Present Scenario of online Education in India, with Special Reference to Mumbai

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ABSTRACT

Online education or digital education is a growing phenomenon since past few years. This is the new way of imparting education to the young generation. Here India has opted for technological innovation. Not all the technological developments have proved successful; this one is quite different from rest of them. Many national and international students have taken the benefit of the wide range online courses available for them at the door steps. Their efficiency level has increased considerably. Human beings are constantly seeking for change. However, not all the change that we experience is good. We need to access the pattern of change and its implications in everyday life. However at present we can say that online education is a great success in India. The present paper will attempt to analyse

Keywords: Education, career, job development, online courses, e-learning.

[1] INTRODUCTION

The online education market in India currently stands at USD 247 million and is estimated to witness an 8x growth over the next 5 years to reach the UUSD of 1.96 billion marks in 2001. The growth of online education in India will be driven by a combination of demand, supply and macroeconomic drivers such as cost of online education, availability of quality education, young population, disposable income, internet penetration, smartphone user, Governments digital initiatives and employability quotient.

There are five important factors of education with potential for good online adoption. Reskilling and online certification courses currently accounts for a significant part of the online education market in India with a share of 38 percent. This is largely a part of healthy adoption rate among the population of IT professional in India. The recent trend is that the students are demanding deeper understanding of the topics in place of just clearing the exams and taking degree. Higher demand is for engineering and government service courses in India. The people opting for competitive exams have increased in number. Even students taking technical education have increased in number. Online MBA is the most popular course in the category of online education.

[2] OBJECTIVES OF THE PRESENT STUDY

With the aim of understanding the present status of Online Education in India, the main objectives of the present paper are

To study the advantages and disadvantages of online education in India

To assess the perception of the young generation in seeking online education in India

[3] DATA AND METHODOLOGY OF THE STUDY

Data for this study was collected by means of a survey conducted in the geographical area of Mumbai. The sample size was 30 respondents (consisting of students and teachers from various colleges of Mumbai suburbs). The questionnaire was used mainly to analyse the student's perception towards online education in India. Empirical and exploratory research designs were used to fulfil the objectives of the study. The structured questionnaire was circulated through Google forms also manual data collection by filling the questionnaire on-site was also done.

[4]   ADVANTAGES AND DISADVANTAGES OF ONLINE EDUCATION IN INDIA:

Like any of the factor even online education in India has its own merits and demerits which can be discussed as follows –

(a)   Merits of Online Education in India:

Flexibility

You can earn a reputed degree from an accredited university in any country while working full-time. The flexibility online study offers in terms of scheduling is definitely great. You also have the freedom to complete the course earlier and work around your other professional and personal commitments.

An option that is increasingly becoming popular among Indian students is to do the first six months or one year of the course online and then go abroad to finish the rest to graduate. Only few universities in select countries offer this option but it's worth pursuing.

Cost effective

Studying the course online eliminates any additional living expenses which you will bear if you choose to go abroad for study. Though the course fee will be similar, you will save money on books and other costly resources like student medical insurance and travel expenses. A lot of what you need to complete your course is available online for free.

Same recognition and quality

A course whether studied online or in the traditional classroom will have the same recognition and professional value. Most universities affirm that the same experienced faculty who teach the on-campus students also handle the online courses.

Funding and scholarship

Some colleges and universities offering online degrees have scholarships and/or financial aid available to qualified international students.

Easy-to-use online tools

Universities offer their inline students user friendly web-based software systems used for the delivery of the postgraduate programmes and stimulating virtual classrooms, created via Blackboard or Login to facilitate effective interaction between students and staff.

(b)   Demerits of Online Education in India:

Campus life

You miss out on the most exciting highlight of studying abroad- the campus life! Though you will be communicating regularly with faculty and colleagues nothing can replace the value of face-to-face interactions and team work.

Self-discipline

You need to keep up with lectures and required readings as per the course syllabus. Online postgraduate education has slowly won the favour of many Indian students. Considering the pros are more than the cons, it's not a bad idea to think of doing your course online. You can find out more about colleges which are popular for their online degrees at Hotcourses.India. Just ensure you choose a degree from an accredited online University.

[5]   Research Finding

TABLE NO. 1 AGE GROUP		
AGE	RESPONDENTS	PERCENTAGE
15-20	14	46.67
20-25	8	26.67
25-30	4	13.33
30+	4	13.33
TOTAL	30	100.00

From the above table (Table 1) it is seen that maximum respondents who responded towards online education were from age group of 15-20 (46.67 percent), followed by responded in the age group of 20-25 consisting of 26.67 percent, 13.33 percent in the age group of 25 to 30 years and 13.33 in the age group of 30 and above.

TABLE NO.2 COURSES CHOSEN FOR ONLINE EDUCATION		
COURSES	RESPONDENTS	PERCENTAGE
MBA	19	63.33
MCA	4	13.33
MCOM	6	20.00
LLB	1	3.33
TOTAL	30	100.00

From the above table (Table 2) it is seen that the courses chosen for online education are MBA, MCA, MCom, and LLB by the respondents who have replied to the questionnaire. Maximum respondents were of the view that they prefer doing MBA through online portal (63.33 percent of the respondents), followed MCom by 20 percent of the respondents. 1333 percent said that they would want to do MCA online and 3.33 percent said that they prefer doing LLB online. These were the aspirants who were of the opinion that they would like to pursue job while continuing with their further education. They would like to contribute to family income and some of them also replied that the job they require mostly to gain experience.

