iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 8 **Issue:** IX **Month of publication:** September 2020

DOI: https://doi.org/10.22214/ijraset.2020.30988

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.429
Volume 8 Issue IX Sep 2020- Available at www.ijraset.com

Impact of Online Courses on Higher Education in India

Saumendra Mohanty[1], Dr. Saroj Datta[2]
[1]*PhD Research Scholar(Enrolment No EN 180101), IIC University of Technology, Phnom Penh, Kingdom of Cambodia*
[2]*Research Supervisor*

I. INTRODUCTION

Online Courses have over the last 5 years has been making steady progress in the mainstream Higher Education System in India . This has further been accelerated recently by Covid 19 considered one of the most pathetic pandemic situation for the whole world. The COVID 19 has resulted in school's colleges and educational institutions shut all across the world as result educational system has changed dramatically with the distinctive rise of E – learning whereby teaching is undertaken remotely and on digital platforms. The government has taken commendable measures by introducing the concept of E- learning. These nationwide closures are impacting over 91% of the worlds' student population. Researchers suggests that online learning has been shown to increase retention of information and takes less time meaning the changes coronavirus has caused might be here to stay. In response to significant demand many online learning platforms are offering free access to their services including platform like BYJUS a Bengaluru based educational technology an online tutoring firms founded in 2011 which is now the world's most highly valued ED COMPANY. Online courses call for a greater amount motivation and self-discipline than a classroom-based course. A classroom has one or more instructors and peers, who can hold a student accountable for their course-work. In contrast, online courses involve setting our own goals, tracking progress and meeting deadlines. One does not learn effectively in isolation so online courses do offer discussion forums, email and one-on-one support. Technology also adds on to the visual experience by incorporating animations that can be used interactively for effective learning and communication. Online courses call for a greater amount motivation and self-discipline than a classroom-based course. A classroom has one or more instructors and peers, who can hold a student accountable for their course-work. In contrast, online courses involve setting our own goals, tracking progress and meeting deadlines. One does not learn effectively in isolation so online courses do offer discussion forums, email and one-on-one support. Technology also adds on to the visual experience by incorporating animations that can be used interactively for effective learning and communication.

II. BACKGROUND

Education: From disruption to recovery

A. Gaps in Research

While it is understood that Covid 19 has accelerated the onset of online education in HES by 4-5 years and education will be defined as
BC- Before Covid 19
AD – After Covid 19
While online will coexist with face to face now , it is still not known on what courses will go 100% online , which will go partially online and which will remain as Face to Face delivery courses in HES
The objective of the Research is to examine the factors affecting courses going online in North India HES (in the states of Bihar and Uttar Pradesh)

B. Objective of the Study

1) To examine which courses can go totally online in future
2) To examine that which online courses will more in demand by students.
3) Examine the correlation between dependent variable (online courses) and other factors like jobs , educational background , affordability & infrastructure (Internet and Laptop)
4) Examine all the independent variables and their impact on adoption of online courses in North India (Uttar Pradesh and Bihar).Covid 19 is an independent variable while demand /adoption of online courses in HES will be dependent variable

©IJRASET: All Rights are Reserved

C. Scope of the Study

1) Study will provide the insight to students, HES Universities /Institutions and Regulators the product mix of online and face to face courses in the states of Bihar and Uttar Pradesh
2) This study will examine the impact of non-regulated free market online courses on HES System
3) Study also provide the scope for other researchers for their further research online courses with future employability

III. RESEARCH METHODOLOGY & HYPOTHESIS

A. Research Methodology

Research as the "manipulation of things, concept of symbols for the purpose of generalizing to extend, correct or verify knowledge, whether aids in construction of theory or in the practice of an art" The research methodology followed for further

B. Research Design-Correlational Quantitative Research

Correlational research is a type of non-experimental research method which looks at relationship or association between two or multiple variables. Through this research design study will find out the answers of the following questions.

1) Is there any correlation between impact of Covid-19 on Online courses?
2) Does Covid-19 has an Impact on single online course or impacted all online courses?
3) Does Covid-19 have a positive impact or negative impact?

C. Hypothesis

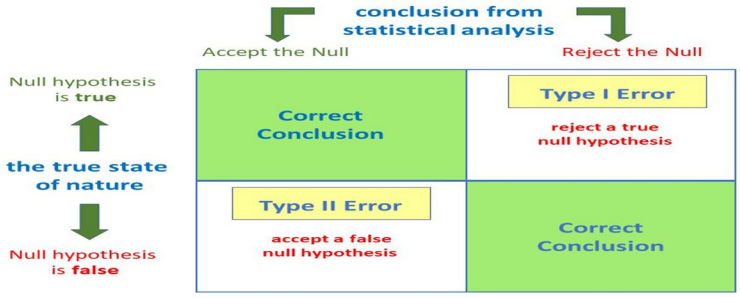
Literature review suggests that many researchers have come up with the conclusion that there is a positive association between the Covid-19 impact and online courses. But, study has also found that there are considerable amounts of online course which allow us to do the groundwork on – which courses gets affected, how many courses have demand and what are the different variables which affect the move to online courses. To examine these gaps, following hypotheses have been formulated

