International journal of basic and applied research

www.pragatipublication.com

ISSN 2249-3352 (P) 2278-0505 (E)

Cosmos Impact Factor-5.86

Study on Online Learning Management System in Major Mass Media Colleges of Northern Part (Punjab)

Twinkle Verma
Research Scholar
Chitkara University, Punjab
Twinkleverma145@gmail.com

Dr. Ripudaman Singh
Assistant Professor
Chitkara University, Punjab
ripudaman.singh@chitkara.edu.in

ABSTRACT

Digital technologies are widely being integrated into the higher education system, changing the teaching-learning process in entire India. Of these technologies, Learning Management Systems (LMS) have been one of the most reliable tools for online education, managing academic activities and communication between students and teachers. Especially after the COVID-19 pandemic, media institutions like journalism and mass communication departments have embraced LMS to facilitate digital learning. This research paper focuses on the LMS applications and their adoptions in selected big media institutions of the northern zone specifically Punjab. The key of the study has been to assess whether LMS is actually providing students with course content in an accurate and complete manner, while at the same time being a system that encourages technological activity and timing discomfort. It also compares student preferences for online or offline modes of learning and explores the accessibility of LMS platforms in remote students. A descriptive research design is employed with data collection carried out using the survey method. The data were collected using a structured questionnaire from 200 journalism and mass communication final-year students in purposively selected media institutions of Punjab. Findings indicate that LMS has increased access to resources, communication and flexibility in the education process. But even now the students' learning experience is affected by issues like Internet connectivity, digital illiteracy and inadequate technological infrastructure in rural areas. The results also delve deeper and highlight that while students find online learning more convenient as well as accessible, most students prefer offline classroom learning due to real-time interaction, exposure to practical and face-to-face communication with the teacher. The study finds that the appropriate mode of media education in Punjab could be a blend of online and offline teaching methods.

Keywords: Learning Management System, Media Education, eLearning, Journalism Education, Punjab, Digital Learning, Higher Education

1. INTRODUCTION

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The education system all around the globe has undergone immense change, thanks to the technological revolution. Due to the growing popularity of technology-based learning systems, educational institutions are rapidly adding these systems into their academic structure due to their potentials for making education accessible, flexible and efficient. Learning Management Systems (LMS) are one of the most major innovations in this area.

A learning management system is a software-based platform that offers educational institutions the ability to manage, deliver and monitor academic activities over digital medium. Teachers can upload course material, take classes online, assign work to students, assess their performance and communicate with them using LMS platforms. Some common LMS platforms that are used in educational institutions would be Moodle, Google Classroom, Blackboard, Canvas and Microsoft Teams.

The COVID-19 pandemic acted as a catalyst for LMS platforms to become increasingly popular in India, especially since most educational institutions switched from face-to-face classroom teaching to online learning systems. When it was not possible to maintain academic activities due to restriction during lockdown, universities, colleges, and professional institutions adopted LMS platforms. This was especially so in regard to media institutions that were most likely to suspend on-the-ground learning, hence online teaching with ours and other departments similar in the university and their design for practical training.

You must understand that media education demands practical learning, audiovisual communication skills, interactive discussions, and technological adaptability. Thus, LMS platforms become vital in journalism and mass communication education. LMS platforms provide access to multimedia content, recorded lectures, assignments, discussion forums and online assessments for students.

Digital education infrastructure has developed rapidly in recent years across north Indian states like Punjab. Different universities and media organisations in Punjab have implemented LMS platforms to best support academic activities. Yet, with wider digital learning systems being adopted across the globe some issues surrounding accessibility levels, technology literacy and internet connectivity and quality of online education persist.

Rural students often struggle more with poor internet access as well as fewer digital devices and lower technical understanding. In a similar vein, plenty of students still favour the offline classroom option due to enhanced participation and hands-on exposure. Hence, it is imperative to investigate the efficiency of LMS platforms in media pedagogy and explore students′ perceptions of online learning systems.

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The research is designed to check the effect of LMS platforms on students studying in media institutions of Punjab. It explores if students receive sufficient academic information using LMS, whether they tend to have active participation in online learning as well as the better medium of their preference between online or offline learning modes.

2. Review of Literature

Many researchers and scholars have researched the positive effect of online learning and LMS platforms in higher education.

Kerimbayev et al. According to a study of the research conducted in international higher education systems by (2016), Moodle LMS plays an important role and developed for learning among students by moving collaboration, communication and flexibility in the education system. The results of the study find that digital learning systems improve access to and support academic collaboration for both students and teachers.

The authors Alrasheedi, Capretz and Raza (2015) performed a systematic literature review in relation to the success factors of mobile learning i higher education. This study revealed that technological competence, internet access, learner motivation and institutional support were the four main determinants of effective online learning.

