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Online Learning and Quality of Higher Education: A Comparative Analysis from Chhattisgarh

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Abstract **Original Research Article**

This study has revealed a growing gap between level of higher education in public and private universities due to introduction of technological means as essential teaching aids. In India, the most serious issue is money of the necessary devices. Cellular data is not available even if gadgets are available. The biggest sticking point for government universities is enticing users to study online classes. For most students, online education has been a hardship due to a complete lack of a smart phone or internet access. Putting the state of Chhattisgarh under scanner, it has been observed that the quality of education in higher educational institutes varies markedly amongst government and private universities. This study analyses the issues and concerns that exacerbate the disparity between private and public institutions and measured quality of higher education. Striking distinguishing features such as classroom infrastructure, teacher quality, extra-curricular programs, and more may be visibly detected. While technology can be advantageous, it can sometimes be constraining, particularly in tribal states like Chhattisgarh, where basic access is limited. Not every student has access to a computer at home or to high-speed internet. Most students are apprehensive about their future as they failed to properly attend even a single online lecture because their parents could not afford the expense, plus streaming technologies appeared to be a significant financial strain. Other challenges beset both students and faculty in this mode of education. On the one extreme, private institution have seamlessly sustained online classes, whilst government universities have gone off the rails.

Keywords: Online education, Private university, public university, Quality of higher education, tribal state.

1. INTRODUCTION

Education transmitting cultural heritage from one generation to another. Today, educational goals increasingly include new ideas such as learner liberation, critical reflection on presented information, skills required for modern society, empathy, and complex job skills. The education sector, also known as the educational system, is a set of institutions whose main objective is to educate children and young people in educational settings.

Technology is turning into a remarkably crucial element in enhancing entry to education for humans dwelling in impoverished regions and growing countries. India is growing technologically with a purpose to authorize itself to supply distance mastering immediately to its students focusing on enhancement in usage of cellphones and Internet infrastructure. The digital transformation of education establishments globally requires an entire reimagining of pedagogical tactics to coaching and learning. Covid-19 pandemic has prompted an unparalleled and sustained disruption in every sphere of life, which includes training and pedagogy. Online education lets you know something beyond the norm. A student is entitled to access unlimited subjects and international specialists in topics of interest - something in all other cases not cheap or imaginable for many. Online applications allow people of an extended age group to study at their own pace, without inhibitions and without compromising their other responsibilities. Using the internet for leisure is common, but for online courses it is a huge challenge.

Body language and eye contact, which are vital for the teacher during his or her lecture, are difficult to understand in an online education. While India enjoys great geographical and cultural diversity, it also suffers from a huge social and economic disparity. Barely a small portion of the Indian population currently has access to online education. Lack of power supply, weak or no internet connectivity and inability to purchase devices are major issues. However, there lies major difficulties in understanding the online conducted classes and results in rote learning. In India most public and private educational institutions went the route of online education, citing the testing times of the Covid outbreak. An educated Indian is a prerequisite for Digital India. The question that pops up is: Is this digital revolution in the education sector, the advancement of digitization or the advancement of human skills? A person can develop technological skills with a good education. One Way Education in Government; Uploaded videos are sent, if students don't understand anything, they can't even ask. Bidirectional learning in private institutions: The teachers teach live lessons on the screen; the children can also ask questions directly if they do not understand something. Imparting education online might sound easy and convenient. However, the immense struggle behind setting up the entire concept is tedious. Adding to it is a problem of disparities present between private schools and government schools, which is constantly impacting the way they deliver online education and quality of higher education. This disparity ultimately comes at the cost of the education of young children. Private institutions have to a greater extent successfully met the educational needs as the majority are the ones who can afford the digital switch. Also, they are well acquainted with concepts like smart classes way before the digital transition occurred in educational sectors, further adding to it. Not only mediocre but luxurious facilities and infrastructure have been the utmost priority of these private institutions. While this becomes apparent when we physically look at the extensive infrastructure and world-class facilities, private universities try to ensure that the same quality is available online as well. Private institutions are well equipped with the right infrastructure and facilities for e-learning, enabling students to study from the comfort of their own homes. Learning, taking exams, correcting homework, and even meeting compulsory attendance is child's play in online mode with the right equipment. Private educational systems and the physical support they provide for competency-based professional activities also give them an impetus to continue functioning online. Using the resources most private universities have, workshops and online courses have been implemented to encourage learning for both teachers and students. The easy availability and access that private institutions have given their students and teachers in online mode are just some of the benefits one can experience by being enrolled in a private institution. The teacher-student ratio is considered appropriate for physical education. Even in online mode, it fulfills the requirements through one-to-one interactions. Contrarily, the entire educational process in public institutions experiences major disparity to that in their private counterparts. While it cannot be adopted for everyone, most government universities lack the facilities and resources to smoothly conduct physical classes. For a person who got his son or daughter enrolled in a public institution considering the inexpensive fees and simple functioning but earning daily subsistence wage cannot afford the cost of electronic gadgets that cater to the needs coping up with the digital evolution in education. Along with parents, for teachers also, teaching automatically becomes a tedious task, as they have never been used to such a method of teaching. In the light of the above discussion the present study is an attempt to measure the quality of higher education. Structure of the paper is as follows: Section 1: Introduction, section 2 for review of literature, research gap and objectives, methodology and data source, analysis of result and conclusion are discussed in section 3, 4, 5 and 6 respectively.