TABLE NO. 3 MAJOR CAUSES OF PREFERENCE FOR ONLINE EDUCATION		
CAUSES	RESPONDENTS	PERCENTAGE
Flexibility	12	40.00
Cheap	4	13.33
Easy use online tools	9	30.00
Other commitments	5	16.67
TOTAL	30	100.00

Above table (Table 3) mentions in detail the causes of preference of the online education by the aspirants. Like other questions respondents were asked to mark just one reply to this question. They were of the opinion that multiple factors have influenced them towards online education. However, the researcher was willing to take response for the most preferred one. It was seen that majority of the respondents (40 percent) preferred online education because of the flexibility of the timings. They could participate and learn as per their convenience. Nearly 30 percent of the respondents said that they found using online tools very easy and convenient. Around 16.67 percent respondents were of the opinion that they have to stand by other commitments such as job, family care, business, etc. and thus to manage the time accordingly, they prefer to opt for online education. Around 13.33 percent respondents feel that the online education is much cheaper than the regular courses.

TABLE NO. 4 PLATFORMS AVAILABILITY AT ONLINE LEARNING		
RESPONSES	RESPONDENTS	PRECENTAGE
More international collaboration	7	23.33
More networking with field experts	3	10
More use of interactive simulations or games for learning	6	20
More use of multimedia presentations	7	23.33
More use of 2-way video conferencing	7	23.33
TOTAL	30	100.00

Responses were also collected for different platforms available at online learning (Table 4). Nearly 70 percent respondent feel that the various platforms available are that the online education provide more international collaboration, uses more of multimedia presentations and use more of 2 way video

conferencing. In each of the above categories 23.33 percent respondents have marked their responses. At the same time nearly 20 percent of the respondents said that they feel that online platforms are better because they use more of interactive simulations or games for learning and 10 percent feel that online education provides platforms for more networking with field experts.

TABLE NO. 5 REQUIREMENT OF TRAINING FOR ONLINE TRAINERS		
RESPONSES	RESPONDENTS	PERCENTAGE
Yes	28	93.33
No	2	6.67
TOTAL	30	100.00

From the above table (Table 5) respondents view on requirement of training for online trainers was collected. Nearly 93.33 percent respondents felt that the online trainers should also have formal degrees and training as like the educators do. The qualification for them has to be according to the norms laid down by UGC and other bodies.

TABLE NO. 6 AVAILABILITY OF ONLINE COURSES AT CURRENT EDUCATIONAL INSTITUTE		
RESPONSES	RESPONDENTS	PERCENTAGE
Yes	6	20
No	24	80
TOTAL	30	100

From the above table (Table 6) it is seen that the respondents have marked their response on whether they do have online courses available or provided by their current institutes (means the colleges they are studying or teaching). Nearly 80 percent respondents replied that they do not possess such type of opportunity at their current institutions, whereas nearly 20 percent feel that they do.

TABLE NO. 7 ONLINE TRAINING SHOULD INCLUDE		
RESPONSES	RESPONDENTS	PERCENTAGE
Case-based strategies	1	3.33
Discussion	8	26.67
Lecturing or teacher-directed activities	1	3.33
Guided learning	17	56.67
Student-generated content	3	10
TOTAL	30	100.00

When the responses were asked about what should be the techniques that the online training should include, majority felt that they online training should have guided learning (56.67 percent), followed by discussions (26.67 percent), student generated content (10 percent), case based strategies (3.33 percent) and lecturing or teacher directed activities were felt only 3.33 percent learners.

TABLE NO. 8 PREFERED DEVICE FOR SEEKING ONLINE EDUCATION		
RESPONSES	RESPONDENTS	PERCENTAGE
Laptops	20	66.67
Tablets	2	6.67
Smart Phones	6	20.00
Computers	1	3.33
Others	1	3.33
TOTAL	30	100.00

From the above table (Table 8) it is seen that which devices are normally used by the people for pursuing online education. Nearly 66.67 percent respondents have noted that they prefer using laptops for the same, followed by smart phones which are mentioned by 20 percent of the respondents, Tablets as mentioned by

6.67 percent respondents, computers by 3.33 percent and other places such as cyber cafes by 3.33 percent of the respondents.

[6] CONCLUSION

The intrinsic characteristics of online medium are the key motivational drivers for students to adopt online education across categories. Students count convenience, ease of concentrating at home and reduced travel time as their top reasons for pursuing online courses. Laptops are the preferred device for access of online content followed by smartphones. Content pricing, availability of employable opportunities and connectivity are the key challenges faced by students adopting online education. The strongest influencers of brand awareness are peers followed by Internet searchers and advertisements. Brand selection is mostly dependent on the quality of content provided by the organization. Availability of variety of content format and courses at affordable prices and flexibility of start/end time influence the decisions of the students.

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