



A COMPARATIVE STUDY ON TRADITIONAL LEARNING & E-LEARNING AND THEIR IMPACT ON ACADEMIC ACHIEVEMENTS

GEETA SHARMA

ASSISTANT PROFESSOR IN PEDAGOGY OF MATHEMATICS

K. C. COLLEGE OF EDUCATION, GANAUR, SONEPAT

ABSTRACT

The current research focuses on the differences between traditional and online learning and how they affect academic performance. 100 children from Sonipat district in the state of Haryana served as the research sample for the current study. A questionnaire used in the current research project asks questions about both traditional classroom instruction and online learning. Students claimed that both traditional education and online learning offer special benefits. People should ideally learn how to utilise both systems to their full potential. Online learning shouldn't, however, take the role of in-person classes.

KEYWORDS: Traditional learning, e-learning, academic achievements.

INTRODUCTION

This age of technology has permeated every facet of human existence. One sector where we may see the effects of IT is education. There have been significant changes in how information is transmitted in schools during the last several decades. A near exponential expansion of digitization, automation, and the internet has been seen over the last several years, and this trend shows no signs of slowing down. Everyone, not only students, faculty, and staff at elite universities, can now have access to the Internet from almost anywhere: their homes, public libraries, and workplaces. In today's world, knowledge is the currency that determines success in any endeavour.

When India gained its independence, it inherited an education system with severe inequalities between sexes and socioeconomic categories, between the urban and rural populations, and between the top and poorer classes. With India's independence, providing equal access to education became a top priority for the country's government. More and more elementary schools, high schools, and universities were established to fulfil this obligation. Yet, it was discovered that the formal education system alone was not sufficient to fulfil the need for education. Education was still out of reach for many people. According to a 1993 assessment by the United Nations Development Programme (UNDP), just 7% of Indians of college-going age enrol in college.

These days, even the wealthiest nations know that they can't educate their citizens well if they rely only on the traditional school system. Without a shadow of a question, the size and scope of the formal education system have grown significantly in recent decades. Yet, the level of instruction is really inadequate. Universities and colleges have been termed "Ivory Towers," a derogatory term for their perceived lack of practical application, and the value of the education they give has also been questioned. These considerations emphasised the need of finding a way to ensure that everyone has access to a high-quality education. As a consequence, remote learning, which many saw as a path to education's democratisation and eventual universalization, has grown in popularity.

Changing Scenario

An educational system that is capable of meeting the requirements and expectations of a society at any given stage of its development is essential. Hence, contemporary educational institutions aim to mould students into active participants and productive members of a society by implementing suitable modifications in administrative structure, curriculum, and learning techniques. Now, we are experiencing worldwide transformations in education that are reflective of the alterations brought about

by advances in computing and communication technologies. Electronic Learning, or E-learning, might be a term used to describe this development. In the context of e-learning, information technologies play a pivotal role in the creation and dissemination of knowledge. Above and beyond quicker copying, searching, and distribution, the goal of learning is to investigate and accumulate meaningful information. E-linking, E-relationships and E-networks, and E-enhanced strategy are all possible names for this phenomenon. E-learning has come to the fore with the rise of the Internet as the preeminent means of worldwide communication and information sharing. There has been a recent proliferation of online-only colleges and institutions that provide accredited degree programmes. E-learning, as it now exists, is only another means by which distant learners may access course materials.

"the largest growth on the Internet and the sector that will show to be one of the major drivers of change will be in E-learning," said John Chambers (2001, Rosenberg). In the 21st century, "the illiterate will not be those, who cannot read and write, but those who cannot learn, unlearn, and relearn," Alvin Toffler (2001) said. "If we don't alter our path, we'll wind up precisely where we're heading," as the old adage goes. Because of this, it's clear that everyone will have to continuously adjust to and adopt the new forms of education or risk falling behind the times.

