



Is There Comparison Between offline and Online Classes During Covid-19 Era?

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Abstract:

Education is the key point of any society in development. In present times teaching-learning is the process conducted through offline mode, therefore online/virtual mode has become an issue of debate in education. A big question being raised about the better way of communication in teaching-learning process, is which one is better? This issue involves great insight towards the ways of processing and more so bigger in teacher-education area. The investigator tried to compare the views of D. El. Ed trainees about their offline classes (post Covid-19 pandemic) and online classes (during Covid-19 pandemic). Moreover, investigator tried to find the view about the classes among D. El. Ed trainees during and post Covid-19 pandemic. A questionnaire cum checklist consisting of ten specific questions was developed to compare the preferences among types of classes (online and offline). 50 trainees were selected randomly from District Institute of Education and Training (DIET), Delhi. Data was analysed by using basic statistical techniques. Finally, it was concluded that offline mode is better in respect of connection with faculties & students, effectiveness of communication, understanding of content, encouragement towards participation, prompt suggestions/feedback to improve teaching-learning process, development of inter-personal skills, and conduction of evaluation. While on the aspects of organisation/conduction of classes and access of study material/textbook-online modes of interaction were preferred. Only in one aspect i.e., query raised during interaction, the number of pupil-teacher were equally satisfied in both modes.

Keywords: *D. El. Ed. trainees, online classes, offline classes, during/post Covid-19 pandemic, teaching-learning process*

1. Introduction

Education is dynamic & always in the process of changing as per need/requirement of time/era with unified aim. During the era of Covid-19 pandemic, traditional classes made way for virtual/online classes. During one year of Covid-19 pandemic & more so increased during lockdown, the requirement of internet, electronic gazettes i.e., mobile, laptop, tablet etc. was increased many fold due to the need of students/learners to make the virtual classroom at home. Same could be seen in teacher-education, the teacher-education institutions were also shut down physically for their students however, academic activities were carried out through virtually. As learners/trainees were habitual of physical presence of teacher & taught in classrooms to interact with teachers and colleague fellows, thus the experience of virtual classroom (a two-way process) was new for these trainees. Transportations and institutions were inactive/closed, so the trainees were bound to learn through virtual mode. Moreover, online school experience programme (SEP) were organised/conducted through online/virtual mode in the form of simulated teaching in most of teacher-training institutions across the country/world. Long span of time

(about one year) of online study made the trainees bored, mentally exhausted due to continuous use of gadgets particularly android phones, laptops etc. The virtual interaction requires some changes towards the real and offline classrooms, as the learners also want to interact physically with their colleague learners apart via virtual mode only. The shift from virtual mode to offline once again came about in the beginning of year 2021. Universities/colleges/ schools/educational institutions were or planning to be opened.

The online growth with tremendous pace during COVID-19 era provides a new experience to educational society. Most of the institutions moved on online classes through various online platforms to interact with learners. A lot of studies were also conducted during pandemic era for the comparison of effectiveness among online and offline/on-campus classes. A few studies are being taken as review to develop insight. Benjamin (2020) concluded that online teaching is teacher centered with the content taught through power-point. Learners were grasping the content only. Analysis of the content/material is missing on the learner's part. Researcher also point out about the development of instructional part. Murphy (2020) studies to find the consequences of emergency eLearning of higher education for post COVID-19 in Canada.

Now the question raised in the mind of investigator is "Which one whether virtual or offline mode of interaction is better? The investigator tried to find the answer of question through some efforts by analysing the views of D.El.Ed. trainees.

2. Research Question

Which mode is more useful whether virtual/online or offline for pupil-teachers of D. El. Ed?

3. Methodology

The investigator develops a questionnaire/checklist of preferences for suitability among the two modes of learning/teaching on various aspects related to the process of teaching-learning i.e., delivery of content, barriers of communication, better understanding, solving of queries, evaluation, connectivity to teachers etc.

4. Population and Sample

50 pupil-teachers of D. El. Ed course studied in DIET of Delhi were selected randomly. As population of study were the pupil-teachers of D. El. Ed. of teacher-education institutions i.e. DIET, Pvt. and govt. education colleges, university education department etc.

5. Statistical Technique Used

Percentage was used to analyse and to present the result of study. Views with responses were classified and discussed during analysis and presentation.

6. Analysis of Data

Data collected from randomly selected sample were classified/categorized and analyzed by using percentage on each and every question/aspect as follows:

1. *Which mode was felt better to connect with faculties/teachers and /or colleagues?* Online or Offline.

In response to above question/query, 31 trainees responded that offline mode is better to connect with faculties and colleague trainees, while 18 trainees were in favour of online mode to connect with faculties and colleagues.