In this regard, Amasha and Alkhalaf (2015) explored the role of e-learning in social media contexts; they suggested that digital distance learning stimulating a cooperative atmosphere whereby classmates engage more actively with one another.

Speaking of COVID-19 pandemic, Dhawan (2020) discussed that online learning has grown tremendously in the time of COVID outbreak and considered that online education is a must for modern educational system. The study, however, listed certain shortcomings like bad internet connectivity, absence of digital literacy and decreased human interaction in classrooms.

In alignment with this study, another prominent study conducted by Singh and Thurman (2019) analysed blended learning approaches as they concluded that an integrated teaching-learning approach (combining online and offline learning/teaching) will give better outcomes in terms of learnings as compared to fully virtual or traditional classroom-based activities.

Previous research has largely investigated higher education or online learning systems more broadly. But there is still little research examining the use of LMS in journalism and mass communication education in Punjab specifically. This research seeks to

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address this gap by examining experiences of media students in LMS platforms through the lens of institutions employing a phenomenological approach.

3. Statement of the Problem

Media institutions have slowly become dependent on Learning Management Systems within the last few years ago. At the same time, there are many factors causing a concern about whether any LMS platform can serve as an appropriate method for journalism and mass communication education.

Problems such as e-education to students are less about internet connectivity, understanding of technology, incomplete content taught in the course and distance from the teacher. Especially in rural areas, the lack of access to both digital infrastructure and technological resources is a major hindrance for students.

Never do we know if the students prefer an online systems or offline learning system. LMS platforms have brought a new level of flexibility and accessibility but the traditional classroom has not lost its relevance when it comes to practical learning, experimentation and interaction.

Thus, this paper strives to explore how LMS platforms have affected the media students in Punjab and their efficacy offering quality education.

4. Objectives of the Study

1. The objective is to Analyze role of LMS platforms for Students in Media Institutions of Punjab.
2. To study on the objects of does LMS platform provides student with right and complete course content.
3. The purpose is to the use of technology knowledge and involvement in LMS based learning among students.
4. To analyzing the preference of students from online vs MYT offline learning systems.
5. To analyze the accessibility of LMS platforms available for rural students.

5. Research Questions

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- Do LMS platforms serve the right academic material to students?
- Do students tend to spend time on LMS?
- How well do students know LMS technology?
- Do students like online classes or offline classes?
- Does it seem that LMS platforms have equal access to all students, both rural and urban?

6. Hypotheses

Null Hypotheses (H0)

H01 — the use of LMS has no significant relationship with student learning effectiveness

H02: There is no difference between rural and urban students as far as LMS accessibility

Alternative Hypotheses (H1)

H11: Student learning effectiveness is significantly improved (by LMS use).

H12: The safety of LMS is different in rural and urban students.

6. Research Methodology

(i) Research Design

There is a descriptive research design for the present study. Descriptive research is a kind of research that explores the existing phenomenon, conditions, feelings and perceptions of the respondents with regard to a particular topic. While through the descriptive method in this research it will be very helpful to measure the students experience, perception and contribution into Learning Management Systems (LMS) media works institutions.

The study used descriptive design because it is focusing on

@ Students know LMS platforms

The availability of online learning systems

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· Access to up-to-date course material

· Online or offline learning · What do students want as for online and offline?

· Technological awareness among students

· Difference in accessibility urban and rural

The Design offers scientific and factual details regarding the usage of LMS platform in journalism and mass communication institutions in Punjab.

(ii) Research Method

For Primary Data: The study will use the Survey Method.

This approach to survey research is one of the most common techniques used in media and communication studies since, through this instrument, researchers gather information directly from respondents. Researchers are able to learn what students feel, believe, do and experience with LMS platforms using surveys.

The reasons for choosing the survey method are as follows

- It permits collecting data from huge number of students.
- It is economical and time-saving.
- It aids in getting quantitative details.
- It provides for an easy comparison between the responses.
- It conveys accurate information about the perception of students.

To carry out this survey, structured questionnaires were distribute amongst the students of journalism and mass communication in Punjab both online & offline.

(iii) Survey Area

The selected area of Study is Punjab.

LMS for academic activities in Punjab, as several universities and colleges in the state had switched to LMS platforms post digital transformation in higher education. The state has urban as well as rural populations and is appropriate for exploring differential access to technology and participation in online learning.

(iv) The survey covered students from:

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· Universities

· Private media institutes

· Journalism departments

· Mass communication colleges

· Professional media training institutions

Its research specifically looked at institutions located:

· Chandigarh region

· Ludhiana

· Amritsar

· Jalandhar

· Patiala

Rural Punjab educational areas

Population of the Study

The study population comprises of Journalism and Mass Communication students of media institutions in Punjab.

