E-Learning Effectiveness towards Teachers and Students

Mrs. Mukta Soni

Assistant Professor (Extension Basis) in Commerce, GCW College, Rohtak

ABSTRACT

Learning process is the act of obtaining knowledge, instructive, social, capacity, data, practices, pretention and even aggregate identity passionate state, doubt, mentality, morals and brains animate considering, investigating issues.

E-Learning is a noteworthy tool for quick communication, better correspondence and assistance of both guideline and learning techniques. The ceaseless and discerning checking of instructors, understudies and group discussion is extremely basic for the acknowledgment and reasonability of e-learning.

INTRODUCTION

The use of information and Internet technologies as teaching and learning tools is now rapidly expanding into education. Electronic learning (e-learning) is one of the most popular learning environments in the information age. Thus, e-learning efforts and experiments currently receive enormous attention across the globe. Essentially, e-learning, unlike traditional learning, is another way of teaching and learning. From e-learning definitions, it acknowledges challenges posed by diverse of learners and instructors. Indeed, e-learning extends traditional learning paradigms into new dynamic learning models through computer and Web technologies. However, only a small amount of e-learning literature assesses both instructors' and learners' attitudes toward using e-learning as teaching and learning tools. E-Learning is still developing rapidly, supported by increasing sophistication of information technology and by better understanding of how to make content and delivery of e-courses more effective. Moreover, various types of eLearning support system have been increasingly introduced to higher education institutions in an effort to meet the student-centred learning paradigms recommended by UNESCO (UNESCO, 1998).

What is e learning?

When it comes to education, the model has been pretty straight forward- up until the early '00s education was in a classroom of students with a teacher who led the process. Physical presence was a no-brainer, and any other type of learning was question able at best. Then the computer evolution happened and it radically changed the learning landscape In essence, e - learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered though the internet, although in the past it was delivered using a blend of computer- based methods like CD- ROM.

BENEFITS OF E-LEARNING

E-learning has few advantages:

- Freedom to decide when each online lesson will be learned.
- Lack of dependence on the time constraints of the lecturer.
- Freedom to express thoughts, and ask questions, without limitations.
- The accessibility to the course's online materials at students' own election.
- **Any time:** A participant can access the learning program at any time that is convenient.
- **Any place:** The participants do not have to meet.
- **Asynchronous interaction**: Interactions can be more succinct and discussion can stay more on-track.
- **Group collaboration:** Electronic messaging creates new opportunities for groups to work together by creating shared electronic conversations and discussion.
- **New educational approaches:** Many new options and learning strategies become

LIMITATIONS OF E-LEARNING

- **Motivation:** Some people contend that employees have to be extremely motivated to actually get something out of online training. I would argue that the same is true for in-class training. Just because you're in the room doesn't mean you're learning. As e-learning course developers, it's our job to make our courses engaging to ensure our learners pay attention and soak up the information.

- **Less face-to-face interaction.** One thing people worry about with e-learning is isolation. Won't learners miss out on discussions with peers? How will learners ask questions? There are many ways to counteract this potential for isolation, for example, by recreating the social aspect of training online, via discussion boards or instant messaging, or by supplementing e-learning courses with in-class sessions.

- **Access to technology.** By definition, e-learning requires learners to access courses using some sort of technology. If they don't have the device or internet connection required, they won't be able to take the course. The best way to avoid this kind of problem is to identify the learner environment prior to development.

RESEARCH METHODOLOGY

Meaning

Research is a common parlance refers to search for knowledge. One can also define the research as a systematic and scientific and systematic search for pertinent information for a specific topic. In fact research is an art of scientific investigation. Dictionary definition of research is a careful investigation or inquiry specially through search for new facts in any branch or knowledge. Some people consider research as a moment from the known to the unknown. It is actually a voyage of discovery. We all possess the vital instinct of inquisitiveness. When the unknown confronts us more and more inquisitiveness is the mother of all knowledge and the method which one employee for obtaining the knowledge of whatever the unknown can be termed as research.

