International Journal of Scientific Engineering and Applied Science (IJSEAS) – Volume-7, Issue-7, July 2021
ISSN: 2395-3470
www.ijseas.com

A Comparative Study between E-Learning and Traditional Learning

R.Revathy
Assistant Professor of Law, Saveetha School of Law, Saveetha Institute of Medical and Technical Sciences (SIMATS), Saveetha University, Chennai - 600007
Mail Id. adv.rev19@gmail.com, Contact: 8608279547

ABSTRACT : Electronic learning (E-learning) is a method of learning which includes multimedia text, voice, etc. It can be easily accessed from any place irrespective of time. E-learning is an online teaching and learning and delivery content through external driver or standalone system. The various modes of content delivered are online lectures, notes, videos, images, texts etc, as mentioned above e-learning educates students with the course that are fully enriched with multimedia content. It provides self-assessment tests like quiz, online test along with course materials. E-learning has become part of the daily learning cycle of this generation.E-learning enables tutors to deliver their knowledge in various forms and in different platforms. Traditional classes are more suitable for young children, teenagers, and young adolescents who are yet to join the workforce. Regular attendance in classes helps them interact with other individuals of their own age, be better disciplined, follow a regular schedule, and improve their physical fitness and mental alertness. Classroom learning helps students and teachers know each other in a better manner. This allows teachers to know the students and evaluate their strengths and weaknesses better, act as mentors, and guide students in their career possibilities. It can't be said that online learning is more effective than traditional learning, or vice versa. It certainly depends on the learning topic and how its effectiveness has been measured. But overall, it seems that online learning is a full-fledged alternative for classroom training. There is good and ample evidence that employees generally learn as much online as they do in traditional training.

KEY WORDS :
Effectiveness, E-learning, Students, Teachers, Traditional learning.

INTRODUCTION :

A Comparative study between E-learning and traditional learning, The Online learning takes place over the internet. It is a form of distance learning. It's interchangeable with the term e-learning, which is accessible anywhere and anytime.Traditional learning takes place in a classroom setting. There is a trainer who moderates and regulates the flow of information and knowledge. Then, the trainer expects the employees to deepen their knowledge through written exercises at home. Nowadays, technology is incorporated in the classroom more and more. However, in face-to-face instruction scenarios, the primary source of information is still the trainer. When it comes to the difference, you will find many. As mentioned earlier, the major difference will be the classroom. In online learning, you will miss the charm of the classroom teaching. There are some other differences that can truly affect the learning ability of the student. It can be the learning styles, classroom setting, and use of the technologies.

The evolution of E-learning, As the origin of the word e-Learning is not certain; it is proposed that the term probably originated during 1980 . In this digital Era, e-learning is becoming more viable and approachable. What once was just "Computer based training" now became "Take your class anywhere you go". E-learning can be considered as the natural evolution of distance learning. It has always taken advantage of the modern technology to develop and adapt the framework of educational tools for shaping education E-learning has its origins from mail-learning methods through correspondence courses. Sir Isaac Pitman's mail courses used shorthand technique to teach in 1840. It is said to be the first distance learning course. The concepts remained the same throughout the history, but medium multiplied as the technology developed and the evolution of traditional learning. There was a time when teachers would teach the way they had learnt, with little regard to the needs of the student.traditional classroom teachers or coaches, speakers or mentors would adapt how they taught to meet the varying student needs.

The Government initiatives for E-learning and traditional learning, In India, Open and Distance Learning (ODL) enrollments has reached 5.42 million in the year of 2014 and is expected to reach more than 8.79 million by 2019. The Distance learning market is growing at CAGR of 10.16%. There are three major key elements used for popular and steady growth of E-Learning enrollment in India. Continuous measures are taken by GOI to standardize and regulate the

standard of education imparted through distance learning and to plead with the widespread prologue of e-learning programs in universities and education institutions across the length and width of the country. Indian government has taken many initiatives on E-Learning programs like NPTEL, SWAYAM, eGyanKosh, FlexiLearn, e-PGPathshala, CEC, etc

Factors affecting the E-learning and traditional learning, Intellectual factor, mental level, Learning factors, Physical factor, Mental factorsEmotional and social facto, teacher's Personality, Environmental factor, In the school and at the home, the conditions for learning must be favorable and adequate if teaching is to produce the desired results. It cannot be denied that the type and quality of instructional materials and equipment play an important part in the instructional efficiency of the school.

