The Importance of E-Learning in Present Day Education

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ABSTRACT- The potentials of e-learning are likely to be explored for many years to come in view of some of its obvious logistical benefits for learners and apparent financial incentives for institutions. One would hope that such exploration of teaching practice would have a parallel research program to investigate the nature and effects of dialogue and communities of enquiry in e-learning in higher education. The common sense approach to this issue is to compare outcomes of e-learning with those of classroom learning, but this approach has proven to be too simplistic to satisfy those attempting to understand the characteristics and potential of e-learning.

KEY WORDS*: Need, Importance, E-Learning, Quality Education.*

1.   INTRODUCTION:

Education plays an important role in the development of a country. The better technique used for. Teaching and learning the education in the primary and secondary schools, the strong the generation of the nation to tackle the international problems. For this purpose today the most advanced technology can be used for teaching and learning is the computer with advanced technology and fast speed fulfilling all the needs of the student and the teacher.

As we approach the 21st century, several new, more powerful technologies are just beginning to make their way into classrooms across the nation. For example, new personal computers support "multimedia" educational software that employs both sound and 'video to teach students facts and concepts. Advances in telecommunications technologies have spurred access to the Internet, allowing students and teachers to communicate with people from around the world via electronic mail, or "e-mail" as it is commonly known. New ways of obtaining and presenting information have given students powerful new ways of analyzing and understanding the world around them.

Benefits of technology use for education:-

Assessment of student progress:-

Technology offers several advantages over traditional methods of student assessment. For example, multimedia technology expands the possibilities for more comprehensive student assessments that require students' active participation and application of knowledge. The immense storage capacity enabled by technology such as CD-ROMs

allows schools to develop electronic portfolios of students' work. A single CD can hold exact copies of students' drawings and written work, recordings of the child' reading aloud, and video images of plays, recitals, or class presentations. By saving work samples on different subjects at different times during the year, teachers can display them in rapid succession to demonstrate and assess growth. A recent development, computer-adaptive testing, promises to administer tests more efficiently by automatically adjusting the level of difficulty of the questions until it correctly ascertains a student's level of proficiency,

Student Motivation:

The use of technology in the classroom improves students' motivation and attitudes about themselves and about learning. Technology-rich schools report higher attendance and lower dropout rates than in the past. Students are found to be challenged, engaged, and more independent when using technology. By encouraging experimentation and exploration of new frontiers of knowledge on their own through the use of technology, students gain a greater sense of responsibility for their work--producing higher-quality assignments that reflect the increased depth and breadth, of their knowledge and talent. And technology energizes students, because they often know more about its operation than do their teachers.

Improved Teacher Skills:-

Technology helps teachers improve their classroom practice by expanding their opportunities for training and by fostering collegial work with other teachers and professionals. For example,

videodiscs and CD-ROM multimedia presentations are being used to show, prospective teachers how contrasting styles of teaching affect student engagement and achievement. Similarly, distance learning technologies are being used to deliver staff development courses across 90 school districts in California. These courses are being led by experts, many of those, who are teachers themselves. Teacher participants have the opportunity to call in and interact with the experts by telephone, as well as to engage in discussions at each school site led by facilitators.

Particularly promising to teacher skill development are electronic networks that allow teachers to overcome the isolation they experience in their classrooms. By bouncing ideas off peers and sharing experiences and resources with like-minded colleagues across the country, they are gaining enthusiasm, confidence, and competence. As one principal note, "E-mail allows teachers to pose questions to each other and to me when they have the time. On the system, we can respond to each other at our convenience, and we avoid the 'let's talk later' syndrome that is part of working with children". Other professional activities of teachers who use telecommunications include accessing relevant student information, accessing educational research, downloading lesson plans, and accessing libraries.

2. NEED OF E-LEARNING:

It is possible to improve the standards of education through "E-learning" . E-learning is learning on internet time. E-learning is the network technology design, deliver, select, administer and extend learning and to equip with recency of developments and happening.

E- Learning is dynamic, individual collaborative, operates in real time and comprehensive.

Thus E-learning helps the students to gain the world wide information. With this they can increase their knowledge in fitting way and can develop their educational career or in a meaningful way to meet the demands of society as well to become comfortable. Hence the investigator felt that there is a need to conduct research in this field.

Quality Education through E-LEARNING :-

The Knowledge is transmitted from different directions in different dimensions. What we learn today will become obsolete tomorrow and the education, which we give today, may not be suitable for tomorrow. So, there is a need for quality control in education. In other works, overhauling is needed in education from time to time. To maintain the standard or quality in education, one should make use of computer technology

in the teaching and learning process. In general, it is possible to improve the standard of education through "e-learning".