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also define as the study of methods by which knowledge is gained. Its aim is to give the work plan of research.

Objective of the study

- To examine the e-learning effectiveness.
- To examine the benefits for the students.
- To examine the benefits for the teachers.

Sources of Data

Primary data: In this method, the data is collected by the researcher himself by using different methods like survey, personal investigation/interview, telecommunication, and questionnaire. In this project report questionnaire method is used by me. For a new research this method is mostly used.

Secondary data: In this method, the data is already collected by someone else who is published. The data can be taken from magazines, journals websites, etc. The basic information is provided which can help in research. In this project report research some information is taken from websites by me.

AREA OF SURVAY: Rohtak

NO. OF RESPONDENTS: Students - 20
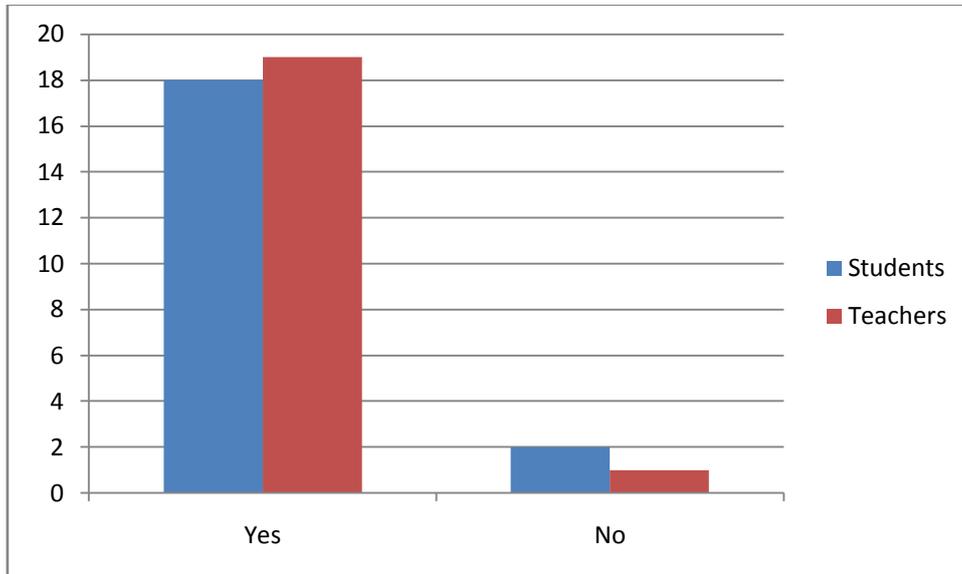   Teachers - 20

Limitations of my Project Report:

- Small sample size.
- Collecting primary data is time consuming.
- Collecting primary data is expensive.
- Consist of Convenient.

DATA ANALYSIS

Table No.1: Using E-learning by students and teachers

| Respondents	No. of Respondents		Percentage	
	Yes	No	Yes	No
Students	18	2	90	10
Teachers	19	1	95	5
Total	37	3	185	15

Interpretation: From the above chart, we came to know that the 90% students use the e-learning and 10% doesn't use e-learning.

Teachers use 95% e-learning and 5% doesn't use e-learning. Mostly e-learning is used by the teachers and students.

