

REALIZING ANOMALIES IN IMPLEMENTING E-LEARNING IN PRIVATE SCHOOLS

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ABSTRACT

With the widespread penetration of internet in all walks of life, e-learning has proved to be a useful tool in the hands of students and teachers alike. It has revolutionized the Indian education sector by providing access to study material anywhere and anytime. Although e-learning has been implemented in many of the institutions in India still teachers find it difficult to work with such technology. This paper reveals the anomalies in implementing the e-learning in schools after surveying the schools and teachers in Pune area and provides the suggestions to improve the e-learning implementation process.

KEYWORDS *E-Learning, Private Schools, E-Learning Implementation*

INTRODUCTION

Digitized communication and networking in education started in the mid of 1980s. Educational institutions began to take advantage of the new medium by offering distance learning courses using computer networking for information. The advancements in technology took place helping educational establishments; several schools had been set up that delivered courses online, making the most of the internet and bringing education to a wider audience. Now-a-days E-learning has become an important part of the society, comprising an extensive array of digitalization approaches, components, and delivery methods. The use of Information and Communication Technologies (ICT) for the educational purpose has increased and the spread of network technologies has caused e-learning practices to evolve significantly. Now, the use of e-learning can be seen at all levels of the educational system. Currently, E-learning has become immensely popular and is being utilized by the public as well as private K-12 schools in the country. Digital technology is becoming increasingly common in K-12 education, especially in private institutions, and many researchers believe that it can transform schools into more effective institutions.

It needs to be marked while developing technology advancement training programs, that most teachers or educators using these technologies now –a-days did not grow up with them, so they are a little awkward with the acceptance of technologies. Random technological development will be inadequate for the traditional school curriculum experienced personnel. The evolving nature of technology may unsettle teachers, who may experience themselves as a perennial tyro. According to Ms. Sashwati Banerjee, MD, Sesame Workshop India, the biggest challenge for all

educationists is affordability and access to devices and data. Discussing the dilemma of a teacher, Ms. Banerjee states that, “We must accept the fact that teachers and educators are under a lot of pressure. Often overburdened and stressed, teachers do not receive any rewards or recognition; there is nothing to incentivize them. The only relief is that even though aspirations still exist, they are today meshed with a high realization” (India Today School Summit, 2017).

LITERATURE REVIEW

Definition and Meaning of E-Learning

E-learning refers to the use of electronic applications and processes to learn. The e-learning applications and processes are web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It is a network-based transfer of skills & knowledge. According to Allison Rossett (2001) “E-learning is a Web-based training (WBT), also known as online learning, that resides on a server or host computer that is connected to the World Wide Web.” According to F.Laurillard’s (2006), “E-learning is the use of any of the new technologies or applications in the service of learning or learner support”.

Status of Privatization in Education

A private school system in India has a stronghold in the education industry starting from pre-schools to universities with 29% of students receiving a private education. Col. Gopal Karunakaran, CEO of Shiv Nadar Schools addressed in the India Today School Summit, 2017 by saying that “as the Government is unable to invest enough in the education sectors, private institutions roped in that results in the privatization of the school education system and the high cost of education.”

Modern education in India often faces criticism, for been based on rote learning rather than problem-solving by delivering it in conventional teaching pedagogy. But Private schooling is associated with a clear recognition of quality and technology, and is thus desirable in the eyes of the stakeholders, irrespective of their socio-economic status. According to research, private schools cover the entire curriculum and offer extra-curricular activities such as science fairs, general knowledge, sports, music, and drama along with the application of latest technology in the curriculum that makes learning much easier and exciting for the learners.

Readiness to the Adaptation of Technology by Teachers

Many privateschool are employing e-Learning technology to deliver the classes and to engage the students’ attention. On the contrary, in reality, according to the latest DISE survey, 44.88% among experienced teachers are techno-friendly and rest are least interested in accepting the new e-Learning environment in schools. Studies recommend that if teachers are properly trained and equipped with what they need to create a change, it could have an enormous ripple effect on teaching practices and quality and therefore on educational outcomes along with the life chances of millions of children in the world’s third largest education system.

Future of E-Learning Technology

Nelasco, Arpithraj, and Paul (2007) have studied the status that e-Learning for Higher Studies of India concentrates on Indian education scenario, e-Learning content preparation, and presentation tools, application of e-Learning in various types of methodologies used in higher studies, advantages and disadvantages of e-Learning and its

future of in India. They concluded that e-Learning in India has a very big potential and a bright future but the major challenge faced by e-Learning is that it cannot replace a human being. A teacher has to assist students with access to technology in the modern education system. It has also been suggested, the global exploration into any branch of knowledge is possible only through technology-enabled learning. Landry et al(2008), Lapointe &Resissetter (2008) also Williams & Williams (2010) note the increased growth of online courses worldwide changing the learning environment for both the students and teachers. Buzzetto& More(2008) notices that e-Learning comes in many forms like fully online, blended or hybrid learning and web-assisted and Lam & Bordia (2008) claim that e-Learning overcomes many drawbacks of traditional classroom teaching especially lack flexibility.