Table1.1

Mode/particulars	Number of Trainees	Percentage
Offline Mode	31	62
Online Mode	18	36
No response	1	2

As per data shown in above table 1.1, it was concluded that 62 percent trainees want to do offline classes while 36 percent learners are interested in online classes. While only 2% learners did not provide their preferences as per their experiences.

2. Which mode was more effective during communication? Online or Offline.

In response to above, 42 pupil-teachers responded that offline communication was more effective than online communication. On the other side 18 pupil-teachers were found online communication more effective.

Table 1.2

Mode/particulars	Number of Trainees	Percentage
Offline Mode	42	84
Online Mode	8	16

As per table 1.2 above, it clearly shows that majority pupil-teachers (84 percent) found offline communication with teachers to be more effective than online communication. The other barriers i.e. communication gap, network issue, low coverage of network etc. were major barrier during communication with teachers. Such kinds of barriers were not faced in face-to-face classrooms. Very few pupil-teachers also faced the problem of scarcity of electronic gadgets.

3. Which mode help you to better understand of content? Online or Offline.

Present question was raised to pupil-teachers with the point of understanding level of learners in offline or online classes. 42 trainees were of the opinion that offline/face-to-face interaction with teachers helped them to understand better in comparison to use of online mode for interaction. Though to communicate any information, online mode is fastest to circulate any information. Only 8 learners/trainees found online discussion/interaction to be better for understanding than offline mode. They did not face such barriers as faced by others.

Table1.3

Mode/particulars	Number of Trainees	Percentage
Offline Mode	42	84
Online Mode	8	16

As per table 1.3 above, it clearly shows that 84 % trainees want offline classes for better understanding of content/pedagogy etc. While only 16 % trainees from the sample were satisfied with online mode of interaction to understand the content. So, it can be stated that offline classes are more required by learners for better understanding/learning.

4. Which mode was better to solve/resolve the various queries? Online or Offline.

This question was raised for the purpose to identify about satisfaction of resolution of various queries raised during classes. 25 learners were of the opinion that query raised were solved through online mode. While same number from sampled learners responded that query raised by learners during offline classes were resolved effectively.

Table1.4

Mode/particulars	Number of Trainees	Percentage
Offline Mode	25	50
Online Mode	25	50

As per above table 1.4, it can be stated that 50 % learners/pupil-teachers were satisfied with the solution of query raised through online mode, while 50% learners felt that query solved through offline mode were more effective. Hence it can be stated that equal number of learners were satisfied for solution of their query raised through offline and online mode. It would be difficult to state about the preference mode in respect to solution of query.

5. Which mode is better for organising class/interaction session? Online or Offline.

To assess the preference about organisation of class, 48 pupil-teachers preferred online class as better option in organisation and conduction. While only 2 pupil-teachers found offline mode better to organise classes. Organisation of class through virtual mode is just to share in built social group on androids. Conduction of offline classes is task to physical presence in school/college/institute.

Table 1.5

Mode/particulars	Number of Trainees	Percentage
Offline Mode	2	4
Online Mode	48	96

As per table 1.5 above, it clearly shows that online classes can be organised easily and comfortably as per link shared in virtual groups created, while to offline classes in physical mode or in classroom (situated in institute) is observed to be difficult and tiresome. So it can be concluded 96% students in D.El.Ed course felt that classes through online mode can be organised easily than the offline mode. More learners can be connected on virtual mode. However attentive attendance is another issue in organisation /conduction of interactive sessions in online mode.

6. Which mode is better to encourage towards classroom participation? Online or Offline.

To find out the motivation and encouragement towards preferring mode for attending class. 41 Pupil-teachers preferred offline mode to get encouragement as active participants/learners, while 9 students/pupil-teachers found online classroom better to encourage for active participation.

Table 1.6

Mode/particulars	Number of Trainees	Percentage
Offline Mode	41	82
Online Mode	9	18

As per table 1.6 above, it can be generalised that 82 percent pupil-teachers found themselves to be more motivated towards classroom participation in offline classes and in traditional way. While only 18 % pupil-teachers felt encouraged during online classes. So it can be concluded that most of the learners/pupil-teachers felt that offline classes provide more encouragement/motivation them towards learning.

7. Which mode is better to prompt suggestions toward incorporate feedback improving teaching-learning process? Online or Offline.

To find the better mode towards providing prompted suggestions towards teaching-learning process, 32 pupil-teachers preferred offline to prompt suggestions to improve teaching-learning process. While 18 pupil-teachers found that online mode is better to prompt suggestion to improve teacher-learning process.