**Table No. 2: Access to a Network Computer by Students**

Respondents	Home/Residence	School/college
Students	3	15
Percentage (%)	16.60%	83.40%
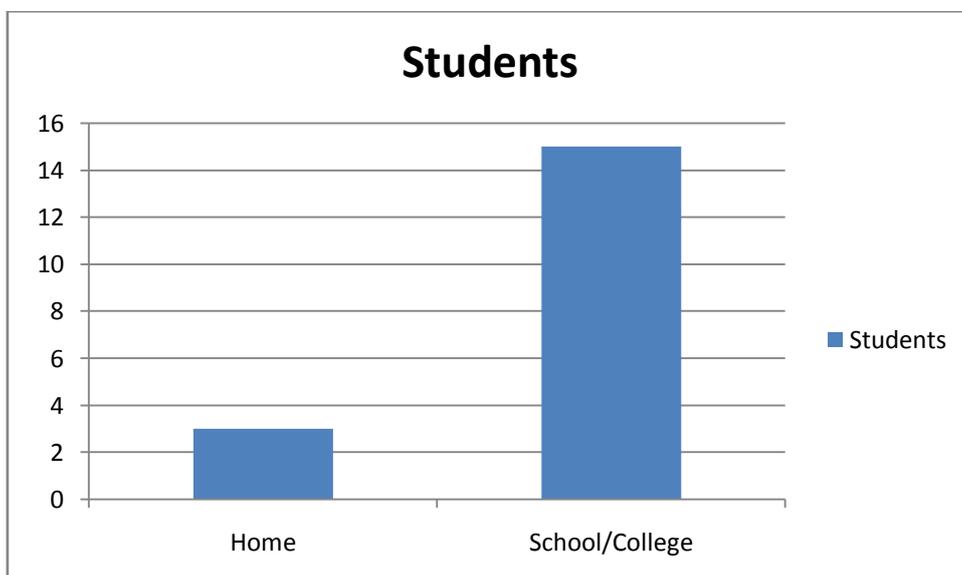
Interpretation: From the above data and the chart, we get to know that students mostly access to a computer at school/college, it's likely 83% and only 17% at home.

Table No. 3: Type of school teach by teachers.

Respondents	Schools	College
Teachers	5	14
Percentages (%)	26.31%	73.69%
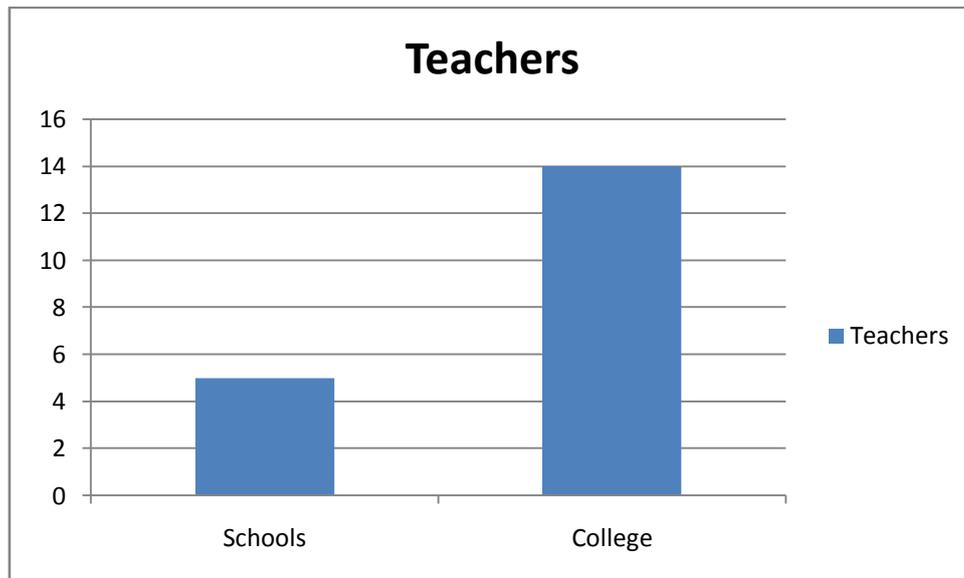
Interpretation: In my report, with the help of chart, we can see that the teachers mostly use e-learning while teaching in college 73.69% Only 26.31% teachers use e-learning in schools while teaching the students.

