's easier to recall information if you're in the same place where you first learned it, so having a dedicated space at home to take online courses can make your learning more effective. Remove any distractions from the space, and if possible, make it separate from your bed or sofa. A clear distinction between where you study and where you take breaks can help you focus.
- Open your calendar and choose a predictable, reliable time that you can dedicate to watching lectures and completing assignments. This helps ensure that your courses won't become the last thing on your to-do list.

- Tell your friends about the courses you're taking, post achievements to your social media accounts, or blog about your homework assignments. Having a community and support network of friends and family to cheer you on makes a difference.
- Taking notes can promote active thinking, boost comprehension, and extend your attention span. It's a good strategy to internalize knowledge whether you're learning online or in the classroom. So, grab a notebook or find a digital app that works best for you and start synthesizing key points.

III CONCLUSION

Online Learning is the most common method of distance learning today. During the lockdown period for Covid-19, online learning is the best platform to keep learners/educators engaged and safe by maintaining social distancing. Government of India has initiated different online learning platforms to continue educational activities during lockdown period which are also been recognized by UNESCO and World Bank. Online Learning method utilizes various applications of the internet to distribute classroom materials and help learners and educators interact with one another. Using the various technologies available for Online Learning, educators can provide a more interactive distance learning experience by delivering real-time, synchronous video conferencing. Online learning is considered as future learning process and this platform has a potential of overall change in pedagogy of teaching learning in the modern world.

However, necessary steps must be taken to train all stakeholders of education on online learning platform. Government/educational institutions should adopt the policy to provide free internet and free digital gadgets to all learners in order to encourage online learning as a result of which people would get engaged during 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 impact of online learning during lockdown period. The present study has brought out the effectiveness of online classes among college students.

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