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IMPACT OF TECHNOLOGY ON QUALITY AND EFFECTIVENESS OF HIGHER EDUCATION

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ABSTRACT

Now a day's new technological improvement in each sectors are tremendous. Similarly technology improvements in education are continuously going on. Simultaneously knowledge is expanding at lightning speed. To keep the track with the advancement the learners need to learn more, better and faster. This can be made possible today with the help of innovative e-learning technology. E-learning allows the users to learn anywhere and usually at any time, as long as they have a properly configured computer. E-learning can be CD-ROM-based, Network-based, Intranet-based or Internet-based. It can include text, video, audio, animation and virtual environments. It is proven fact that Internet can be one of the best and effective media of imparting e-learning education. E-learning technology was popular in developed countries like U.S, U.K. But in developing countries like India, srilanka, e-learning technology was an emerging technology. So, it is essential to track the effectiveness of e-learning in India.

KEYWORDS: *E-Learning, Computer-based learning, Computer-supported collaborative learning (CSCL)*

INTRODUCTION

There are several problems associated with the previous system of education processes is in India. Some of the problems are in earlier system of educations are expensive cost, highly time consuming process and can't be scheduled by the learners. This study focuses on effectiveness of E-Learning in India and also the possibility of upgrading that facility throughout all the education process

1. To study the importance of E-Learning Technology in India and the importance of these technology for learners to teachers their associates.
2. To understand the associates awareness and usage of the E-Learning technology have to be analyzed for maintaining the associate contribution towards the education goal.

E-learning includes all types of electronically bolstered learning and instructing. The data and correspondence frameworks, regardless of whether arranged or not, fill in as particular media to actualize the learning procedure. The term will in any case no doubt be used to reference out-of-classroom and in-classroom instructive encounters by means of innovation, even as advances proceed with respect to gadgets and educational programs. E-learning is basically the PC and system empowered exchange of aptitudes and information. E-learning applications and procedures incorporate Web-based learning, PC based learning, virtual classroom openings and advanced cooperation. Stuffing is conveyed by means of the Internet, intranet/extranet, satellite Television, sound or video tape, and CD-ROM. It tends to act naturally paced or educator drove and incorporates media as content, picture, activity, gushing video and sound.

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NEED FOR STUDY

There are several problems associated with the previous system of education processes is in India. Some of the problems are in earlier system of educations are expensive cost, highly time consuming process and can't be scheduled by the learners. This study focuses on effectiveness of E-Learning in India and also the possibility of upgrading that facility throughout all the education process. To study the importance of E-Learning Technology in India and the importance of these technology for learners to teachers their associates. To understand the associates awareness and usage of the E-Learning technology have to be analyzed for maintaining the associate contribution towards the education goal.

REVIEW OF LITERATURE

E-learning has developed from its predecessor, specfically distance learning. Distance learning paying attention to a lot of learners from all over the world, mainly because of its flexibility. It is not surprising to see more and more companies venturing into the e-learning businesses, when the global market for e-learning in 2002 reached US$90 billion (Yong, 2003). Another case cited by

Morgan (2001) refers to Fortune Magazine's estimation in May 2000 that the online learning market will reach US$22 billion by 2003.

The fame of e-learning is not only limited to working adults who are seeking higher qualifications without leaving their jobs and losing their earning power (Lau, 2003). This trend seems ever increasing as the Internet and computer technology become widespread as a daily necessity of the younger generation. According to Lau (2003), research revealed that 16 to 18 year old teenagers are really keen towards on-line learning or e-learning.

CHALLENGES TO EDUCATIONAL INSTITUTIONS

E-Learning has been identified by many commentators as an essential element of the total learning package offered by educational institutions. A model that can be quite useful to illustrate the position of traditional learning and the integration of ICT in educational institutions can be seen in figure 2. This proposes 4 scenarios for the future of e-learning development for educational institutions.

