

Impact on Virtual Learning-B School

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Abstract: The global pandemic Covid-19 has affected educational institution in larger extent as students are detached with class room learning, The Ministry of Higher education with UGC has instructed all universities to carry on the classes through virtual mode. The survey is conducted in B Schools in Bangalore city. The survey conducted taking 300 students across 10 Business schools. The data analysed through statistical tools like Correlation Analysis, Regression and ANOVA. Some students opine that online classes are effective though there are some issues in adopting and delivering effectively though online Application.

Key words: Covid-19, Virtual Learning, Online Applications, Effective learning

Introduction:

Covid-19 has affected more than 4.5 million peoples worldwide (WHO). In India, the first affected case of Covid-19 was detected on 30 January 2020 in the state of Kerala and the affected had a travel history from Wuhan, China. The 1st phase of lockdown was announced by the Prime Minister on March 25, 2020 for 21 days. Monitoring the effects of the virus, Indian Government has been extending the lockdown period in different phases and the lockdown 5.0 was declared on April 30 which is effective from 1st June to 30th June 2020.

Starting from lockdown1.0 to lockdown 5.0, the educational institutions throughout the nation did not get any permission to start their educational activities. Thus, pandemic Covid-19 impacted significantly on the education sector. According to the UNESCO report, Covid-19 has affected nearly 68% of total world's student population as per the data taken during 1st week of June 2020. Outbreak of Covid-19 has impacted about 1.2 billion students and youths across the globe by school and university closures. In response to school closures, UNESCO recommended the use of distance learning programmes and open educational applications and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education. Several other countries have also implemented localized closures impacting millions additional learners.

In India, more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown for Covid-19. Most Governments around the world have temporarily closed educational institutions in an attempt to control the spread of the pandemic Covid-19. This worldwide closure has impacted drastically the world's student population. Governments around the world are making efforts to diminish the immediate impact of closure of educational institutions particularly for more vulnerable and disadvantaged communities and trying to facilitate the continuity of education for all using different digital modes of learning.

Even though the country has been adapting to the new-age learning, but there still lies an obstacle in achieving entire success as only 45 crore people of our total population of the country have access to the internet/e-learning. The people residing in rural areas are still very much deprived of the technologies and therefore hampering the cause of online education. The Covid-19 pandemic taught the entire society on how necessity is the mother of invention by allowing educational institutions to adopt online learning and introduce a virtual learning culture. The pandemic has been steering the education sector forward with technological innovation and advancements.

.There are many live-video communication platforms are available in web, but some of the free online platforms are as listed below which can be used by learners of all categories:

- ✓ Zoom – Cloud platform for video and audio conferencing, collaboration, chat and webinars.
- ✓ Google Meet – Video calls integrated with other Google's G-Suite tools. Video meeting recordings, Screen sharing, Join calls using Google Calendar
- ✓ Skype – Video and audio calls with talk, chat and collaboration features.
- ✓ Facebook Live- is a great fit for businesses, influencers, or individuals who are looking to broadcast demos, videos, or showcase their company culture while streaming live, followers on Facebook can comment and chat live, schedule videos ahead of time to gain excitement.
- ✓ YouTube Live- is a platform for demonstrating a product with live interaction, hosting an educational session to teach audience with screen sharing or using a whiteboard, having features with Location tags and advanced scheduling.
- ✓ UberConference- Unlimited Video and audio calls with talk, chat and collaboration features
- ✓ FreeConference is ideal for smaller teams or meetings, feature include Screen sharing, Document sharing, Text sharing etc.
- ✓ Teams – Chat, meet, call and collaboration features integrated with Microsoft Office software.
- ✓ Slack Video Calls- is good for teams looking for a supplementary video calling solution for small teams, features include individual calls and messenger services.

The education sector in India is no longer bound to just classrooms. Thanks to new start-ups and higher internet and smartphone penetration, the online learning space in India is growing manifold. The e-learning market in India is estimated to be around \$3 billion. The central government's efforts to make digital learning available to students in every corner of the country is also aiding the sector. Currently, online training in India focuses equally on both school and college-based courses as well as mid-level professional courses. For instance, Bengaluru-based Entrance India provides practice papers for all engineering and medical entrance tests in India. The company aims to help students focus on the right subjects and contents rather than swim blindly in an ocean of study materials available across different media. Also, they focus on convenience-based training because online capability enables students to get access to subjects anytime and anywhere.