Quality Improvement in Education:-

This concept is a little bit relative and wider in natur4e. the National Assessment and Accreditation Committee (NAAC) has given the following criteria to assess the quality or the standard of educational institutions. They are

1. Curricula Aspect.
2. Teaching-Learning and Evaluation.
3. Research, Consultancy and Extent ion.
4. Infrastructure and Learning Resources.
5. Student Support and Progression.
6. Organization and Management.
7. Healthy Practices.

To maintain the quality, an education institution needs a lot of resources to meet the aforesaid criteria. Many institutions in our country may not have the adequate resources to maintain the quality or standard in education and hence it is not possible for al the educational institutions to have a uniform standard in education. If we follow a single centralized system for education, by keeping all the resources in one particular area and providing facilities for all the institutions to make use of the same resources through network, then we can expect the same quality or standard of education in almost all the institutions.

This can be achieved through "e-learning", which involves the use of all the email, e-journal, e-book an so on. In other words, we need e-learning in general to improve and to maintain the quality in educational systems.

Quality Improvement in Education through e-learning :-

What is e-learning ?

➢ E-learning is learning on Internet time
➢ E-learning is the convergence of learning and the Internet.
➢ E-learning uses the power of networks, primarily those that rely mot only on Internet technologies but also satellite networks, and digital content to enable learning.
➢ E-learning is the use of network technology to design, deliver, select, administer, and extend LEARNING.
➢ E-learning is Internet enabled learning; Components can include content delivery in multiple formats, management of the learning

experience, and networked community of learners, content developers and experts. E-learning provides faster learning at reduced costs, increased access to learning, and clear accountability for all participants in the learning process. In today's fast paced culture organizations that implement E-learning provide their workforce with the ability to turn change into an advantage.

Important Features of E-learning to Provide and Maintain Quality in Education :-

➢ **E-learning is dynamic.** Today's content, in real time, not old news or "shelf ware." On-line experts best sources, quick and dirty approaches for emergencies.

➢ **E-learning operates in real time.** You get what you need, when you need it.

➢ **E-learning is collaborative.** Because people learn from one another, e-learning connects learners with experts, colleagues, and professional peers, both in and outside your organization.

➢ **E-learning is individual.** Every e-learner selects activities from a personal menu of learning opportunities mos5t relevant to his /her background, job, and career at that very moment.

➢ **E- learning is comprehensive.** Learning provides learning events from many sources, enabling the e-learner to select a favored format or learning method or training provider.

Legitimate E-learning :-

The real or legitimate e-learning likely to.

➢ Focus on the needs of the learner, not the trainer or institutions.

➢ Take advantage of the net real-time, anywhere, anytime.

➢ Bring people together to collaborate and lean together.

➢ Personalize, often by combining "learning objects" on the fly.

➢ Offer more than one learning method. E.g. virtual classroom and simulation and self paced instruction.

➢ Incorporate administrative functions such as registration payment and charge backs, monitoring learner progress, testing and maintaining records.

Some of the Pitfalls in E-learning ;-

➢ At present, e-learning is really expensive with respect to Indian context.

➢ Skill based learning through e- learning is little bit difficult.

➢ Learning on the desktop is one of the benefits that is better in theory than in practice. Learning complex subjects requires concentration.

Benefits of E-learning Vs Class Room Learning

	Classroom	E-Learning
• Access • Quality • Measurement of Results • Retention of Information	Limited Varied Manual Varied	Unlimited Consistent Automatic High

Suggestions to make E-learning Possible in India :-

They are some of the suggestions to make E-learning possible in India.

➢ Encourage all the universities to have networking among themselves by providing funds generously.

➢ Minimize the cost of computers and motivate the learners to purchase computers by offering loans with minimum interest.

➢ As Internet functions needs the use of telephone, telephony, should be technologically improved and the government should make all the local calls free; thereby Internet accessing will become cheaper.

➢ Internet facilities should be provided to the rural areas and computer literacy program needs to be conduct in rural areas.

➢ Make the knowledge of computer compulsory for all types of recruitments.

➢ Develop the habit of reading through computer monitors.

3. CONCLUSION:

- Learners can gain some practice in online communication that may be valuable for performance in other contexts.

- Negotiation of meaning, and negotiation of form, have been observed in online communication, but may not compare favorably to face –to – face conversation, quantitatively.

- Learners have been observed developing syntactic, pragmatic, and intercultural competence through in online communication.

- The function of online communication is not limited to a tool that teachers can use to construct collaborative tasks for learners; it is potentially a transformative tool that each learner, depending on his or her own knowledge and agency, can use to construct an identity as a user of the beyond the classroom.

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