Nowadays, the Internet has evolved into an essential pedagogical instrument that enables the transmission of a wide variety of information from one computer to another. Also, it is fast becoming an efficient method of communication in educational institutions such as schools and universities. One-to-one (tutor-to-student) teaching, one-to-many (tutor-to-group) instruction, and many-to-many (group-to-group) instruction are the three primary ways in which internet-based instruction has been implemented.

Concept of Traditional Learning

Traditional education consists on the following four pillars:

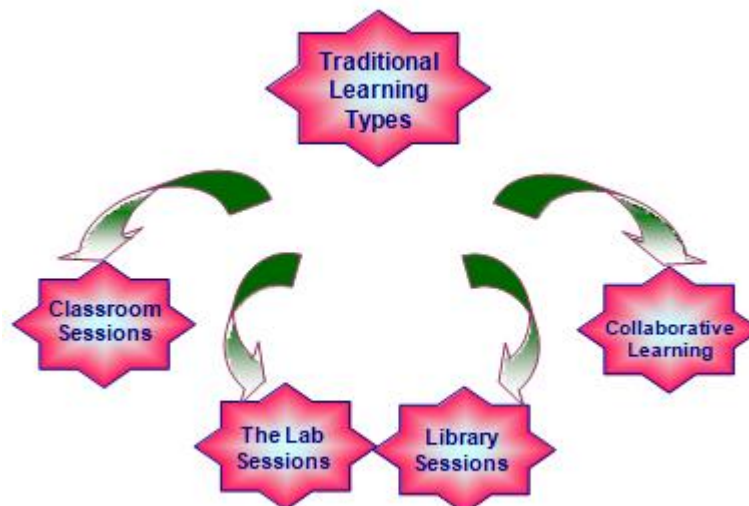


Fig. 1.1 : Showing Traditional Learning Types

Classroom sessions: Learning from a lecture when the instructor covers material in a linear fashion, lesson by lesson. In a collaborative classroom, students are given the opportunity to inquire and the instructor responds to or encourages more students to ask related questions. Also, the instructor will pose questions to the class and encourage participation.

The lab sessions: The instructor and/or students conduct lab experiments and analyse their findings.

Library sessions: Students visit the library to read up on topics that particularly interest them through



books, study guides, and periodicals. Certain books can only be studied in the library, while others may be checked out with a nominal deposit paid by the student. However, there are sometimes not enough copies of the books, and some unsatisfied pupils must be turned away.

Collaborative learning: When kids have questions, they may reach out to their peers or their teachers to seek answers. In the context of formal education, this constitutes another another kind of group study.

Concept of E-learning

The phrase "e-learning" refers to "electronic learning," which is essentially the transmission of information, communication, and training via the use of the internet. Electronic learning is referred to as "E-learning," however the letter "E" in "E-learning" may also refer to a variety of other things, some of which are discussed below:

Exploration - E-learners use the internet as a research tool in order to have access to a wide variety of knowledge and resources.

Experience - E-learners may take advantage of a comprehensive learning experience on the web, including synchronous instruction, threaded conversations, and self-paced study options.

Engagement - Learners are drawn to the web because it makes it possible for them to engage in innovative methods of education that foster teamwork and a feeling of community.

Ease of use - Not only is it simple to navigate for students, but also for instructors working on a variety of different technological platforms (Windows, UNIX, etc.)

Empowerment - Learners have access to a variety of tools on the web that make it possible for them to access material and give them the freedom to choose the instructional approach that suits them best.

Traditional Learning Versus E-learning

Because of the quick pace at which technological breakthroughs are taking place in society, schools and institutions cannot afford to fall behind. The learning that goes place in the usual manner is effective, but something has to alter. The ever-evolving nature of society calls for an update to the way that schools and colleges operate. If educational institutions like schools and universities do not participate in the development of new technologies, then students will not get an education. And perhaps most crucially, considering that students will one day make up the majority of the working population, it is imperative that they be educated with the assistance of various technological tools. The conventional educational system is flawed because it does not give students the skills they need to succeed in today's rapidly evolving technology world.

