

IMPACT OF E-LEARNING ON PERFORMANCE OF SCHOOL TEACHERS IN INDIA

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Abstract

Abstract This paper presents challenges and factors influencing e-learning on the performance of School Teachers in India. The paper is related to e-learning solutions including the educational context of e-learning and pedagogical principles which inform e-learning approaches, examples of e-learning approaches and technologies, and the rapid changes being experienced in educational systems in India. It then provides a summary of what is known about the impacts of e-learning on education, society and performance of school teachers. Issues such as change in teaching style, training required and the impact of e-learning on the workforce in schools and educational attainment are discussed. In the end some key best practices are provided.

Key words: e-learning, Pedagogical attainment, Performance

Education: "...finite opportunities within infinite possibilities..."

E-learning is essentially a computer- and network-enabled transfer of skills and knowledge. E-learning applications and processes include web-based learning, computer-based learning, virtual classroom opportunities and digital collaboration. The content is delivered via the internet, intranet/extranet, audio or video tape, satellite TV and CD-ROM. The use of Internet technologies is to deliver a broad array of solutions that enhance knowledge and performance. (Rosenberg,2001). E-learning is Internet-enabled learning. (cisco).

Learners' needs and interests are the key conductors in an E-Learning class. While participating in online courses, students use various technology resources to gain information and skills required; online lecture environments, testing and assessment, discussion boards, chats, audio and video conferencing are examples of resources. Features such forums, wikis, blogs and others allow a simple delivery, monitoring and interaction in courses. On

top of its easy delivery of information and interactive nature, the main benefit behind using the E-Learning instead of the traditional way is that Learners develop communication as well as personal skills such as autonomy, analytical perception, abstraction and others. Students may explore current and future technologies and learning systems, which impact ELearning development, management, and implementation. However, a combination of both Elearning and face-to-face classroom works well when human flavor is important for the material in hand.

New E-Learning technology continues to become greatly accessed and implemented by and for people of all walks of life. Increasingly, the technologies are becoming more integrated as an invisible and ever present part of a global system. It has made educational design an important skill for corporate trainers and adult educators to have. Trainers and others who are responsible for designing instruction for learners must keep updating their knowledge with changing training and education technology to infuse E-Learning into teaching and instructional models. All

educators approach this new paradigm with varying degrees of enthusiasm and concern. Delivering courses online can improve the teaching skills and offer unprecedented learning opportunities for the students; yet, it is important to consider both the good sides and bad sides of online learning so you can be better prepared to face the new challenges as well as embrace the new opportunities.

Central Board of Secondary Education (CBSE) has partnered with five international and national publishers to provide students with online resources for English, science, social sciences and mathematics including over 4500 animated content, 80 hours of live lectures and six hours of digitized simulation material starting August 2013, reports Times of India. The report states that the material will be available for free to government schools affiliated to the board while public schools can access the content for Rs 2 per month for classes I to VIII and Rs 10 per month for secondary classes.

Challenges in India

- Some of the challenges in India are
- Lack of proper centralized planning and implementation of e-learning system in schools.
- The high cost of such learning environment limiting its access to all kinds and levels of students.
- Some parents still believe that E-Learning is minor compared to the regular process of teaching.
- The young age of the students required to have maturity and responsibility.
- Number of students is exceeding acceptable average.
- English language is a basic language in

learning, but rural areas lack in understanding so they might find difficulties when using the system.

- The use of technology in the rural region is not as widely used as in urban.

Objectives

- To study the change in teaching style of teachers (present and future).
- To study the training required for such e-learning methods to be properly implemented by the teachers.
- To estimate the changes required in the curriculum for its better implementation.
- The effectiveness of e-learning system on the performance of the teachers.

Research Methodology

The paper is an attempt to explore the subject matter, i.e., "E-learning methods and its effect on teacher's performance". The author has utilized the secondary methods of data collection; such as online research, magazines, and articles. Visit to different schools and interviews of the teaching members.

