

THE EFFECT OF ONLINE EDUCATION ON DISTANCE EDUCATION STUDENTS IN AN OPEN UNIVERSITY CONTEXT COVID PANDEMIC

Pro. Yogesh S. Upadhye

Government College of Education IASE, Aurangabad.

Abstract:

Education of teacher plays important role in the society. For the continuous development of teachers, YCMOU Nasik also working through the B.Ed. course on distance mode. But this year during the pandemic of covid 19, the higher education sector has significantly disturbed. The school of Education also effected due to this covid. Due to the above reason Government college of Education IASE, Aurangabad, organized the online course of education for the teachers training in open University.

In the present paper the researcher investigates the effect of online education on the distance education students in an Open University context. The study is about the involvement of the student teachers in the online education.

Introduction:

Teaching is considered as one of the noblest professionals and has always been the most respected profession among all other profession. The bachelor of Education program is a substantial and a popular course in the arena of education and has been designed with the aim to develop a deep understanding of the teaching learning process at secondary higher secondary level. Generally the B.Ed. distance correspondence program is for two years. In the two years course the teachers has to come and attend training organized in institutions as face to face mode. In this year due to the pandemic of covid 19, the institutions can't organize the face to face mode of training. So the government college of Education IASE, Aurangabad organize the online training program for the implications of B.Ed. sessions in summer.

Now a day, we live in a time where the world is turning into technology. Mobile phone is in nearly every pocket. So the step in receiving education has also jumped on to the train of technology.

The concept of online Education, "Online Education is electronically supported learning that relies on the internet for teacher/student interaction and the distribution of class materials."

From the above definitions comes almost infinite number of ways to teach and learn outside of traditional classrooms and away from college campuses. With online education students can turn anywhere with internet access and electricity into a class room. It can include audio video, text, virtual training environments and live chats with professors. It's a rich learning environment with much more flexibility than traditional classroom.

Online education is a flexible instructional delivery system that takes place via the internet. Online learning gives educators an opportunity to reach students who may not be able to enroll in a

traditional classroom course and supports that need to work on their own schedule and at their own pace.

Objectives of the study:

1. To study distance students teachers engagement in online learning.
2. To study the perceptions of student teachers towards online learning through distance course.
3. To study the factor affecting student teachers engagement in online learning relation to different requirements.
4. To study the distance student teachers engagement in online learning related to learning outcomes.
5. To study the distance student teachers' engagement in online learning related to satisfaction with distance learning at the institution.
6. To study the distance students teachers engagement in online learning intent to persist with distance learning in future.

Hypothesis of the study:

1. The student teachers involvement in online learning course found more positive than the face to face mode.
2. The student teachers are more satisfied in online learning course than the face to face mode.

Research method:

The researcher has used the survey type of research method for the present study.

Population and sample:

The study is conducted in the YCMOU center of Government college of Education IASE, Aurangabad. The students in this center are 43 which is the population of the study. The population and the sample of the study is one and the same. The sampling method used as the purposive sampling of probability sampling method.

Tool of the study:

The researcher has prepared aopiniinar for collection of data. The opinionnaire is including the following factors.

1. The recourse person
2. The teaching material used during online teaching
3. The management and organization of the lectures
4. The counseling sessions and interaction
5. Self-experience

6. The satisfaction level
7. The duration/time limit of the sessions
8. Physical factors
9. Total effect of online process

The data analysis technique:

The percentage is used to analyze the data.

Findings:**1. Recourse person:**

1. 99% distance student teachers are satisfied with the teaching of recourse persons.
2. The teaching and counseling of the regular faculties as well as the faculties from the University and others are very helpful for them.

2. Teaching material:

1. The teaching material provided is much sufficient according to 92% distance student teachers.
2. Most of the teachers used to provide the PPT presentation and the extra material in Google classroom.

3. The management and organization of lectures:

1. 98% distance student teachers responses that the time for organization of lecture is good during the online teaching learning process.
2. Only 2% teachers fill the time consuming due to the duties of them for covid19 in different sessions

4. The counseling sessions and the interactions:

1. The counseling session are good according to 91% distance student teachers.
2. In counseling sessions opportunity given to all the participants is the opinion according to 89% distance students teachers.