It is not required to believe that conventional forms of education are becoming extinct; rather, education should combine both conventional and modern forms of study. It is unconscionable to believe that a student may show up to class without participating and yet be counted as present in the learning environment. The use of technological learning would eliminate the possibility of this happening. It is the exclusive responsibility of the student to demonstrate their physical presence if they are educated via the use of technology learning. Participation is required of pupils if they wish to be acknowledged and taken into consideration.

The question at hand is not whether method of teaching or learning is superior; rather, it is the material that is successfully learned and taught. To ensure that their pupils are able to put their acquired knowledge into practise, instructors have a responsibility to provide their classes with the appropriate resources. The teacher should teach the lesson by using the most recent technology and become a motivator for the student, which helps to change the mindset of the student and enables them to become an effective self-learner. If this can be accomplished via the use of technology instruction, then this approach to education ought to be the norm in the years to come. If you retain 70 percent of the



knowledge you acquire via conversations with other people, then kids who study through technology would be able to retain more information than they would through conventional learning methods and also obtain superior academic results. Students participating in technology learning participate in ongoing online conversations with other students. According to Claudia Wallis¹⁷, "Not only do all 17 pupils in the class participate, but also twice as many others outside of the class have joined." [Citation needed] This is a really valid point, and it's important to remember that you don't only have the perspectives of 17 kids; you may have hundreds. Just 17 of the students in a conventional classroom took part in the conversation; alternative plans have been devised to accommodate a larger number of participants. When done online, the preparations don't need to be made since everything simply takes care of itself.

Learning via technological means offers a great deal more benefits than learning through more conventional means. You are not required to study on Monday, Wednesday, or Friday at noon; rather, you are free to learn whenever it is most convenient for you. Even if a person is employed full-time, they may still be able to do some coursework during the evenings or on the weekends. Individuals who reside outside of the city or in a community that does not have a college or university do not have to be concerned about relocating or commuting in order to attend classes. Self-discipline, on the other hand, is one of the most significant challenges associated with acquiring technical knowledge. While individuals are at home, they have a greater propensity to be easily sidetracked. Self-discipline is another challenge that arises in the workplace, but if you are in an office setting, you are more likely to get your task done.

The lack of understanding that many individuals have about computers and the Internet, as well as the absence of environment offered by the institution, is the main challenge when it comes to technical learning. Students report higher levels of satisfaction with their educational experiences when technologically advanced learning environments are readily available. Older modes of education may not be as effective in imparting knowledge that is easily retained, but they do provide opportunities for socialising. Learning in its more conventional forms and learning enabled by technology need to work together. Traditional learning would provide the one-on-one attention and socialising that individuals want, while technology learning would educate students how to utilise the essential tools to apply to real-world scenarios. Traditional learning would be the better option.

Objectives of the Research Study

The following were the main objectives of the study –

- To understand the concept of traditional and e-learning.
- To understand the attitude of students towards Traditional learning and E-learning.

RESEARCH METHODOLOGY

Study Design

The current research largely consists of descriptive and analytical components.

Study Area

In the presented research work, we study on mainly Sonapat, Haryana State.

Sample Size

100 will be the sample size of present research work.

Sampling Technique

In the present research work, for sample selection Experience Sampling Methods are used which includes face to face interaction.

Data Collection Procedure:



Present study is based mainly on Primary data. Personal interactions, interviews and questionnaire have been used to collect the analytical data.

Data Analysis Procedure:

- SPSS

DATA ANALYSIS

Table 1

E-Learning; Lower Costs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	59	59.0	59.0	59.0
	NO	41	41.0	41.0	100.0
	Total	100	100.0	100.0	

Above table includes the views of respondents on the cost of e-learning being lower in prices. 59% students said yes, e-learning contains less cost in comparison of traditional learning while 41% of the respondents replied with No.