2. REVIEW OF LITERATURE

There are some studies on education sector due to Levy (1986), Levin (1987), Salmi (2000), Jagadeesh (2000), Singal (2006), Velaskar (2010), Harvey, M., Coulson, D., & McMaugh, A. (2016), Dhir *et al*., (2017), Jindal & Chahal (2018), Palvia *et al*., (2018), Muthuprasad *et al*., (2021) among others.

Awareness on understanding Agricultural Student's belief and desire towards the web studying via a web survey of 307 college students. Additionally, it also explores the student's alternatives for numerous attributes of on-line instructions, with a view to be beneficial to lay out a powerful on-line getting to know environment. The outcomes indicated that most of the respondents (70%) are geared up to choose on-line instructions to control the curriculum at some point of this pandemic. Majority of the scholars favored using a clever Telcel smartphone for on-line getting to know. Using content material analysis, we determined that scholars select recorded instructions with a quiz on the give up of every magnificence to enhance the effectiveness of getting to know. The college students opined that flexibility and comfort of on-line instructions makes it an appealing option, while broadband connectivity troubles in rural regions makes it a mission for college students to utilize on-line getting to know initiatives (Muthuprasad *et al*., 2021). Further an introduction of the idea of elearning and talk of its want and scope in scientific training in India. Experience indicates that scholars and colleges are frequently in the process of adopting e-getting to know facet-by-facet with conventional getting to know, and the benefits a long way outweigh the probable pain related to adoption of this new method (Dhir *et al*., 2017). Few authors have recognized key elements to