It is difficult to do a good job of teaching in a poor type of building and without adequate equipment and instructional materials. A school building or a classroom has no merit when built without due regard to its educational objectives and functions.

Current trends related to E-learning and traditional learning New trends in e-learning will be covered under artificial intelligence (AI), micro credentials, big data, virtual and empowered reality, blended learning, cloud e-learning, gamification, mobile learning, Internet of things, and online video. In addition, e-learning environments focus on new possibilities for learners.It is necessary to ignore the individual differences of learners without learning. It is imperative to configure the learning environment and personalize teaching for each user. Artificial intelligence algorithms are used to design e-learning environments that will be created in this way.

Comparison with other /states/countries related to E-learning and traditional learning, From the 18th century, the distance education can be traced from a correspondence print-based study in the United States. In the mid of the 19th century, correspondence education started developing and spread to European Countries like Great Britain, Germany, France, and the United States. During the late 1960s and 1970s, there were significant changes in distance education due to the development of new media technologies and different delivery systems. The distance education was first introduced by Open University in Great Britain which offers a college degree through distance education. The university uses all possible use of new technology to deliver learning to the students. In India, the Open and Distance education came in the 1960's. During the 1980, there were 34 different universities that offer different courses through distance education in

India. In 1982, the first Open University named Indira Gandhi National Open University (IGNOU) was established in Andhra Pradesh and subsequently opened in different states of India like Rajasthan, Bihar, Uttar Pradesh, Madhya Pradesh and Maharashtra between 1980s to 19190's. In 1995, a total of 2,00,000 students enrolled in open and distance education, accounting for 3% of them were enrolled in higher education.

OBJECTIVE :

The objective of the present study is to determine how much online learning is beneficial and to determine how much traditional learning is beneficial and to determine how much online learning is more effective than traditional learning and to determine how much online learning is more effective than traditional learning.

REVIEW OF LITERATURE :

1. In the article by **Prasanna Ramakrishnan et al, (2012)** he suggested that The introduction of e-learning in the educational sector added more advantage for the teaching and learning environment. E-learning changes both the learning and teaching process of education and creates a new opportunity for accessing the learning resource than the traditional education. ELearning is an online teaching method through presentation, online chat, videos, online lecturers, notes, test, quiz, etc.
2. In the article by **Mahdizadehet al, (2008)** he suggested that E-learning has become part of the daily learning cycle of this generation.E-learning enables tutors to deliver their knowledge in various forms and in different platforms**..**
3. In the article by **Cheung and Huang, (2005)** he suggested that Almost every university and educational institutes come forward to invest in E-learning and ICT due to the technological advancement in the education field.
4. In the article by **Mandal & Mete, (2012)** he suggested that Elearning has immediate cost-effective gains in terms of reducing training time as well as cost effective savings in terms of trainers, course materials, travel and accommodation. By providing an alternative to the paper-based learning and testing of traditional classrooms, e-learning is an effective way for organizations to significantly reduce their carbon footprint.