Table1.7

Mode/particulars	Number of Trainees	Percentage
Offline Mode	32	64
Online Mode	18	36

As per table 1.7 shows that 64 percent pupil-teachers are in favour of offline mode to prompt suggestions for improvement of teaching-learning process. While 36 percent pupil teachers were in favour of online mode to prompt suggestions for improvement of teaching-learning process. As per data, it can be generalised that most of pupil-teachers are in favour of offline mode to find them-selves prompted towards giving suggestions to improve teaching-learning process.

8. Which mode is better to develop interpersonal skills among pupil-teachers? Online or Offline.

The present query was raised to find the preference of pupil-teachers developing interpersonal skills. 48 pupil-teachers opted offline mode to develop interpersonal skills, while only 2 pupil-teachers consider online mode better for development interpersonal skills among them.

Table1.8

Mode/particulars	Number of Trainees	Percentage
Offline Mode	48	96
Online Mode	2	4

As per table above, it is shown that 96% percent pupil-teachers are in favour of offline mode in developing various skills related to interpersonal, while only 4 percent pupil-teachers were in favour of online mode to develop interpersonal skills among them.

9. Which mode is more helpful to provide study material/text books etc.? Online or Offline.

By keeping in mind about the access of study material and/or text book during offline or online mode of classes. 40 pupil-teachers were in favour of the material distributed by faculty were easily accessible by online mode while access of books from library/shops were difficult. While only 10 pupil-teachers were found that offline classes were more helpful for accessing the books/material from library and helped to prepare notes/assignments.

Table1.9

Mode/particulars	Number of Trainees	Percentage
Offline Mode	10	20
Online Mode	40	80

As per table 1.9 above, it clearly stated that 80 percent pupil-teachers were found them-selves comfortably to access the study material through online mode as provided by teacher/faculty, on the other side 20% pupil-teachers were in favour of offline mode to access the study material through library etc.

10. Which mode is better to conduct evaluation (internal and/or external)? Online or Offline.

For the evaluation procedure, 45 pupil-teachers preferred offline mode with paper and pen mode, while only 5 pupil-teachers preferred online mode for the conduction of evaluation. As evaluation is undertaken on various aspect i.e. gestures, availability of material, fairness etc. that're not readable/assessable due to various limitations of online procedure. The collected data was classified as follows.

Table1.5

Mode/particulars	Number of Trainees	Percentage
Offline Mode	45	90
Online Mode	5	10

As per table 1.5 above, it clearly shows that 90% learners/pupil-teachers were in favour of offline evaluation or traditional way for assessment. As per informal discussion with pupil-teachers showed their limitation for the sake of expenses, lack of virtual connectivity etc. Moreover, some learners expressed their incapability towards online expressions.

7. Conclusion and Discussion

The present paper analysed on ten aspects of teaching-learning process such as connection with faculties, effectiveness of communication, understanding of content, solution of query raised during interaction, organisation/conduction of classes, encouragement towards participation, prompt the suggestion to improve teaching-learning process, development of inter-personal skills, helpful for access of study material/textbook, and conduction of evaluation in reference to prefer online and/or offline mode. The analysis of data stated that offline mode is better in respect of connection with faculties, effectiveness of communication, understanding of content, encouragement towards participation, prompt the suggestion to improve teaching-learning process, development of inter-personal skills, and conduction of evaluation. While on the aspects of organisation/conduction of classes and helpful for access of study material/textbook online modes of interaction were preferred. Only one aspect i.e., query raised during interaction, the number of pupil-teacher were equally satisfied. So, it can be concluded that pupil-teachers preferred offline mode on seven aspects, online mode on two aspects and no preference either online or offline can be classified on one aspect of teaching-learning process.

Due to lack of face-to-face interaction as result of lockdown in country as well as educational institutions, online classes played an important role in educational society by developing 'Internet culture' for various aspects in learning. Present findings were supported by Benjamin (2020) in respect to adapting and challenging to tutors, Samadar (2020) called COVID-19 era as paralysed and found unequal distribution of knowledge during on-line learning and found faculties overburdened. Samadar (2020) found positivity as collaboration among institutions of training and various schools, which were also subject to uncertainty, ambiguity and contradictory messages during this time. Johannes (2020) also supported present study by concluding that online teaching and assessment were mastered to lesser extent, more integration of ICT in education is required, teachers' self-efficacy is significant for providing feedback etc. Fraillon et. al. (2019) reported that 48% teachers reported using ICT every day at school and 23% teachers found appropriated feedback in Germany. Murphy (2020) called 'emergency eLearning' and to difficulties associated with poor online teaching infrastructure, inexperience of teachers, information gap and complex environment at home.

The present study can be concluded that online education can be enhanced and motivated by enlarging the infrastructure, aptitude, mind-set and with the development of digital era.

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