increase on-line schooling in India. They have recognized internet penetration; low price of on-line schooling, ease of doing courses, initiative via way of means of government, employer's popularity and bridging holes are the important elements of the increase of on-line schooling. There are positive elements that are growing a trouble withinside the increase which consist of inadequate virtual infrastructure, credibility and language utilized in on-line schooling. With the growth in the quantity of net customers in India, the paper additionally appears into what possibilities are there in destiny in the schooling sector (Jindal & Chahal, 2018). Online education is on the right track to turn out to be mainstream through 2025. This editorial files us of a-degree elements that affect the amount and excellence of online training. Such elements encompass industry (business); governments at local, state, and federal levels; use of laws; ICT capacity; Internet/cell era diffusion; and profits and virtual divide. We offer implications for us of a and international groups regarding online training (Palvia *et al*., 2018). Discussions of privatization of education commonly seek advice from the switch of tutorial sports from public to non-public institutions. A greater green method to privatization is a public-preference technique in an effort to amplify the manufacturing of privately valued academic outcomes (Levin, 1987). Assessments regarding critiques techniques which can permit the authorities to apply its restrained economic sources in an extra cost-powerful and equitable manner (Salmi, 2000). Authors in their research have concurrently legitimize the non-public zone's declaration to the public dollar (through downplaying privateness) and to differentiate that zone from the public zone through emphasizing its autonomy from the government. The first aim, of course, undermines the second. Looking overseas appears to frustrate yearnings for clean definitional usage. England, for example, lengthy referred to for its paradoxical labeling of personal and public secondary education, gives an ambiguous photo at better ranges as well. All the universities, even the ones financed over 90% through the government, shape what continues to be often referred to as the independent or non-public zone, awesome now no longer from public universities however from the technical zone of better education (that is consensually taken into consideration by the public). Increasingly, however, one hears that England's universities are diagnosed as public (Levy, 1986). Assessments on the outcomes of many years of global studies evaluating marketplace and authorities' provision of training and explaining why those global studies are applicable to the United States. In greater than a hundred and fifty statistical comparisons protecting 8 one of a kind academic outcome, the non-public zone outperforms the public zone withinside the vast majority of cases. Moreover, this margin of superiority is finest while the freest and maximum marketplace-like non-public faculties are as compared to the least open and least aggressive authorities' systems (i.e., the ones reminiscent of standard U.S. public faculty systems). Given the breadth, consistency, relevance, and decisiveness of this frame of evidence, the consequences for U.S. training coverage are significant (Harvey, M., Coulson, D., & McMaugh, A. (2016). With reference to the aforesaid instance, with reference to India, the shape and sample of post-graduate control training as supplied in India, together with an outline of regulatory corporations present within the U.S. to display the requirements of control training. Towards the end, indicates suitable answers with numerous alternatives, to enhance first-rate, discussing additionally their feasibility. The popular goal is to offer assistance to increase techniques for enhancing first-rate postgraduate training in control (Jagadeesh, 2000). Educational policy in a much wider socio-historic and political attitude and goals at an ideological deconstruction of coverage alternate with a selected consciousness at the equality first-class conundrum in standard training in India. It tries to significantly decode modifications in notions and practices of equality and first-class in country wide and global coverage prescription, highlighting factors of ideological contexts, electricity asymmetries and nation dynamics and examines primary shifts in coverage discourse and intent. The paper is organized in 4 components. The first components take a wide historic evaluation to take a look at notions of equality and first-class, articulated in texts and discussions relating the 2-country wide instructional regulations and in coverage tasks added via means of the Indian nation beneath neath neoliberal, international hegemonic influence. The interactive effect of tutorial restructuring, and systems of stratification as pondered withinside the aggravation of key caste, class, gender and ethnic inequalities is captured withinside the one third a part of the paper. The very last part of the paper attracts interest to dilutions and contradictions inherent in current coverage shifts to argue that any significant perception of first-class training for the terrible is not possible to acquire withinside the gift context. It unravels the politics of first-class (Velaskar, 2010). Findings of a multi-degree study, which explored the numerous meanings, and efforts toward inclusive schooling in an Indian context. Using an exosystemic framework, it discusses the various complicated approaches wherein efforts had been prompted through global traits and socio-cultural elements in the countrywide context. This paper discusses the emergence of inclusive schooling, as being approximately the schooling of kids with disabilities. It places precise cognizance on exploring the effect that narrowly built notions of "ability" and "disability" have on efforts undertaken by the authorities and college degrees. The paper concludes through arguing for a want to recognize inclusive schooling, now no longer handiest in phrases of recent terminology, rules, and legislations, however additionally through significantly inspecting the ideals and values that underpin its traits (Singal, 2006).

3. RESEARCH GAP AND OBJECTIVES

The perusal of the literature on online education and quality of higher education suggests that there are very few studies which are related to that field, and they mostly used common measurement of quality of higher education. Thus, there is scarcity in the study related to estimation of quality of higher education employing a composite index of nine variables. Also, studies relating to estimation of quality of higher education of Public and Private universities of Chhattisgarh using primary data are deficient in the literature. The present work tries to fill this gap. Given this background, the objectives of the present paper are: First, to measure the quality of higher education of Public and Private Universities of Chhattisgarh. Secondly, to find out the experience of students who are receiving online education.

