

# An Empirical Research on Teaching, Learning and Evaluation with online Education

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## ABSTRACT

The Corona Virus Disease 2019 (COVID-19) epidemic in different countries at the end of last year has shifted conventional face-to-face teaching to online education sites, affecting education quality directly. COVID-19's rapid spread culminated in the suspension of classes for over 850 million students around the world, undermining schools and colleges' initial teaching plans in these countries and territories.

This study was conducted in Ahmednagar district to know the student feedback regarding Teaching, Learning and Evaluation in Arts, Commerce and Science colleges, in Ahmednagar District. The conclusion shows that considerable percent i.e., during online instruction, 40.8 percent of teachers are not successfully communicating domain information, IT skills, and Soft Skills in the Teaching Learning Process. Only 20.8 % teachers are achieving the desired curricular competencies, programme results, and lesson outcomes, which is a very low percentage. Majority of students said that their teachers are very helpful while studying online. 11.5 % students are of the opinion that the internal evaluation process by the teachers is unfair and 27.5 % students are of the opinion that the internal evaluation process by the teachers is sometimes fair which is a matter of concern when it comes to evaluation system in online education.

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**Keywords:** Online education, Teaching Learning Process, Programme outcomes, Internal evaluation process

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## 1.Introduction

The term "online education" refers to education that is delivered and administered over the internet. Depending on how much online content is integrated into the course, online education can be categorised into many types, ranging from conventional face-to-face learning to hybrid learning and special online classes. Although it shares some of the same characteristics as distance education, online education is not the same. Both are text-based and can be used anywhere, at any time. However, online education is essentially a community networking phenomenon, which is a vital differentiating factor. It is also more similar to face-to-face seminar-style courses in this regard. (Harasim, 2000). In its true characteristics, online education has transformed the way students perceive learning processes. The Corona Virus Disease 2019 (COVID-19) epidemic in different countries at the end of last year has shifted conventional face-to-face teaching to online education sites, affecting education quality directly. COVID-19's rapid spread culminated in the suspension of classes for over 850 million students around the world, undermining schools and colleges' initial teaching plans in these countries and territories.

It is a well-known phenomenon that most teachers are created rather than born. By consistent and concerted efforts, good teachers cultivate their expertise and skills. Understanding the teaching-learning process in greater detail is one of the prerequisites for being a successful instructor. This promotes a greater understanding of both the teaching profession and the educational method.

## 1. Concept of Learning:

Learning is about improvement: the change that comes by learning a new ability, comprehending an empirical law, or altering one's mindset. In the same way as our appearance changes when we age, the transition isn't just coincidental or inevitable. Learning is a reasonably long-term transition that is normally carried about on purpose. When we go to a class, we look at a book.

## 2. Concept of Evaluation:

- The method of appraisal occurs in some way or another in any aspect of life. If the assessment process is removed from human life, it is possible that the purpose of life will be lost. Only by evaluating something can one distinguish between good and bad. The assessment process is central to the whole period of social change.
- Education is seen as an investment in human beings in terms of human capital production, expertise, inspiration, and awareness, among other things. Evaluation aids in the development of instructional programmes, the assessment of their accomplishments, and the improvement of their success.
- It acts as a built-in monitor inside the software, allowing you to check on your learning progress at any time. It also gives useful input on the program's architecture and execution. As a result, appraisal is crucial in any instructional programme.
- In the teaching-learning process, evaluation is extremely important. It assists teachers and students in improving their teaching and learning. Evaluation is a continuous process that takes place on a regular basis.

## Review of Literature

Tinggui Chen, Lijuan Peng and others in their study, "Analysis of user Satisfaction with online Education platforms in china during the COVID 19 Pandemic," found that personal aspects have little direct impact on customer retention, but platform availability has the greatest impact. This research paper's thesis is based on consumer data from a Chinese online education portal during the COVID 19 crisis. It goes on to say that the majority of countries around the world use video conferences or live streams as remote teaching methods. The research also came up with satisfaction prediction model which is applicable to all countries.

In a study, "E – Learning and Student Satisfaction – A Case Study," says the author. Online students are more influenced by factors such as connectivity, information, and realistic lab or job experience, according to MEDIU by Najreb Abbas Al Sammarraie and others. Time and money are the two causes that have the most impact on on-campus students. It was also discovered that online learning cannot be compared to on-campus learning. The study was conducted for Madinah International University, Malaysia.

In another study, "Factors Influencing Student Satisfaction and Perceived Learning in Online Courses," Elena Barbera, Marc Clara, and Jonnifer discovered that learning material and course design were the most important aspects of online courses in social sciences on students' satisfaction and perceived learning. The thesis included 499 students from her education social online courses in the United States, China, and South Korea.

## Research Design

The secondary data is collected in this research from Internet, Books etc. The primary data is collected in this research through online mode from 557 students from UG and PG colleges in the Ahmednagar district.