### Figure 1 Future Development of E-learning
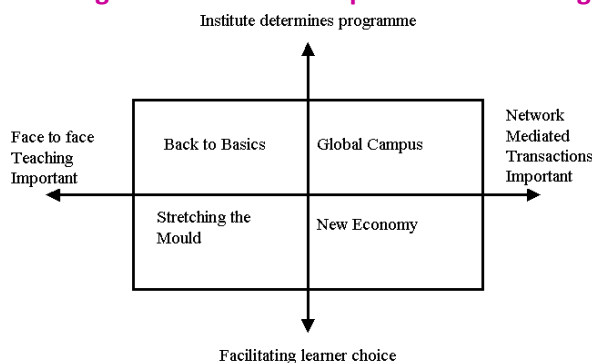
Much research on Higher Educational Institutes in Europe indicates that the model most educational bodies are adopting is 'Stretching the Mould' often referred to as 'blended learning'. Mixed learning at its most fundamental level is "the astute coordination of classroom eye to eye learning encounters with online encounters" (Garrison and Kanuka 2004). Blended learning can affect the way people learn and can help to promote the experiential learning experience and enable or empower the learner. Blended learning may bring about major changes in the way educational material is designed, developed and delivered to people who want to access learning but have other constraints that affect the process of learning (Pailing 2002).

Attempts to exploit the 'Global Campus' model (where there are highly developed programmes, fully supported on-line, are offered and services in a global rather than national or local environment) have been

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more prevalent in the US, however not always successfully (Collis and van der Wende 2002). The crash of NYU Online is a more recent example illustrating the dangers for educational institutions in embarking on a 'Global Campus' pathway. Often it is in an eagerness to embrace technology that an understanding of the fundamentals of learning and how it occurs is overlooked (Hamid 2002). This coupled with the "dot-com" crash resulted in the sharp decline of many e-learning providers and on-line institutions.

Figure 2 E-Learning Hype Cycle and "Dot-com" crash
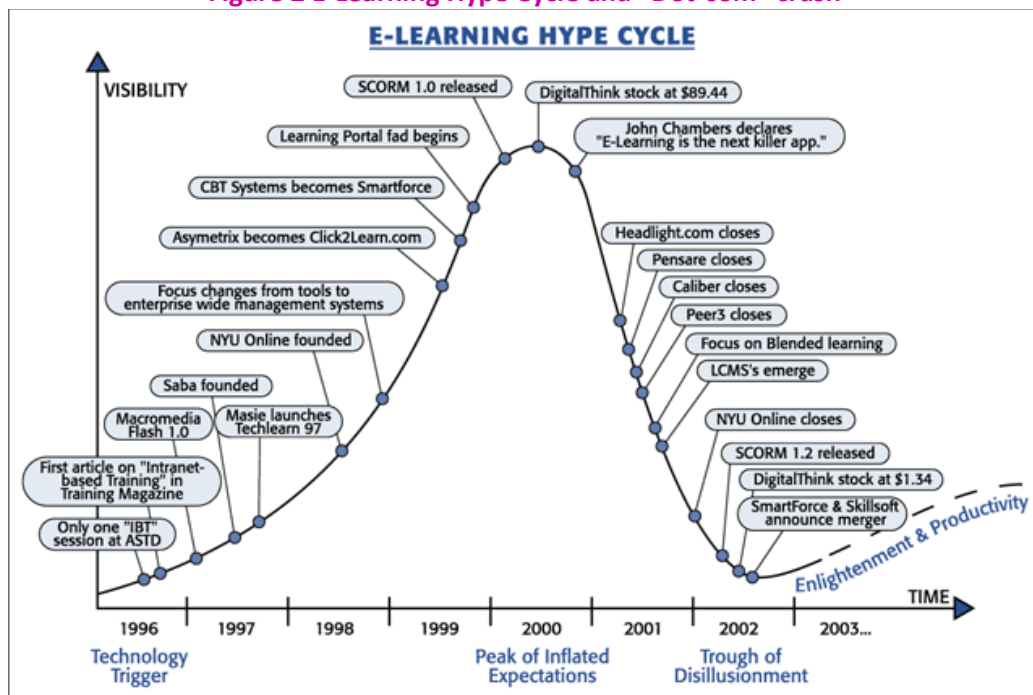
E-Learning 2.0