4. METHODOLOGY AND DATA SOURCE

A validated questionnaire, conducted on 220 university students (160 and 60 from Public and Private universities respectively) from different public and private universities in Chhattisgarh during COVID-19 selected by simple random sampling technique, and the data was analyzed by SPSS® version 20.0. Descriptive statistics such as mean, Minimum, Maximum and standard deviation are used in the present paper. The study has measured the 'Quality of Higher Education' Index as a composite index of nine variables. The parameters used in the Quality of Higher Education Index, value of the index and the descriptive statistics of all the variables are present in the Table 1, 2 and 3 for overall, private, and private universities respectively. The index is formed by taking a score of nine parameters on a rating scale of 1–5. The average score of those nine parameters is taken as the Quality of Higher Education Index. Nine components of the Quality of Higher Education Index are Student-Teacher interaction, Coordination between teachers and students, Compatible way of learning, Infrastructure, Flexibility, Teaching methods and lecture materials provided, Interest in learning, Build new skill and Source of income generation and employment.

Table 1: Overall (Public and Private) Quality of Higher Education

Overall Quality of Higher Education	Minimum	Maximum	Mean	SD
Student-Teacher interaction	1.00	5.00	2.4818	1.31539
Coordination between teachers and students	1.00	5.00	3.5955	1.30506
Compatible way of learning	1.00	5.00	2.5545	1.26842
Infrastructure	1.00	5.00	2.7818	1.33024
Flexibility	1.00	5.00	3.3909	1.21329
Teaching methods and lecture materials provided	1.00	5.00	2.9000	1.24563
Interest in learning	1.00	5.00	3.6227	1.33051
Build new skill	1.00	5.00	3.5727	1.15041
Source of income generation and employment	1.00	5.00	3.5727	1.17399
QLE	1.44	5.00	3.1636	.65519

(Source: Author's own calculation)

Table 2: Quality of Higher Education of Private Universities

Private Universities (Quality of education)	Minimum	Maximum	Mean	SD
Student-Teacher interaction	1.00	5.00	2.5333	1.34626
Coordination between teachers and students	1.00	5.00	3.8667	1.28177
Compatible way of learning	1.00	5.00	2.5667	1.19840
Infrastructure	1.00	5.00	2.8333	1.27780
Flexibility	1.00	5.00	3.5000	1.09699
Teaching methods and lecture materials provided	1.00	5.00	3.0167	1.14228
Interest in learning	1.00	5.00	3.4333	1.31956
Build new skill	1.00	5.00	3.6500	1.17639
Source of income generation and employment	1.00	5.00	3.6333	1.27514
QLEPRI	1.89	4.33	3.2259	.56247

(Source: Author's own calculation)

Table 3: Quality of Higher Education of Public Universities

Public Universities (Quality of education)	Minimum	Maximum	Mean	SD
Student-Teacher interaction	1.00	5.00	2.4625	1.30739
Coordination between teachers and students	1.00	5.00	3.4938	1.30310
Compatible way of learning	1.00	5.00	2.5500	1.29731
Infrastructure	1.00	5.00	2.7625	1.35279
Flexibility	1.00	5.00	3.3500	1.25493

Public Universities (Quality of education)	Minimum	Maximum	Mean	SD
Teaching methods and lecture materials provided	1.00	5.00	2.8563	1.28292
Interest in learning	1.00	5.00	3.6938	1.33175
Build new skill	1.00	5.00	3.5438	1.14291
Source of income generation and employment	1.00	5.00	3.5500	1.13714
QLEPUB	1.44	5.00	3.1403	.68691

(Source: Author's own calculation)