5. In the article by **Horton, (2001)** he suggested that Evolution of distance learning can be described as an inconsistent pedagogy method which uses unconventional, conventional and new communication mediums to deliver instructional material without any geographical constraint. Since distance education began its course, authors and academics have diverse definitions for it.
6. In the article by **Moore, (1990)** he suggested that Content delivery formats for distance education have taken various forms such as mail delivered instructions, materials in print format, classes over electronic medium, via mobile devices and now, virtual classes.
7. In the article by **Fletcher & Rockway, (1986)** he suggested that Distance education has been around for centuries, but it was only since 1960, elearning has started to evolve. It influenced its way over Corporations, Academic institutions, in Training, and in Military.
8. In the article by **Benjamin, (1988)** he suggested that Later in 1980, the era of personal computers began which paved the way for e-learning. Over the past 50 years a number of new approaches have been in practice to aid the instructor's role in the classroom.
9. In the article by **Shimura, (2006)** he suggested that Multimedia learning models have created a number of ideologies and guidelines to ease the design of computer based training (CBT). With computer-based training practical training can be made more operative, where student-teacher ratio is one to one and where the training is workshop based or job based.
10. In the article by **Sheridan, et al,, (2002)** he suggested that When internet and personal computers became phenomenal and started to flourish in the late 20th century, it was really when the concept of e-learning began to take form. The technology, the concept and the device complemented each other well, providing a new learning trend. The first web based Learning management system (LMS) named Cecil was launched in 1996.
11. In the article by **Garrison, Anderson, (2003)** he suggested that The development of mobile technology brings a new era in E-Learning known as m-learning. Mobile learning can be defined as the portable and lightweight platform where the learner can engage in learning activity without having any geographical constraint.
12. In the article by **Kukulska-Hulme, (2005)** he suggested that In the 1990's ‘Palm Pilot personal digital assistants (PDAs), a handheld device was developed which performed

multi tasks like calculator, calendar and notepad. When technology and 'learner-centered design' started developing, Mobile learning started to flourish simultaneously.

13. In the article by **Berge & Muilenburg, (2013)** he suggested that Having gone through numerous diverse evolutionary phases, e-learning is still evolving mutually alongside the upsurge in modern technology. Advancement in new technology makes it practical to blend synchronous and asynchronous training into one.
14. In the article by **Sir John Daniel, (2014)** he suggested that Modern e-learning methods are considered to be revolutionizing contemporary learning systems. But history shows that education can only be developed by evolution and not by revolution.
15. In the article by **Kovaleski, (2004)** he suggested that Blended learning has been used to imply "training that combines traditional classroom sessions with e-learning and self-study".
16. In the article by **Wisher et al, (2006)** he suggested that blended learning methods have been used to focus on skill training that provides personnel with job requirement abilities and to upgrade to new or higher levels of expertise.
17. In the article by **Prensky, (2001)** he suggested that Gamebased learning may be particularly useful for skill building as it can provide necessary practice opportunities and feedback at the same time that it is fun, engaging, and motivating to learners.
18. In the article by **Burke, (2014)** he suggested that the Learner/player experience design process can be divided into building a gaming application, and organizing its tasks in logical order. The Gamification method mainly focuses on the design part to accomplish learner objectives in less time.
19. In the article by **Gassler, Hug, Glahn, (2004)** he suggested that A certain learning sequence is created and only when the learner completes the sequence, the learner is given access to technical, electronic access to further information. This method is defined as Integrated Micro Learning.
20. In the article by **Edwards, (1997)** he suggested that Lifelong learning can be seen as writings, worlds definite, enclosed and established through descriptive processes. It can be written or narrated or read and understood with single or several implications and it can be rewritten and represented with different meanings.

METHODOLOGY :