The term E-Learning 2.0 is a neologism for Computer-supported collaborative learning (CSCL) systems that came about during the appearance of Web 2.0 From an E-Learning 2.0 perspective; customary e-learning frameworks depended on instructional parcels, which were conveyed to understudies utilizing assignments. Assignments were evaluated by the educator. In qualification, the new e-learning places expanded accentuation on social learning and utilization of social programming, for example, online journals, wikis, digital recordings and virtual universes, for example, Second Life. This occurrence has also been referred to as Long Tail Learning.

Approaches to E-Learning Services

E-learning services have evolved since computers were first used in education. There is a trend to move towards blended learning services, where computer-based activities are integrated with practical or classroom-based situations. Bates and Poole (2003)and the OECD (2005) suggest that different types or forms of e-learning can be considered as a continuum, from no e-learning, i.e. no use of computers and/or the Internet for teaching and learning, through classroom aids, such as making classroom lecture PowerPoint slides available to students through a course web site or learning management system, to laptop programs, where students are required to bring laptops to class and use them as part of a face-to-face class, to hybrid learning, where classroom time is reduced but not eliminated, with more time devoted to online learning, through to fully online learning, which is a form of distance education.

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3

COMPUTER-BASED LEARNING

Computer-based learning, sometimes abbreviated to CBL, refers to the use of computers as a key component of the educational environment. While this can refer to the use of computers in a classroom, the term more broadly refers to a structured environment in which computers are used for teaching purposes. Cassandra B. Whyte analysed the ever growing role that computers would occupy the major part in higher education. This development, to contain PC bolstered community oriented learning, in adding to information administration, has been figured it out. The kind of PCs have changed throughout the years from indiscreetly, moderate gadgets consuming up much room in the classroom, home, and office to workstations and handheld gadgets that are more advantageous in shape and size and this minimalisation of innovation gadgets will proceed.

COMPUTER-BASED TRAINING

PC Based Trainings (CBTs) are self-guided learning exercises available by means of a PC or handheld gadget. CBTs typically present substance in a direct manner, much like perusing an online book or manual. For this reason they are regularly used to show static procedures, for example, utilizing programming or finishing scientific conditions. The term Computer-Based Training is frequently utilized reciprocally with Web-based preparing (WBT) with the essential contrast being the conveyance technique. Where CBTs are ordinarily conveyed by means of CD-ROM, WBTs are conveyed through the Internet utilizing an internet browser. Surveying learning in a CBT as a rule shows as various decision questions (MCQ), or other assessment that can be effectively scored by a PC, for example, simplified, outspread catch, reenactment or other intelligent means. Assessments are with no inconvenience scored and recorded by means of online programming, giving quick end-client input. Clients are regularly ready to print culmination records as endorsements.

CBTs give learning boost past conventional taking in technique from course reading, manual, or classroom-based guidance. For instance, CBTs offer easy to use answers for fulfilling proceeding with instruction prerequisites. Rather than constraining understudies to going to courses or perusing printed manuals, understudies can secure information and abilities through techniques that are significantly more helpful for individual learning inclinations. For instance, CBTs offer visual learning benefits through movement or video, not commonly offered by some other means.CBTs can be a decent option to printed learning materials since rich media, including recordings or livelinesss, can without much of a stretch be inserted to upgrade the learning. Another favorable position to CBTs is that they can be effectively dispersed to a wide gathering of people at a generally ease once the underlying advancement is finished.