The target population includes:

· Undergraduate students

· Postgraduate students

· Media diploma students

· Students using LMS for academic assistance

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Since multimedia learning, assignments, presentations, and online communication are widely utilized by media students in digital learning systems through multiple representations (text, audio)-digital tools tend to be the right population

(v) Sampling Technique

Sampling Method — Convenience Sampling (study follows the Convenience Sampling Method).

The non – probability sampling method you choose here is convenience sampling, where respondents are part of a sample based on their availability.

The technique was selected because:

· Students were accessible on online portals.

Media institutions made it easy to access respondents.

· It reduced time and cost.

· It assisted in collating immediate feedback from students who were engrossed in powering the LMS platforms.

While convenience sampling may not be the most generalizable method, it is appropriate for exploratory and descriptive academic studies.

(vi) Sample Size

The full study sample consists of 200 students.

Covers students studying at different media institutions in Punjab. To ensure representation across rural and urban students.

(vii) Distribution of Sample

Category	**Number of Respondents**
Urban Students	110
Rural Students	90
Total	200

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The sample size was deemed adequate to produce responses as well as make any statistical interpretation.

7. Sources of Data Collection

This study is based on both Primary Data and Secondary Data.

A. Primary Data

The data was collected from respondents using a structured questionnaire.

His and her objective questions, on the questionnaire were opinion-based questions about

· LMS usage

· Accessibility

· Content quality

· Internet availability

· Technological understanding

· Learning preferences

Questionnaires were distributed through:

· Google Forms

· WhatsApp groups

· Email communication

· Printed questionnaires

B. Secondary Data

Secondary data were collected from:

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· Research journals

· Academic books

· UGC reports

· Government reports

· Educational websites

· Published research papers

· Online databases

Secondary data discussed previous works on online learning related to LMS systems.

Research Tool

The main research instrument we use is a structured questionnaire.

The questionnaire was crafted to elicit responses as accurately as possible. Language that is simple and easy to be understood.

The questionnaire includes:

· Multiple-choice questions

· Yes/No questions

· Opinion-based questions

· Preference-based questions

It was chosen because this tool allows for standardized information to be collected from any respondents.

Data Analysis and Graphical Representation

Graph 1: LMS Platform Regular Usage

Response

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Percentage

Yes

79%

No

21%

Interpretation :-

The graph shows that the vast majority of students use LMS platforms on a regular basis for academic activities. Thus digital learning systems have been incorporated into the media education in Punjab.

Yes : 79%

No : 21%

Graph 2 : Readiness of Accurate Course Content

Response

Percentage

Yes

73%

No

27%

Interpretation :-

Students think that LMS platforms offer authentic and complete course materials. On the other hand, some respondents said that study materials are not uploaded on time.

Yes : 73%

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No : [redacted] 27%

Graph 3: Acumen of LMS Technology

Response

Percentage

Good Understanding

61%

Moderate Understanding

29%

Poor Understanding

10%

Interpretation :-

As the graph details, most students have enough technological literacy to effectively use LMS platforms. Still, this is not technical training that some students speak about.

Good : [redacted] 61%

Moderate : [redacted] 29%

Poor : [redacted] 10%

Graph 4: Preferred Learning Mode

Learning Mode

Percentage

Online Learning

31%

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Offline Learning

49%

Blended Learning

20%

Interpretation:-

The study shows that students still opt for classroom learning over offline classrooms where they find better interaction and practical exposure. But blended learning is a booming field.

Online : [redacted] 31%

Offline : [redacted] 49%

Blended : [redacted] 20%

Graph 5: LMS Platform Experience in Rural Settings

Response

Percentage

Adequate Access

44%

Limited Access

56%

Interpretation:-

As shown in the graph, a number of children from rural areas still experience issues connecting correctly to the internet as well as getting access to sufficient technology.

Adequate Access : [redacted] 44%

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Limited Access : [redacted] 56%

Reliability of the study data collection tools

Reliability

Is the degree to which research findings are stable and occur consistently. In this particular way, responses were standardized and kept consistent by using a socially-desired-presentation of the study tool (i.e.

The following measures were adopted:

The questions were simple and straightforward.

· Respondents were expected to have adequate time.

· Questions with a common purpose were organized together.

· A very large sample of responses were taken.

Validity

Validity refers to whether an instrument actually measures what it is intended to.

The questionnaire was validated by:

· Reviewing previous studies

· Consulting academic supervisors

Matching study questions with study objectives

Relevant, comprehensible terminology

Ethical Considerations

Study Design: The study was an ethical research practice.

- Participation was voluntary.
- Respondents' identities were kept confidential.
- Data were studied only for academic purpose.

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- Respondents were given information on the study topic.
- No misleading information was provided.