Table No. 4: Using of e-learning with different purpose

| Respondents	Upload documents	Fill out online quizzes	Write texts/home works	Others
Students	12	1	2	3
Teachers	6	2	10	2
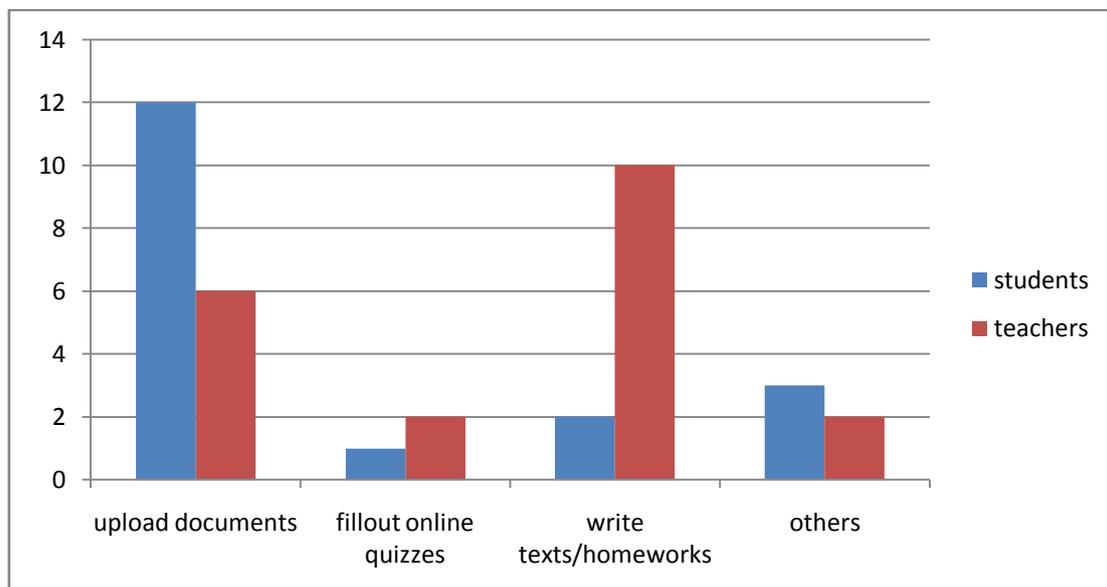
Interpretation: As from the above chart, we can see that students are using e-learning mostly for uploading documents 66.6%, for filling out online quizzes 5.5%, for write texts/home works 2% and for other work only 16.65% students use e-learning.

Teachers mostly use e-learning for writing texts/projects 52.6%, for uploading documents 31.15%, for filling out online quizzes 10.5% and for other woks it is 10.5%.

Table No. 5: Student using e-mail/ Internet

Respondent	Very Rarely (A)	Occasionally (B)	Few Times(C)	Every day (D)
Students	2	1	8	7
Percentages(%)	11.1	5.5	44.4	38.8
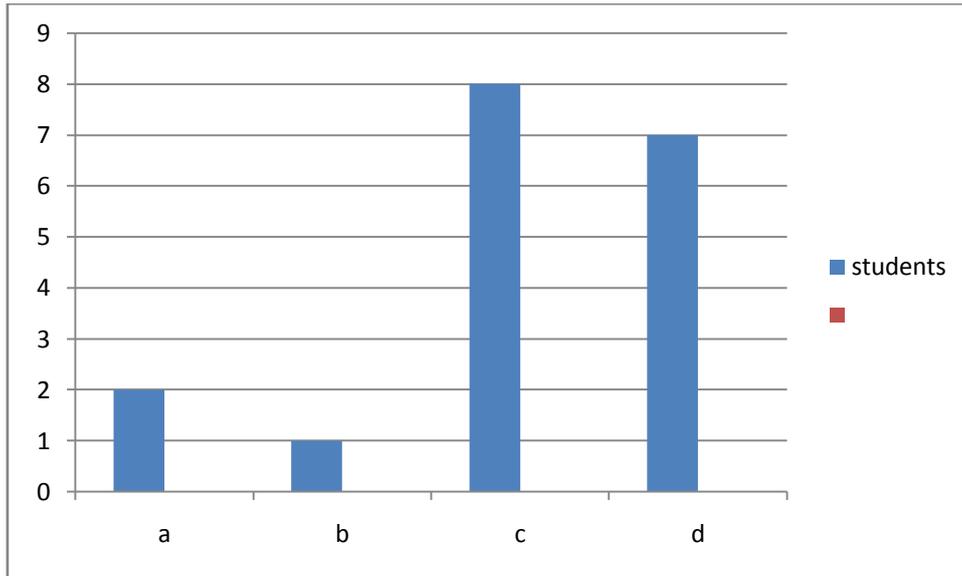
Interpretation: As we can see, students access there e-mails/internet 44.4% access few times a week, 38.8% everyday, 11.1% very rarely, if ever and 5.5% occasionally.