Findings

In India the major players of e-learning platform providers are, MacMillan India, Learnpedia, Applect Learning Systems, which runs the e-learning site MeritNation, Greycells18 Media, the company set-up by Network18 and Educomp, which owns the Topper Learning brand in India, Prepora-Exam prep app, Pearson owned TutorVista and Edwecate.com. Some others are:

<http://www.classontheweb.com/>

<http://www.elearningatschool.com/teacherdeveloped.html>

<http://www.classteacher.com/>

<http://www.extramarks.com/>

The learning material is made available as CDs and in pen drives to aid economically backward students without internet connection. Education Boards are making a decision to supplement text book learning with digital resources indicates a major shift in the way one of the most widely studied education boards is the country is approaching learning. The service providers offers study material in the form of DVDs, micro SD cards, for any android based tablets. The Applet Learning Systems, which runs the e-learning site MeritNation, had raised Rs 30 crore funding from Info Edge (India). MeritNation is an e-learning site which targets school students (Class 1-12) across various educational boards like CBSE and ICSE among others, in India. The company currently claims to have around 3 million users across 9 countries. Some other new start-ups have introduced the subscription based education channel Topper TV, and website, Topperlearning.com, had launched Android mobile apps developed for school children in classes 6th till 10th. The Prepora-Exam prep app, allows students to select subjects and individual topics and answer multiple choice questions in a gamified environment. Pearson owned TutorVista is another company that provides online tutoring to students, using Voice-Over-Internet-Protocol and online whiteboards to connect instructors in India with school and college students, principally in North America. Edwecate.com is also an e-learning company focused on multimedia based educational content.

The IBM Learning Alignment framework includes offerings that can empower teachers to provide individualised instruction for students based on real-time data. We can help your school close

achievement gaps and improve resources for students, teachers and parents while helping you manage costs.

Teachers have started using the e-learning tools in the classroom teaching and they are the ones which require the computer skills and software handling. The ICT is has assisted in making the learning process synchronous, flexible, dynamic and student friendly. It is a major tool in teaching for the teachers. A live wire in learning process, it transfers the concepts 100%. Makes learning an experience. In the e-learning environment the instructor's main role is to deliver and prepare the information, guide the students and offer instructions and support whenever needed. Successful teachers in a centered classroom do not always translate to successful online instructors. If the ICT Teachers do not properly control the online delivery and methodologies, the success of the online program will be compromised. On top of the skills the facilitator should have the online instructor should be able to compensate for lack of delivering content caused by different factors. He/she should create support in terms of alternative material, questions forums, availability and back up plans. It improves the result of the students. To have full understanding of the E-Learning, Teachers need to;

- Have proper (advanced) training of the concept, base, computer skills and software used for teaching.
- The limitations and shortcomings associated with the e-learning systems must be monitored.
- The knowledge of local language or dialect must be kept in mind while teaching, esp. in rural areas.

- The knowledge gap in the students must be observed while teaching.
- The high level of understanding, interaction and in depth assessment must be followed.

Conclusion

It will be a long long time before good old classroom teaching disappears (perhaps never) but alternative methods such as e-learning is certainly picking up. Suburban schools that flaunt "smart" classes and a digital teaching experience stand testimony to the fact that technology is making inroads into the vast education sector of India.

Although basic didactical elements may be problematic within the E-Learning situation, the necessity for didactical aspects such as defining competencies, determining learning objectives and implementing assessment methods can be considered as very essential for online courses. As it was revealed, the assessment and the grading should not be realized by only using quizzes. There are several other ways to assess the learning process, which might work better or worse for defined objectives, like assigning tasks and assignments to enhance the student's knowledge on the course and make sure that he is fully aware

of the material's content. In fact, mediating objectives of the affective domain through E-Learning is always more extensive and might not be assessable in online courses. Furthermore, it is also very hard to reach high-level objectives for all kinds of competencies within pure technology-based learning and teaching.

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