Computer-supported collaborative learning (CSCL)

PC upheld communitarian learning (CSCL) is a standout amongst the most encouraging advancements to enhance instructing and learning with the assistance of current data and correspondence innovation. The current progress in CSCL have been called E-Learning 2.0, but the concept of two-way or group learning whereby instructional methods are designed to give confidence or require students to work collaboratively on learning tasks has existed much longer. It is widely agreed to distinguish collaborative learning from the traditional 'direct transfer' model in which the instructor is assumed to be the distributor of knowledge and skills, which is often given the neologism E-Learning 1.0, even though this direct transfer method most accurately reflects Computer-Based Learning systems (CBL).

TECHNOLOGY ISSUES

The terms of learning innovation, instructional innovation, and Educational Technology are for the most part used to submit to the utilization of innovation in learning in a greatly improved rationale than the PC based preparing or Computer Aided Instruction of the 1980s. It is additionally more extensive than the terms Online Learning or Online Education which for the most part allude to absolutely electronic learning. In portable innovations are utilized, the term M-learning has transform into more typical. E-adapting, in any

case, likewise has suggestions past simply the innovation and alludes to the real discovering that happens utilizing these frameworks. E-learning is normally suited to remove learning and adaptable adapting, however can likewise be utilized related to eye to eye educating, in which case the term Blended learning is usually utilized. E-Learning pioneer Bernard Luskin contends that the "E" must be comprehended to have expansive importance if e-Learning is to be compelling. Luskin communicated that the "E" must be comprehend to mean energizing, dynamic, excited, impactful, expanded, magnificent, and instructive notwithstanding "electronic" that is a standard national translation. This more extensive clarification takes into consideration 21st century importance's and brings learning and media brain research into the condition.

METHODOLOGY

The Sampling technique adopted in the present study is Convenience sampling. It is also called haphazard or accidental sampling. Members of the population are chosen based on their relative ease of access. To sample friends, co-workers, or shoppers at a single mall, are all examples of convenience sampling. Sometimes called grab or opportunity sampling, this is the method of choosing items arbitrarily and in an unstructured manner from the frame. Though almost impossible to treat rigorously, it is the method most commonly employed in many practical situations.

Data Analysis and Results Discussion

TABLE 1: E-learning technology creates impact on education

S.No	Particulars	No of Respondents	Percentage
1	Strongly agree	37	29
2	Agree	40	31
3	Moderate	45	35
4	Disagree	4	3
5	Strongly Disagree	1	1
Total		127	100

From the above chart 29% of the respondents strongly agree, 31% of the respondents Agree,35% of the respondents. Moderate, 3% of the respondents Disagree and 1% of the respondents Strongly Disagree.

TABLE 2: Style of E-learning education suitable for Indian students

Sino	Particulars	No of Respondents	Percentage
1	CD-ROM-based	30	24
2	Network- based	26	20
3	Intranet- based	22	17
4	Internet- based	49	39
Total		127	100

From the above chart 24% of the respondents said CD-ROM, 20% of the respondents said Network based, 17% of the respondents said Intranet based and 39% of the respondents said internet based E-Learning suits indian students.

CONCLUSION

In higher education particularly, the increasing propensity is to create a Virtual Learning Environment (VLE) in which all features of a course are handled through a consistent user interface standard throughout the institution. An increasing number of physical universities, as well as newer online-only colleges, have commence to offer a select set of academic degree and certificate programs via the Internet at a wide range of levels and in a wide range of disciplines. One of the interesting impacts about technology

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5

is that it is continually changing. As technology changes, so will the effect it has on education. For example, in the 90's, colleges started offering added computers in the classrooms and this was the only technology they had. Today, everything in the classroom can be done through electronically. This can help to rationalise education, grades and most aspects of the class. In addition, several universities offer online student support services, such as online advising and registration, e-counseling, online textbook purchase, student governments and student newspapers. Present paper assessed the importance of E-Learning Technology in India and the importance of these technology for learners to teachers their associates.

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