**Table No. 6: Teachers access their students learning paths.**

Respondent	Grades(A)	Points(B)	Percentages % (C)
Teachers	2	9	8
Percentages%	10.52%	47.36%	42.10%
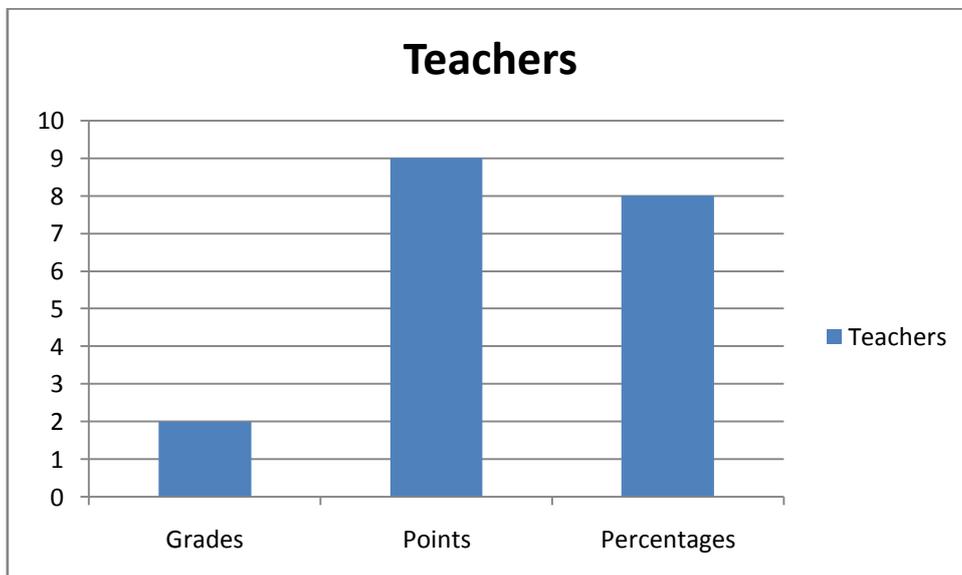
Interpretation: In the above chart, it is clear that teachers access their students mostly by points 47.36%, 42.10% teachers by percentages and with grades only 10.52% teachers access their students.

Table No.7: Benefits while using e-learning.