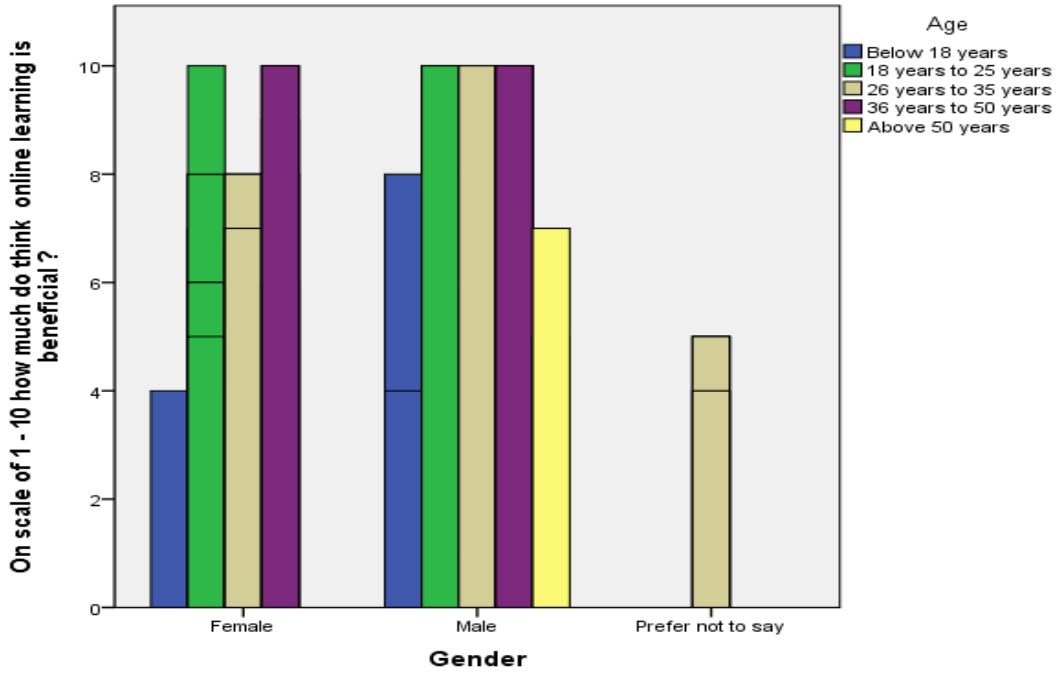
The research method followed here is empirical research. A total number of 90 responses have been taken out of which is taken by the sampling method of Convenient sampling. The sample frame was collected through online forms. The independent variable taken here is age,gender,educational qualification, and occupation (organization). The dependent variables are how much online learning is beneficial and how much traditional learning is beneficial and how much online learning is more effective than traditional learning and how much online learning is more effective than traditional learning. The statistical tool used by the researcher is graphical representation.

HYPOTHESIS :

HO - There is no significant difference between E-learning and traditional learning.
Ha - There is a significant difference between the E-learning and traditional learning.

ANALYSIS :

FIGURE 1 : On scale of 1 - 10 how much do you think online learning is beneficial ? (BY AGE , BY GENDER)



LEGEND :

The Figure 1 shows how much you think online learning is a beneficial graph about the various age categories from below 18 years, 18-25 years , 26-35 years , 36-,50 years and above 50 years with the gender category of female, male and prefer not to say between.

RESULT :

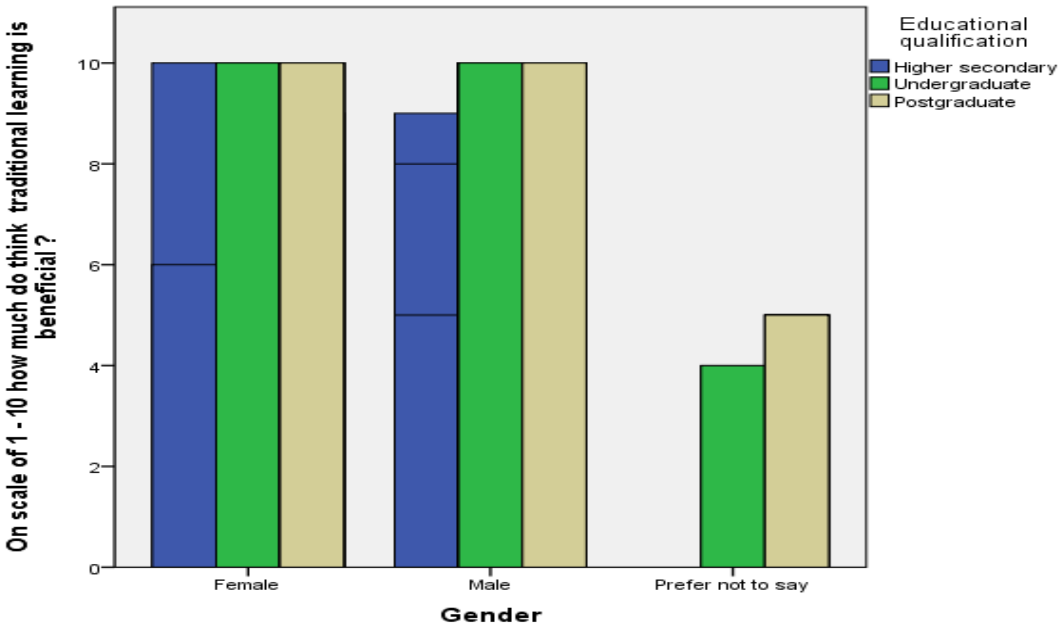
In Figure 1 it is found out that there is more acceptance that online learning is beneficial. There are minimal responses recorded against the statement. From this we can see that online learning is beneficial.