5. Self experience:

1. 98% distance student teachers responses that they got the good experiences of this online session and also opine that it was new for them.

6. Satisfaction level:

1. 98% distance student teachers opine they are fully satisfied with the sessions of online education organized for them.
2. According to 98% distance student teachers they got knowledge during this session
3. 93% distance student teachers responses that their problems regarding content of study has been solved.

7. Duration of the session:

1. 87% distance teachers opine that the duration of online session was good
2. 13% distance teachers opine that the duration was not good because some time the lectures conducted more than two hours.
3. The feedback from the resource persons got in time properly.

8. Physical Factors:

1. 78% distance teacher's responses that they got problems like eye problems, head ache, spondylitis.

9. Total Effect of the online session:

1. 97% distance students' teachers are responses that the effect of the online sessions are excellent and good
2. Only 3% distance student teachers are only satisfied with this session.

Conclusions:

1. According to most of the distance student teachers the resource persons properly had done their job during online sessions.
2. The teaching material used by the faculties is adequate for the distance student regarding to the content
3. The management and the organized sessions are good.
4. Most of the distance student teachers responses that the session conducted were very good.
5. Most of the distance student teachers can attend the session from their home
6. Most of the distance students were highly satisfied with this session
7. Only 2% distance students were not satisfied with the online session due to the physical problem and the problem of range of internet.
8. The evaluation process and feedback given by the resource persons was time to time.

Recommendations:

1. Mostly in vacations the sessions should be conducted online
2. Most of the distance students can benefit of this session
3. The distance student teachers can easily attend the session because there is no problem of the travelling and other.
4. Online material should be provided regarding to content is compulsory
5. The resource person should use power point presentation and the ebooks for conducting the sessions
6. The distance student teachers be compulsory complete their assignments during the sessions.
7. The faculties should give feedback in time because of which the distance student got motivated to do another assignment.

Reference list:

1. Taylor, J. (1995). Distance education technologies: the Fourth Generation. Australian Journal of Educational Technology, 11(2), 1-7.
2. Bourne, J. & Moore, J. C. (Eds). (2004). Elements of quality online education into the mainstream. Summary. Vol. 5, Sloan Series. The Sloan Consortium
3. Buchanan, E. A. (1999). Assessment measures pre-test for successful distance teaching and learning? Online Journal of Distance Learning Administration, Volume 2, No. 4, Winter 1999. State University of West Georgia, Distance Education Center
4. Caruso, J. B. & Kivavik, R. B. (2005). Ecar Study of Students and Information Technology, 2005: Convenience, Connection, and Learning Educause Center for Applied research.
5. Grenzky J. & Maitland, C. (2001) Focus on Distance Education Update. Vol. 7, No. 2, March 2001. Greg Kearsley & Robert Blomeyer (2004) Preparing Teachers to teach online K-12
6. <http://www.educause.edu/Library/DetailPage/666/ID-ERS0506>
7. <http://www.sloan-c.org/publications/books/volumes.asp>
8. <http://www.westga.edu/~distance/buchanan24.html>
9. <http://home.sprynet.com/~gkearsley/TeachingOnline.htm>
10. one of the benefits of e-learning by the use of online technology are:
11. Enables education anywhere, anytime and to anyone
12. Facilitates self-paced learning - flexibility to go the content at their convenient time.
13. Cost savings- lot of amount can be saved in travel and downtime for regular classes.
14. Learner focused - technology can personalize content and anticipate learner's future information
15. Learning needs.
16. Measurable-secure and reliable systems for recording and capturing
17. Better learning outcomes - better outcomes in terms of learning and knowledge retention
18. Compared to traditional methods of teaching.
19. D. Casey. Learning "from" or "through the Web: Models of Web based education (1998)
20. <http://www.acm.org/1/p51/20.casey>
21. JR. Hill, Distance learning environments via the world wide web, in: B.H.Khan, ed., Web-Based Instruction. Educational Technology Publications, NJ, 1996.
22. T.C. Reeves, Effective dimensions of interactive learning on the world wide web, in: B.H. Khan, ed... Web-Based Instruction