5. ANALYSIS OF RESULT

This study attempts to comprehend the erratic changes that occurred throughout the Covid-19 pandemic, as well as during structural changes in the education system. Furthermore, structural shifts have led to the formation of income opportunities as well as employment. The following tables present a better understanding of the results obtained out of the analysis performed. Table 1 shows that Overall Quality of Higher Education, here nine different parameters have been considered to check the quality of higher education taking in consideration the data obtained. These parameters are as follows: Student-Teacher interaction, Interest in learning, Compatibility, way of learning, build new skill, Source of income generation and employment, Infrastructure, Teaching methods and lecture materials provided, Coordination between teachers and students and Flexibility. From the analysis, it has been observed that building a new skill least affects the quality of education, whereas interest in learning affects the most. The mean value for overall quality of education is 3.1636 and the overall standard deviation obtained is 0.65519. Specifically looking into the analysis of data with reference to Private Universities about Quality of Education (refer Table 2), it has been observed that the mean values for parameters such as, Coordination between teachers and students, followed by building new skill and further source of income generation and employment hold the highest mean values of 3.8667, 3.6500 and 3.6333 respectively. On the other hand, student-teacher interaction has the lowest mean value of 2.5333 referring to the quality of education in private universities. Specifically looking into the analysis of data with reference to Public Universities about Quality of Education (refer Table 3), it has been observed that the mean value for lack of interest in learning hold the highest mean values of 3.6938, whereas student-teacher interaction has the lowest mean value of 2.4625 referring quality of education in private universities. Infrastructure has the highest and Source of income generation and employment has the lowest Standard Deviation of 1.35279 and 1.13714 respectively. With reference to Table 4, on comparing the two forms of universities, i.e, Public and Private and the impact of said parameters on the quality of education is stated through Table 4. Here, it has been observed that Facing health related issues like headache, eyes strain, fatigue etc. has the lowest standard deviation in both public and private universities, however that values differ as 1.07546 for public universities and 1.06086 for private universities. Thus, Health facilities are better for private as compared to public universities. Citing online education specifically due to Covid 19 outbreak, it has been observed that public universities had better quality of education in offline mode of education with a mean of 3.79 which is better than mean value of private universities which is 3.65. Further, during online education, private universities performed better than public universities as the mean for private university stood at 3.22 which is better than their counterpart whose mean lies at 3.14. Thus, the overall quality of education is better in private universities and overall considering both the universities quality of education is much better during offline mode (mean value 3.72), as compared to online mode (mean value 3.16). Each coin has two faces, each with a set of benefits and drawbacks. During the technological transition in the field of education, the paper asserts the quality of education at public and private universities. Based on the analysis it can be said that, in contrast to public institutions, private universities have had a better response to online student-teacher interaction. Students from both institutions have complained about a lack of interest. Students have differing perspectives on whether their style of learning is more compatible in online or offline.

Table 4: Descriptive Statistics of other indicators

Parameter	Public Universities				Private Universities			
	Minimum	Maximum	Mean	Std. Deviation	Minimum	Maximum	Mean	SD
Complexity	1.00	5.00	3.7500	1.21314	1.00	5.00	3.6667	1.25774
Enhance the equality in education	1.00	5.00	3.0563	1.18824	1.00	5.00	2.8500	1.35077
Various difficulties in attending Class	1.00	5.00	3.9375	1.15844	1.00	5.00	4.1667	1.07619
Effectiveness of teaching and learning	1.00	5.00	3.9438	1.13961	1.00	5.00	3.8833	1.20861
Facing health related issues like headache, eyes strain, fatigue etc.	1.00	5.00	4.2250	1.07546	1.00	5.00	4.4000	1.06086

(Source: Author's own calculation)

Table 5: Comparison between Quality of higher education during Offline education and Online education

	During Offline Education	During Online Education
Public Universities	3.79	3.14
Private Universities	3.65	3.22
Overall	3.72	3.16

(Source: Author's own calculation)

6. CONCLUSION

It has been observed that the quality of education in higher educational institutes varies markedly amongst government and private universities. During offline education public universities qualities of higher education is more than private universities though it is just opposite during online education. "Am I audible?", "Is my screen visible?", This has turned out to be an acquainted refrain, with loose connections and low-quality internet. Access to the latest technologies and the internet requires the right equipment. This is not possible until large sums are committed to it. It is also important to keep in mind that some of these students may not have the required environment to participate in the online classes. Constant power supply or constant access to smartphones/laptops may not always be possible, which would hamper access to education for many prospective students. However, the harsh reality is that the technological demands placed on it cannot always be met by all, and students will not be given a level playing field until this technology gap is closed.

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