DISCUSSION :

From the Figure 1 we can see that the people belonging to the age category of 36-,50 years of both male and female have a high rate of acceptance that online learning is beneficial.

From the Figure 1 we can also see that the people belonging to the age category of 26 -35 years of the people who did not prefer to say have the least rate of accepting that online learning is beneficial.

FIGURE 2 : On scale of 1 - 10 how much do you think traditional learning is beneficial ? (BY EDUCATIONAL QUALIFICATION, BY GENDER)



LEGEND :

The Figure 2 shows the graph about how much do you think traditional learning is beneficial where the educational qualification categories from higher secondary, undergraduate and postgraduate with the gender category of female, male and prefer not to say between.

RESULT :

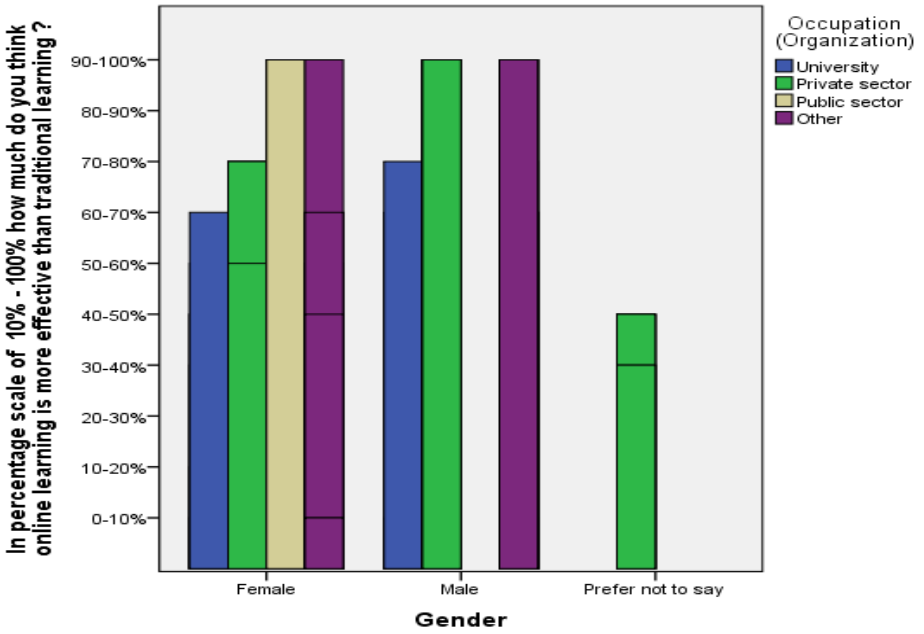
In Figure 2 it is found out that there is more acceptance that traditional learning is beneficial . There are minimal responses recorded against the statement. From this we can see that traditional learning is beneficial .

DISCUSSION :

From Figure 2 we can see that the people belonging to the public sector of postgraduates have a high rate of acceptance that traditional learning is beneficial.

From the Figure 2 we can also see that the private sector of postgraduate have the least rate of accepting that the traditional learning is beneficial

FIGURE 3 : In percentage scale of 10% - 100% how much do you think online learning is more effective than traditional learning ? (BY OCCUPATION , BY GENDER)



LEGEND :

The Figure 3 shows the graph about how much do you think online learning is more effective than traditional learning where the occupation (organization) category of university, private sector, public sector and other with the gender category of female, male and prefer not to say between.