Review of Literature

Anna Sun et al ,2015, used qualitative content analysis approach, this study reviewed 47 published studies and research on online teaching and learning since 2008, primarily focusing on how theories, practices and assessments apply to the online learning environment. Based on the findings, the authors argued that effective online instruction is dependent upon 1) well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully-supported instructors; 2) creation of a sense of online learning community; and 3) rapid advancement of technology.

Issues and Challenges for Teaching Successful Online Courses in Higher Education: A Literature Review **Mansureh Kebritchi et al 2016**, conducted review of literature using Cooper's framework to identify the issues and challenges related to teaching online courses. Three major categories of findings were identified consisting of issues related to online learners, instructors, and content development. The results of this review of literature lead to the conclusion that higher education institutions need to provide professional development for instructors, trainings for learners, and technical support for the content development and delivery of online courses to address the challenges in online education and enhance the effectiveness of online teaching and learning.

Partha Pratim Ray in his paper gave some innovative ideas to spread the Web Based e-Learning (WBeL) concept in to the minds of young India along with various approaches taken or to be taken,

associated to it till date besides of instructional design models, different course developmental models, the role of technical writing and merit-demerit of WBeL till date.

Arun Gaikwad, 2015 in his article “E-Learning in India: Wheel of Change”. observed that E-learning is an effective tool for development of educational sector in India. E-learning is learning, utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. Researchers also made comparison between traditional learning and modern learning technique.

Shivangi Dhawan et al in their research on “Online Learning: A Panacea in the Time of COVID-19 Crisis” emphasise on the importance of online learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in the time of crisis and the growth of EdTech Start-ups during the time of pandemic and natural disasters and includes suggestions for academic institutions of how to deal with challenges associated with online learning. “Impact of Covid-19 on higher education in India” research conducted by **Pravat Kumar Jenah** highlighted on major impacts of Covid-19 on HEIs in India and measures taken by HEIs and educational authorities of India to provide seamless educational services during the crisis are discussed. Due to Covid-19 pandemic, many new modes of learning, new perspectives, new trends are emerged and the same may continue as we go ahead to a new tomorrow.

Objectives

- ♣ To Study the impact of Covid-19 on students’ learning in Management Schools in Bangalore
- ♣ To analyse the effectiveness of Virtual Learning adopted by Management schools in Bangalore

Primary Data: The primary data has been collected through structured questionnaire by Google forms. The total number of filled forms were 312, but the final good forms are determined 271 and others rejected as because of inappropriate answers.

Secondary Data: Secondary data collected through journals, websites and books.

Research Methodology:

Sample Size: 271 students

Sampling Method: Convenience Sampling Method

Sampling unit: UG & PG students studying in 10 B schools in Bangalore.

Limitations:

- The study is conducted only in Bangalore city.
- Only UG & PG students from B schools were considered
- Respondents opinion may be biased.

Data Analysis and Interpretation:

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.754
Bartlett's Test of Sphericity	Approx. Chi-Square	934.084
	Df	210
	Sig.	.000

Regression Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.236a	.056	-.029	.50388

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.525	21	.168	.661	.868
	Residual	59.666	235	.254		
	Total	63.191	256			

	Do you think online test/exams are effective?	Online coaching classes are flexible as I can attend in free time	Concepts are easily learnt through different mode of learning portals and doubts are clarified immediately	Online certification programs are been offered with lesser fees compared to regular colleges	If UGC give an option to pursue degree which one you prefer	Online coaching is suitable for short - term duration courses like for 3 months & 6 months courses	In-depth understanding of concept can't be obtained through Online coaching classes	It is only adaptable by digital knowledge aspirants not suitable for others	A strong determination and dedication will not be there through online coaching in learning	Online classes make learners lethargic and decreases interpersonal communication skills
Which Application is been used for Online classes	-0.121	-0.012	0.006	0.107	0.065	-0.007	-0.091	0.098	-0.038	0.042
Online sessions are effective in delivering lecture	0.211	0.352	0.410	0.097	-0.118	0.110	-0.057	-0.119	-0.258	-0.107
Did you find difficult in adapt to online coaching	-0.103	-0.134	-0.301	-0.241	0.085	-0.203	0.082	0.044	0.279	-0.060
Since how long attending online coaching classes	0.021	-0.088	-0.186	-0.009	-0.010	-0.075	0.049	-0.017	0.062	0.044
Do you aware of UGC Recognised Online Coaching (you can also choose more than one answer)	0.012	-0.031	-0.024	0.052	0.099	-0.012	0.032	0.029	0.039	0.010
Problems with Online classes (you can select multiple options)	0.093	0.026	0.082	0.207	0.047	-0.053	-0.038	0.030	-0.014	-0.032
Online classes is not effective for Practical subjects	-0.101	-0.238	-0.204	-0.046	0.180	-0.073	0.097	0.237	0.265	0.003
Rate the Online classes	0.245	0.286	0.454	0.226	-0.152	0.112	-0.100	-0.140	-0.309	0.014