Limitations of the Study

1. The study is limited to Punjab only.
2. The sample size is limited to 200 respondents.
3. Convenience sampling m

8. Data Analysis and Interpretation

Table 1: Students Regularly Using LMS Platforms

Response	Number of Students	Percentage
Yes	158	79%
No	42	21%

Interpretation

The majority of students regularly use LMS platforms for academic purposes. This indicates a high level of LMS adoption among media institutions in Punjab.

Table 2: Availability of Accurate Course Content

Response	Number of Students	Percentage
Yes	146	73%
No	54	27%

Interpretation

Most students believe that LMS platforms provide accurate and complete course materials. However, some students reported issues regarding incomplete notes and delayed uploads.

Table 3: Students' Understanding of LMS Technology

Level of Understanding	Number of Students	Percentage
Good	122	61%
Moderate	58	29%

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Level of Understanding	Number of Students	Percentage
Poor	20	10%

Interpretation

The findings indicate that most students possess adequate technological understanding. However, some students still require technical guidance and digital literacy training.

Table 4: Preference Between Online and Offline Learning

Learning Mode	Number of Students	Percentage
Online Learning	62	31%
Offline Learning	98	49%
Blended Learning	40	20%

Interpretation

Offline learning remains the preferred mode among students because of better classroom interaction and practical exposure. However, many students support blended learning approaches.

Table 5: LMS Accessibility Among Rural Students

Response	Number of Students	Percentage
Adequate Access	88	44%
Limited Access	112	56%

Interpretation

The findings reveal that rural students continue to face difficulties related to internet connectivity and digital infrastructure.

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9. Discussion

The study highlights that LMS platforms have become an important component of media education in Punjab. Students actively use LMS platforms for attending classes, accessing study materials, submitting assignments, and communicating with teachers.

One of the major advantages of LMS platforms is flexibility. Students can access educational materials anytime and from any location. Recorded lectures and digital resources also help students revise academic content according to their convenience.

The findings also indicate that students generally receive accurate course content through LMS platforms. However, the effectiveness of online learning depends significantly on internet connectivity, technological infrastructure, and students' digital literacy.

Rural students face greater challenges compared to urban students. Many rural students experience unstable internet connections and lack proper digital devices. These factors reduce their participation in online learning activities.

Another important observation is that students still prefer offline classroom learning. Media education involves practical activities such as reporting, production, photography, anchoring, and audiovisual communication, which require direct interaction and hands-on training. Therefore, fully online education may not be sufficient for journalism and mass communication courses.

The study also shows growing acceptance of blended learning systems. Students appreciate the convenience of online learning while also recognizing the importance of face-to-face classroom interaction. Therefore, a blended approach combining online and offline teaching methods can provide better educational outcomes.

10. Major Findings of the Study

1. LMS platforms are widely used among students of media institutions in Punjab.
2. Most students receive accurate and useful course content through LMS platforms.
3. Students actively participate in online academic activities.
4. The majority of students possess moderate to good technological understanding.
5. Offline learning is still preferred by many students.
6. Blended learning is becoming increasingly popular among students.
7. Rural students face difficulties related to internet access and digital infrastructure.

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8. Technical training programs are necessary for effective LMS usage.

11. Conclusion

The integration of Learning Management Systems into media education has significantly transformed the teaching-learning process in Punjab. LMS platforms have improved accessibility, flexibility, and communication in educational institutions. Students can now access course materials, recorded lectures, assignments, and academic resources more conveniently than before.

The study reveals that LMS platforms provide accurate academic content and facilitate active participation among students. However, challenges such as internet connectivity issues, lack of digital literacy, and limited rural accessibility continue to affect the effectiveness of online learning systems.

Although online learning offers flexibility and convenience, students still prefer offline classroom learning due to better interaction, practical exposure, and communication with teachers. Journalism and mass communication education particularly requires practical and collaborative learning experiences that are difficult to replicate entirely through online platforms.

The study concludes that blended learning is the most suitable approach for media education. Combining online and offline teaching methods can provide flexibility along with practical classroom interaction. Educational institutions should therefore focus on strengthening digital infrastructure, improving technological training, and ensuring equal accessibility for students from both urban and rural areas.

12. Suggestions and Recommendations

1. Educational institutions should provide regular LMS training programs for students and faculty members.
2. Institutions should ensure timely uploading of accurate and updated course content.
3. Government agencies should improve internet infrastructure in rural areas.
4. Institutions should establish technical support systems for students facing LMS-related difficulties.
5. Media institutions should adopt blended learning methods for better educational outcomes.
6. Practical workshops and interactive sessions should be integrated into LMS platforms.
7. Universities should develop user-friendly LMS interfaces to improve student participation.
8. Digital literacy programs should be organized for students from rural backgrounds.

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