Table 2

E-Learning: Self placed learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	22	22.0	22.0	22.0
	NO	78	78.0	78.0	100.0
	Total	100	100.0	100.0	

Above table includes the views of respondents on the self placed of e-learning. 22% students said yes, e-learning contains gives the option to learning wherever you want and they are happy with it while 78% students were not satisfied with this service as they found school more appropriate when it comes to study.

Table 3

E-learning: Access to quality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	87	13.0	13.0	13.0
	NO	13	87.0	87.0	100.0
	Total	100	100.0	100.0	

Above table includes the views of respondents on the access to quality of e-learning. 87% students said yes, e-learning contains good quality data to learn while 13% respondents said No.

Table 4

Traditional learning: peer Interaction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	65	65.0	65.0	65.0
	NO	35	35.0	35.0	100.0
	Total	100	100.0	100.0	

Above table includes the views of respondents on the peer interaction in traditional learning. 65%

students said yes, traditional learning has one of the best factor which is peer interaction and as per them its amazing to learn stuff by personal interactions rather than online while 35% students were not satisfies with learning with others means they found study online more easy than the personal interaction.

Table 5

Traditional learning: higher discipline					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	47	47.0	47.0	47.0
	NO	53	53.0	53.0	100.0
	Total	100	100.0	100.0	

Above table includes the views of respondents on the disciplines factor in classroom traditional leaning. 47% students said yes, higher disciplines helps in studying more while 53% respondents said higher disciplines stresses them and they are not able to study hard in higher disciplines.

Table 6

Traditional learning: Learning heavy environment and regular classes					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	81	81.0	81.0	81.0
	NO	19	19.0	19.0	100.0
	Total	100	100.0	100.0	

Above table includes the views of respondents on the learning healthy environment and regular classes in traditional leaning. 81% students said yes, they more likely to study in classes with their classroom in school environment while 19% respondents said they don't like the learning heavy environment and prefers self placed learning.

CONCLUSION

For the duration of the pandemic, all of the school's regular lessons were cancelled. Online schooling was developed as a means to guarantee that students do not miss out on any educational opportunities. After that, two years have passed, and things are gradually returning to how they were before. Nonetheless, this raises the issue of whether or not online education will eventually take the place of traditional classroom instruction.

Both offline classroom instruction and virtual education may provide students with valuable skills and knowledge. In an ideal world, individuals would learn how to maximise their potential using both of these systems. Therefore, traditional classroom instruction should not be abandoned in favour of learning done online.

REFERENCES

1. Ryan, R. C. (2020). Student assessment comparison of lecture and online construction equipment and methods classes. T.H.E. Journal, 27(6). Retrieved September 05, 2021.
2. Sagar, Krishna, (2016). 'Digital Technology in Education', New Delhi: Authorspress, First PB edition.
3. Saxena, N. R., Mishra, B. K. & Mohanty, R. K., (2016). 'Fundamentals of Education Research,' Meerut : R. Lall Books Depot.
4. Schleede, J. (2018). The best of times or the worst of times for business education? Mid-



American Journal of Business, 13(1).

5. Sharma, R. A. 'Essentials of Measurement in Education and Psychology', Meerut : Surya Publication.
6. Walker, B. L. & Harrington. S. S. (2014). "Can nursing facility staff with minimal education be successfully trained with computer-based training?" Nurse Education, Today, Vol. 24.
7. O'Neill, K., Singh, G. & O'Donoghue, J. (2014). Implementing elearning programmes for higher education: A review of the literature. Journal of Informational Technology Education, 3, 313-323. Available at <http://jite.org/documents/Vol3/v3p313-323-131.pdf>
8. Piccoli, G., Ahmad, R. & Lves, B. (2011). Web-based virtual learning environments: A research framework and a preliminary assessment of effectiveness in basic IT skills training. MIS Quarterly, 25(4).