## Findings and Discussion

1. What percentage of teachers are effectively communicating domain knowledge, IT skills and Soft Skills in the Teaching Learning Process during online teaching?

	Frequency	%	Valid %	Cumulative %
1. 90% to 100 %	133	23.9	23.9	23.9
2. 75% to 89 %	197	35.4	35.4	59.2
3 55% to 74%	153	27.5	27.5	86.7
4. 30% to 54%	45	8.1	8.1	94.8
5 Below 30%	29	5.2	5.2	100.0
Total	557	100.0	100.0	

## Interpretation:

2. Do the teachers are successful in building the expected curricular competencies, Programme outcomes? and course outcomes?

	Frequency	%	Valid %	Cumulative %
1. 90% to 100%	116	20.8	20.8	20.8
2. 75% to 89 %	208	37.3	37.3	58.2
3 55% to 74%	172	30.9	30.9	89.0
4. 30% to 54%	41	7.4	7.4	96.4
5 Below 30%	20	3.6	3.6	100.0
Total	557	100.0	100.0	

- It is observed that 35.4 % students are of the opinion that 75% to 89 % of teachers are effectively communicating domain knowledge, IT skills and Soft Skills in the Teaching Learning Process during online teaching
- It is also observed that 27.5 % students are of the opinion that 55% to 74% of teachers are effectively communicating domain knowledge, IT skills and Soft Skills in the Teaching Learning Process during online teaching
- It is found that only 23.9 % students are of the opinion that 90% to 100 % of teachers are effectively communicating domain knowledge, IT skills and Soft Skills in the Teaching Learning Process during online teaching.

**Interpretation**

- It is observed that 208 students are of the opinion that 75% to 89 % of teachers are successful in building the expected curricular competencies, Programme outcomes and course outcomes
  - It is observed that 172 students are of the opinion that 55% to 74 % of teachers are successful in building the expected curricular competencies, Programme outcomes and course outcomes.
  - It is found that only 116 students are of the opinion that 90% to 100 % of teachers are successful in building the expected curricular competencies, Programme outcomes and course outcomes.
3. What is your assessment about the fairness of the internal evaluation process by the teachers?

	Frequenc y	%	Valid %	Cumulative %
1.Always Fair	242	43.4	43.4	43.4
2. More often fair	96	17.2	17.2	60.7
3 Sometimes fair	155	27.8	27.8	88.5
4 Usually unfair	36	6.5	6.5	95.0
5 Always unfair	28	5.0	5.0	100.0
Total	557	100.0	100.0	

**Interpretation:**

- It is found that only 43.4 % students are of the opinion that fairness of the internal evaluation process by the teachers is always fair.
- It is observed that only 27.8 % students are of the opinion that fairness of the internal evaluation process by the teachers is sometimes fair.
- Only 17.2 % students are of the opinion that fairness of the internal evaluation process by the teachers is more often fair.

4. If you were to award rating of your teachers in terms of “stars” in relation to quality of teaching learning and evaluation, what would be your rating?

	Frequency	%	Valid %	Cumulative %
1 *****	173	31.1	31.1	31.1
2 ****	191	34.3	34.3	65.4
3 ***	119	21.4	21.4	86.7
4**	34	6.1	6.1	92.8
5*	40	7.2	7.2	100.0
Total	557	100.0	100.0	

**Interpretation:**

- It is found that only 34.3% students have given 4 stars to quality of teaching learning and evaluation
- It is observed that only 31.1 % students have given 5 stars to quality of teaching learning and evaluation
- 21.4 % students have given 3 stars to quality of teaching learning and evaluation

5. How helpful are your teachers while studying online?

	Frequency	%	Valid %	Cumulative %
1 Not at all helpful	56	10.1	10.1	10.1
2 Slightly helpful	98	17.6	17.6	27.6
3 Moderately helpful	70	12.6	12.6	40.2
4 Very helpful	281	50.4	50.4	90.7
5 Extremely helpful	52	9.3	9.3	100.0
Total	557	100.0	100.0	

**Interpretation:**

- It is found that only 50.4 % students are of the opinion that their teachers are very helpful while studying online.
- It is found that only 17.6 % students are of the opinion that their teachers are slightly helpful while studying online.
- It is found that only 12.6 % students are of the opinion that their teachers are moderately helpful while studying online.

**Conclusion**

The present paper aims to understand the student's feedback during online teaching as well as the performance of teachers during online teaching. The findings revealed that a significant percentage of teachers, 40.8 %, are failing to successfully communicate domain awareness, IT expertise, and soft skills in the Teaching Learning Process during online teaching. Just 20.8 % of teachers achieve the desired curricular competencies, programme results, and lesson outcomes, which is a very low percentage. Majority of students said that their teachers are very helpful while studying online. 11.5 % students are of the opinion that the internal evaluation process by the teachers is unfair and 27.5 % students are of the opinion that the internal evaluation process by the teachers is sometimes fair which is a matter of concern when it comes to evaluation system in online education.

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