RESULT :

In Figure 3 it is found out that there is more acceptance that online learning is more effective than traditional learning. There are minimal responses recorded against the statement. From this we can see that online learning is more effective than traditional learning

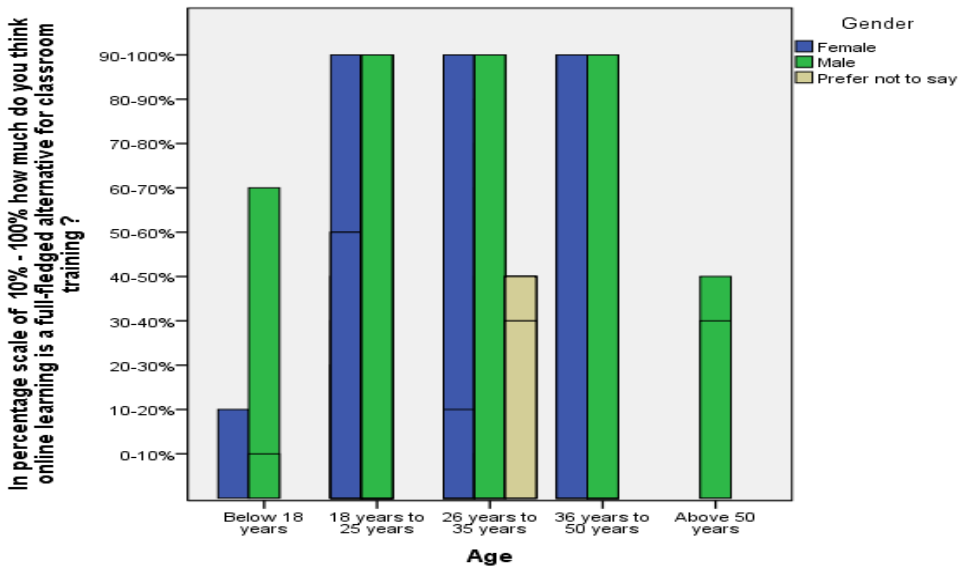
DISCUSSION :

From the Figure 3 we can see that the people belonging to the age category of 18-25 years , 26-35 years , 36-,50 years of both postgraduates and undergraduates have a high rate of acceptance that online learning is more effective than traditional learning.

From the Figure 3 we can also see that the people belonging to the age category of above 50 years of higheru secondary have the least rate of accepting that online learning is more effective than traditional learning

.

FIGURE 4 : In percentage scale of 10% - 100% how much do you think online learning is more effective than traditional learning ? (BY GENDER , BY AGE)



LEGEND :

The Figure 4 shows the graph about how much do you think online learning is more effective than traditional learning with the various age categories from below 18 years, 18-25 years , 26-35 years , 36-,50 years and above 50 years with the gender category of female, male and prefer not to say between.

RESULT :

In Figure 4 it is found out that there is more acceptance that online learning is more effective than traditional learning.There are minimal responses recorded against the statement. From this we can see that online learning is more effective than traditional learning.

DISCUSSION :

From the Figure 4 we can see that the people belonging to the age category of 18-25 years , 26-35 years , 36-,50 years of all the occupation category of university, private sector, public sector and others have a high rate of acceptance that online learning is more effective than traditional learning.

From the Figure 3 we can also see that the people belonging to the age category of below 18 years have the least rate of accepting that online learning is more effective than traditional learning.

CONCLUSION :

The growth and exposure towards e-learning has increased in the present education system. Indian government has initiated lot of e-learning programs in a highly sophisticated and in well organized manner with the guidance of leading university‟s like IIT‟s and IIM‟s but, only drawback is that the awareness has not been widespread among the learners.Across the globe, e-learning has gain faster acceptance and widely used across the world. But, yet to be developed in terms of quality and standard in India especially in the field of engineering, management and science.The future growth of E-learning is purely dependent on the standard of content, technology used, learner expertise and university recognition. The Indian government needs to concentrate on e-learning validation and recognition to ensure more adoption of e-learning among learners. When compared to developed countries, developing countries like India far

begin in utilizing e-learning technology. But, due to drastic change among learner perceptive about elearning tools, the government initiation will ensure that we achieve the goal in a shorter span.