Online classes are not focussed like Class room sessions	-0.006	-0.126	-0.364	-0.150	0.033	-0.187	0.276	0.219	0.409	0.056
Online classes lack personal contacts	-0.058	-0.128	-0.245	-0.084	0.070	-0.043	0.269	0.106	0.189	0.127
Online Study materials are more useful for the preparation of exams	0.154	0.132	0.249	0.196	-0.044	-0.019	-0.126	-0.065	-0.115	0.039
Do you think online test/exams are effective ?	1.000	0.198	0.122	0.085	-0.106	-0.054	0.044	-0.122	-0.073	-0.013
Online coaching classes are flexible as I can attend in free time	0.198	1.000	0.433	0.176	-0.173	0.173	-0.011	-0.039	-0.114	-0.014
Concepts are easily learnt through different mode of learning portals and doubts are clarified immediately	0.122	0.433	1.000	0.324	-0.100	0.286	-0.014	-0.003	-0.329	-0.035
Online certification programs are been offered with lesser fees compared to regular colleges	0.085	0.176	0.324	1.000	-0.064	0.180	-0.074	0.053	-0.103	0.050
If UGC give an option to pursue degree which one you prefer	-0.106	-0.173	-0.100	-0.064	1.000	-0.121	0.031	0.066	0.071	-0.038
Online coaching is suitable for short - term duration courses like for 3 months & 6 months courses	-0.054	0.173	0.286	0.180	-0.121	1.000	0.139	0.060	-0.090	0.080
In-depth understanding of concept can't be obtained through Online coaching classes	0.044	-0.011	-0.014	-0.074	0.031	0.139	1.000	0.154	0.230	0.109
It is only adaptable by digital knowledge aspirants not suitable for others	-0.122	-0.039	-0.003	0.053	0.066	0.060	0.154	1.000	0.217	0.123

A strong determination and dedication will not be there through online coaching in learning	-0.073	-0.114	-0.329	-0.103	0.071	-0.090	0.230	0.217	1.000	0.153
Online classes make learners lethargic and decreases inter-personal communication skills	-0.013	-0.014	-0.035	0.050	-0.038	0.080	0.109	0.123	0.153	1.000

Interpretation: - The data has been analysed through SPSS tool. The statistical measure like KMO & Barlett's Test, Correlation Analysis, ANOVA and Regression model. (Annexure – results of SPSS output)

- KMO & Barlett test signifies the sample size taken for the survey is appropriate by value 0.754 & 934.084.
- Regression Model summarises that there is significant relationship exists between the items considered for the survey. The ANOVA sig value .868 is acceptable at 5 % significance level.
- **Correlation Analysis:** The analysis considered for 21 items, there is a positive correlation between some of the items like Online sessions are effective in delivering lectures, time duration, recognition of UGC online portals, Problems with online class, ratings of online classes, study materials, flexibility of online classes, model of learning portals, online certification programs. And negative correlation between items like application used for online class, difficult in adoption, not effective for practical subjects, not focussed, lack of personal contacts. suitable for short term duration course, not suitable for non- digital aspirants.

Conclusion: the study conducted for students studying in B school of Bangalore city on effectiveness of virtual learning with special reference to online application. The outcome of the survey is Virtual learning is effective by the statistical results of ANOVA and Regression. By correlation analysis it is found that there is positive as well as negative correlation persists between the items taken in to consideration for the purpose of survey. So Virtual learning is considered as innovative practice in various B school for continuity of learning process. Though the virtual learning has got lacuna in adoption and delivering but the students are more enriched knowledge by learning online. B Schools should continue to inculcate virtual learning or digital mode of learning for some of the modules of syllabus so as to combat with trend of technology learning.

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