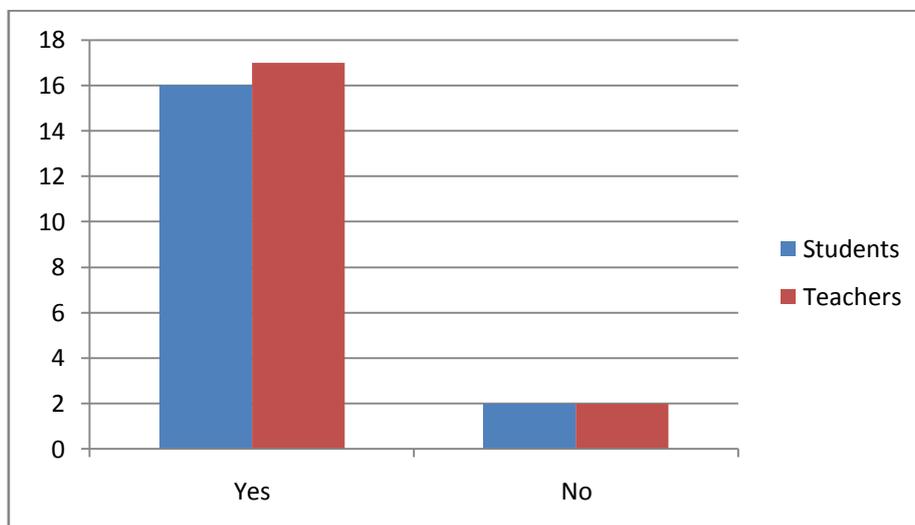| Respondents	Free from classes	High learning styles	Full attention	Others
Students	2	2	12	2
Teachers	1	9	8	1
Total	3	11	20	3
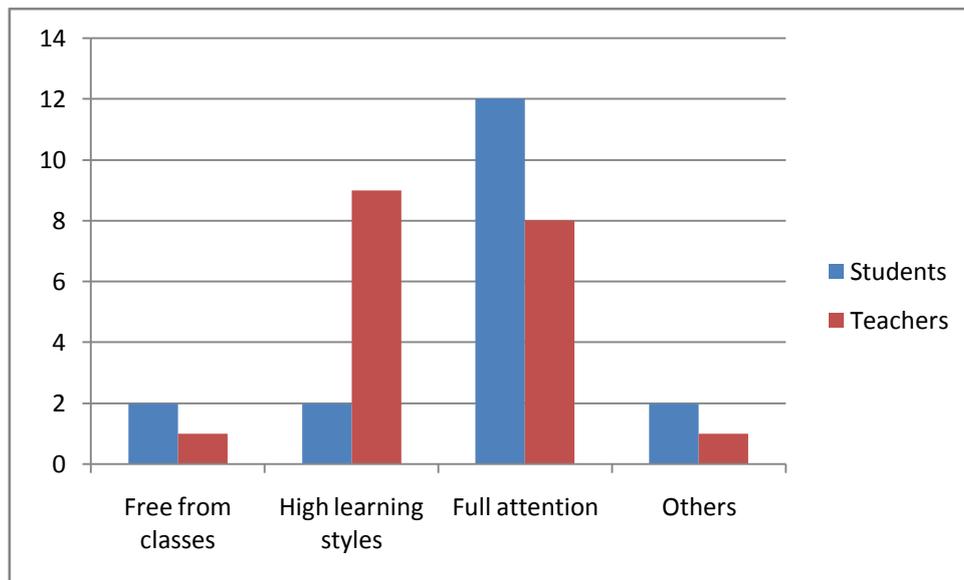
Interpretation: From the above chart, we can see that e-learning's benefit for students is full attention 66.67%, for students high learning styles is 11.11%, free from classes 11.11% and others 11.11%.

E-learning benefit for teachers mostly is high learning styles 47.36%, full attention is 42.10%, free from classes 5.22% and others also 5.22%.

Table No. 8 E-learning is benefit or not

Respndents	Yes	No	Yes%	No%
Students	16	2	88.88%	11.12%
Teachers	17	2	89.48%	10.52%
Total	23	4	178.36	21.64

Interpretion:In the above chart, we can see that the 88.88% students thinks e-learning is benefit and 11.12% said no it is not benefical. 89.48% teachers think e-learning is benefial and 10.52%thinks it is not.

CONCLUSION

➢ This report presents the findings of a research project on literacy teaching and learning in e-Learning contexts carried out by me. E-learning is mostly used the students and teachers in schools and colleges. We proposed a general formulation of interesting model for e-learning.

➢ This can help instructors to design courses more effectively, detect anomalies, inspire and direct further research, and help students use resources more efficiently. Additionally, quantitative and qualitative data will be collected to evaluate the outcome and effectiveness of the online courses.

➢ Quantitative data will include the pre- and post-course surveys developed by researchers and professionals.

➢ Qualitative data will be collected through focus groups with participants of the online courses. Our long term objective is to create a full featured learning system targeted for academic environment.

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