REFERENCES :

1. Çelik, Adnan, and Ahmet Gözen. 2017. "COMPARISON OF TRADITIONAL AND LEARNING ORGANIZATION IN TERMS OF LEARNING DIMENSION." 3.
2. SEKTÖR SOSYAL EKONOMİ DERGİSİ. https://doi.org/10.15659/3.sektor-sosyal-ekonomi.17.12.850.
3. Costouros, Teresa. 2020. "Jigsaw Learning versus Traditional Lectures: Impact on Student Grades and Learning Experience." Teaching & Learning Inquiry. https://doi.org/10.20343/teachlearninqu.8.1.11.
4. Das, Diganta, and Kalyani Chatterjea. 2018. "Learning in the Field—A to Field-Based Learning in Geography." Learning Geography Beyond the Traditional Classroom. https://doi.org/10.1007/978-981-10-8705-9_2.
5. Dilworth, Robert L. 2010. "Explaining Traditional Action Learning: Concepts and Beliefs." Action Learning. https://doi.org/10.1057/9780230250734_1.
6. Dolch, Carina, and Olaf Zawacki-Richter. 2018. "Are Students Getting Used to Learning Technology? Changing Media Usage Patterns of Traditional and Non-Traditional Students in Higher Education." Research in Learning Technology. https://doi.org/10.25304/rlt.v26.2038.
7. Edmonstone, John. 2017. "Action Learning and Traditional Learning." Action Learning in Healthcare. https://doi.org/10.1201/9781315377124-3.
8. Furió, D., M-C Juan, I. Seguí, and R. Vivó. 2015. "Mobile Learning vs. Traditional Classroom Lessons: A Comparative Study." Journal of Computer Assisted Learning. https://doi.org/10.1111/jcal.12071.
9. Gradinarova, Boyka. 2015. E-Learning: Instructional Design, Organizational Strategy and Management. BoD – Books on Demand.
10. Ilie, Vali. 2019. "Traditional Learning Versus E-Learning." https://doi.org/10.15405/epsbs.2019.08.03.146.
11. Jeyaraj, John Sekar. n.d. "Traditional Learning vs. Experiential Learning." SSRN

Electronic Journal. https://doi.org/10.2139/ssrn.3486129.

12. Jochems, Wim, Jeroen J. G. van Merriënboer, and Rob Koper. 2004. Integrated E-Learning: Implications for Pedagogy, Technology and Organization. Psychology Press.
13. Johnson, Genevieve Marie. 2014. "The Ecology of Interactive Learning Environments: Situating Traditional Theory." Interactive Learning Environments. https://doi.org/10.1080/10494820.2011.649768.
14. Kelmendi, Libron. n.d. "Traditional Learning versus E-Learning." SSRN Electronic Journal. https://doi.org/10.2139/ssrn.3458999.
15. Lett, Bow Tong. 1973. "Delayed Reward Learning: Disproof of the Traditional Theory." Learning and Motivation. https://doi.org/10.1016/0023-9690(73)90013-1.
16. Parker, Judith. 2012. "Engaging Traditional Learning and Adult Learning via Information Technologies." Pedagogical and Andragogical Teaching and Learning with Information Communication Technologies. https://doi.org/10.4018/978-1-60960-791-3.ch012.
17. Rogers, Kem, and Sonya Van Nuland. 2016. "THE ANATOMY OF E-LEARNING TOOLS: ARE MODERN E-LEARNING TOOLS A SUITABLE REPLACEMENT FOR TRADITIONAL LEARNING METHODS?" INTED2016 Proceedings. https://doi.org/10.21125/inted.2016.0463.
18. Thorne, Kaye. 2003. Blended Learning: How to Integrate Online & Traditional Learning. Kogan Page Publishers.
19. Uden, Lorna, and Chris Beaumont. 2006. "Traditional vs. Cognitive Learning." Technology and Problem-Based Learning. https://doi.org/10.4018/978-1-59140-744-7.ch001.
20. Xenos, Michalis, and Athanassios N. Skodras. 2003. "Evolving from a Traditional Distance Learning Model to E-Learning." https://doi.org/10.14236/ewic/2lege2003.4.