D. Hypothesis- Covid-19 Impact on Online courses- students' demand for the Online Courses.

1) *Null Hypothesis:* Covide-19 has no impact on online courses demanded by students. To accept the null hypothesis there should be no influence of Covid-19 on online courses, students will prefer online or offline courses same as before Covid Hence, here it shows that there is no change in demand of online courses due to Covid-19.
2) *Alternative Hypothesis:* Covid-19 has impact or some online courses have more impact. To reject the Null hypothesis and accept alternative, study has to accomplish the relation between the variable Covid and online courses demand, and it also have to analysis that is there are some courses which has more impact of Covid-19 positively or negatively.

E. Types of Error in Hypothesis

1) *Types 1 Error:* If research rejects the null hypothesis and after analysis of data it is found that null hypothesis is true, i.e. Null hypothesis- Covid-19 has no impact on online courses demanded by students but after data gathering and analysis study found that null hypothesis is true there is no correlation between these variable,
   Here research should accept the null hypothesis because data analysis will prove it is correct, but if it is rejected knowing that null is true then study found error called type-1 error.
2) *Type 2 Error:* If research will accept the fact that there no association between both the factor Covid-19 and online courses demand in students and accepted the null hypothesis, but after data analysis if it is found that null hypothesis is false because there is association between these factor then it is known as types 2 error.



©IJRASET: All Rights are Reserved

IV. RESEARCH DESIGN- QUANTITATIVE RESEARCH DESIGN.

Research will use quantitative research design as it allows doing the systematic scientific investigation of phenomena i.e. relationships or different constructs. The objective is to develop mathematical models that will be test statistical technical, theories and or hypothesis pertaining to natural phenomena. The design in accordance to find out the result these steps study should follow.

1) Run the descriptive statistics – basically to understand the basic feature of phenomena.
2) Frame the hypothesis i.e. setting of the assumption to prove the null or alternative hypothesis.
3) Identify the statistical techniques which are suitable with the data and variables.
4) Collect the data through primary and secondary sources.
5) Analysis, interpreted the data using graphs and charts.
6) Finally conclude the research by giving a reference, for credibility and reliability of findings.

A. Population

1) Students of Uttar Pradesh and Bihar

B. Sample Size

1) Study has used multiple samples of 100 each.

C. Sampling Techniques

1) *Probability Sampling:* Random sampling techniques in which study will gather the information from selecting the random students from the population.
2) *Non probability Sampling:* Purposive Sampling will be evaluated versus Random Sampling.

D. Statistical tool – ANOVA

An ANOVA test is a way to find out if survey or experiment results are significant involving multiple groups. In other words, they help you to figure out if you need to reject the null hypothesis or accept the alternate hypothesis. Basically, you're testing groups to see if there's a difference between them.

1) This tool is used by study because it identifies the correlation when there are a multiple variables and we found that there are multiple variables which may affect or may not affect the outcome.
2) To identify the better analysis these technique is opted for data analysis.
3) Study will analysis that what is the relation between two variables i.e. impact of Covid-19 and online courses, whether it is positive or a negative correlation.
4) Study will also find variable which may affect the outcome, these variables are as follows.

E. Factors

1) Availability of resources i.e. internet , laptop , mobile phone , tablets
2) Affordability of data packs to avail online courses

F. Likely Outcome

The outcome should in all likelihood proved alternative hypothesis to be correct i.e. there is a significant impact of Covid 19 on Online Courses outside HE System

The result will show the impact (Correlation Coefficient R) of all independent variables Covid 19, Infrastructure availability, affordability, HES system, Job recruitment on the dependent variable Online Courses

Study will also establish the Rank order of Online Courses in demand

V. CONCLUSION

Online education also provides students with the chance to network with peers across nations or even different continents. This often leads to other opportunities in terms of collaboration with other individuals in the implementation of a project. At the same time, it makes them culturally sensitive and able to fit into other environments easily given their exposure to other cultures. Online training programmers are helping teachers/educators advance their skills in curriculum implementation, policy, education systems and leadership, both independently and with the support of their institutions

©IJRASET: All Rights are Reserved

VI. LITERATURE REVIEW

1) *Challenges and Opportunities for Higher Education amid the COVID- 19 Pandemic:* The Philippine Context
Cathy Mae Toquero [1]*

2) *Education during COVID-19*
Ya Shin Wan

3) *COVID-19:* Strategies for Online Engagement of Remote Learners
Zayapragassarazan . Z
Jawaharlal Institute of Postgraduate Medical Education & Research

4) *COVID-19:*20countries'highereducationintra-perioddigitalpedagogy responses
Joseph Crawford[A] *Lecturer, Learning and Teaching, Academic Division, University of Tasmania, Australia*
Kerryn Butler-Henderson[B] *Associate Professor of Digital Innovation in Health and Health Pedagogy, University of Tasmania, Australia*
Jürgen Rudolph[C] *Head of Research and Senior Lecturer, Kaplan Higher Education Singapore; Editor-in-chief, Journal of Applied Learning & Teaching*
Bashar Malkawi[D] *Professor, Dean and Head, Law School, University of Sharjah, United Arab Emirates*
Matt Glowatz[E] *Assistant Professor, College of Business, University College Dublin*
Rob Burton F *Associate Professor, International Program Director, School of Nursing and Midwifery, Griffith University, Singapore*
Paola A. Magni[G] *Senior Lecturer in Forensic Science, Murdoch University; Deputy Dean, Murdoch University,Singapore*
Sophia LamH Senior Lecturer, Education University of Hong Kong

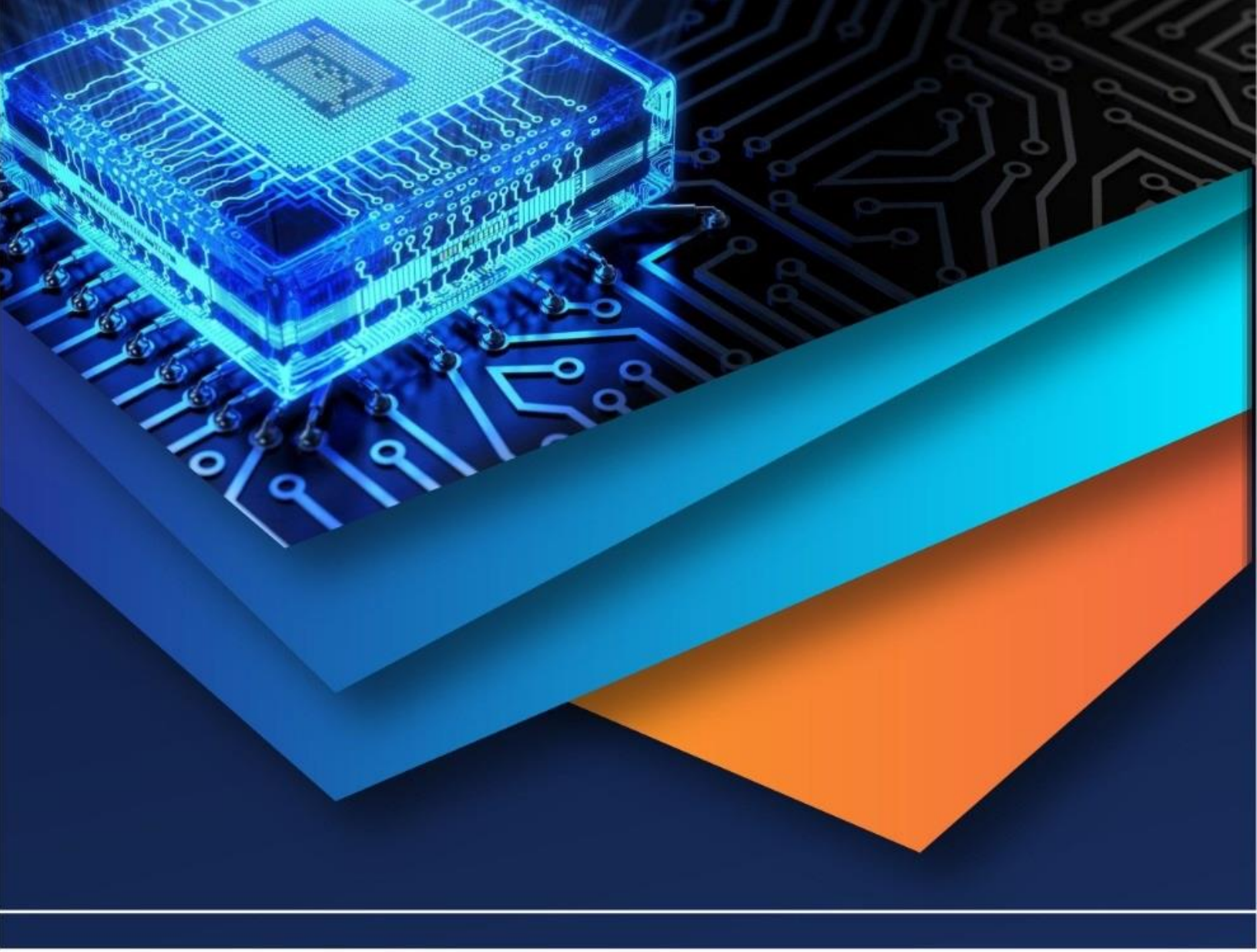
5) *Online Education and Its Effective Practice:* A Research Review
Anna Qian Sun Rowan University
Xiufang Chen Rowan University

6) *Schools, Skills, and Learning:* The impact of COVID-19 on education
Simon Burgess, Hans Henrik Sievertsen

7) Will COVID 19 Turn Higher Education into Another Mode?
Rajan Gurukkal

8) *Impact of COVID-19 on Higher Education:* Challenges, Opportunities and Road Ahead
Noushad Husain
Maulana Azad National Urdu University

©IJRASET: All Rights are Reserved



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)