Disparity in the Adoption of E-Learning

Jaiswal (2013)in his comprehensive study covering 2919 teachers and 7717 students from both professional and non-professional courses at UG & PG courses, while studying e-Learning in Indian higher education, opines that an educational institution should be committed to giving high-quality education, should be built on values and ethics, and should be innovative in offering its teaching programs. e-Learning is not a single strand but is multifaceted, covering a wide range of approaches and methods. It was found that below average number of professional courses' teachers in higher education used e-Learning mode whereas only a few non-professional courses' teachers used E-learning mode. He mentioned that there are three modes of e-learning viz. online mode, blended mode, and e-enhancement mode but the professional and non-professional courses' teachers in Indian higher education are using only e-enhancement mode. Additionally, a study conducted by Al-Sahboul& Al-Smadi (2010), about the adoption of e-Learning indicated that the expectations in using e-Learning in education institutions are still below the international level. The high failure rate shows that the challenges of the adoptinge-Learning range between technological, administrative and human aspects of e-Learning. All the above studies focus on the changing era of technologies and the implications of e-Learning in the near future, supporting the fact that e-Learning is the wheel for new innovations. Although there remains a prospect about the barriers that hinder the implementation and evolution of e-Learning in the education system.

Objectives

Thus, to explore the present status of e-learning in the Pune area, the following objectives were formulated:

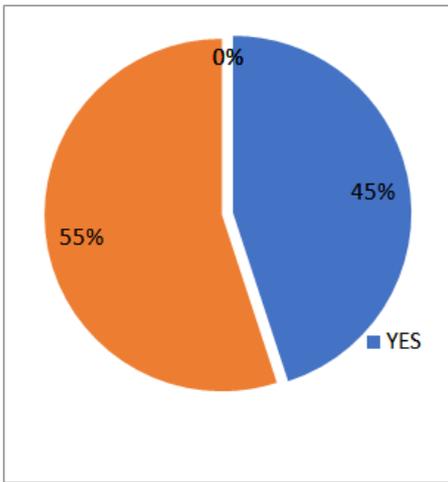
- To explore the anomalies or problems teachers face while utilizing e-learning techniques.
- To know the e-Learning sources teachers' employ during curriculum delivery
- To identify the secondary yet critical factors that impediment the successful implementation of e-Learning.
- To understand the teachers' computer proficiency rate

METHODOLOGY

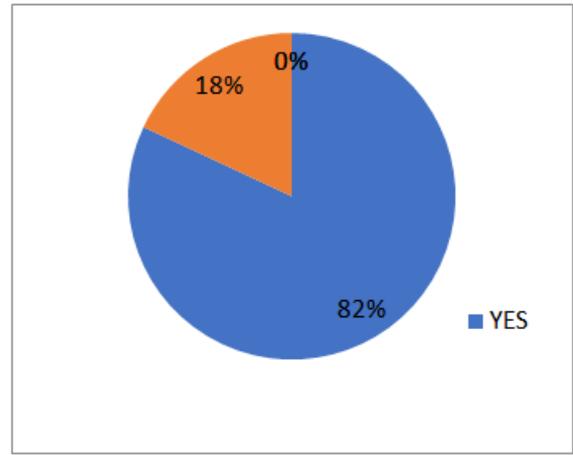
To know the present status of various anomalies and status of adaptability of techniques of e-Learning in various schools from Pune region in Maharashtra, both secondary and primary data is collected. The primary data is collected by survey method and secondary datais collected from published research papers in the domain of e-Learning and education sector. In all 100 questionnaires were randomly circulated in 10 private schools of Pune. The questionnaire contained different questions covering awareness among the teachers, different technical and managerial issues for implementing the

e-Learning environment. The data was then compiled and analyzed using simple percentage method.

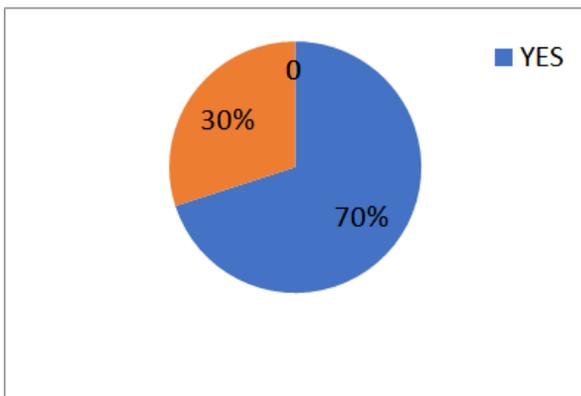
Data Analysis



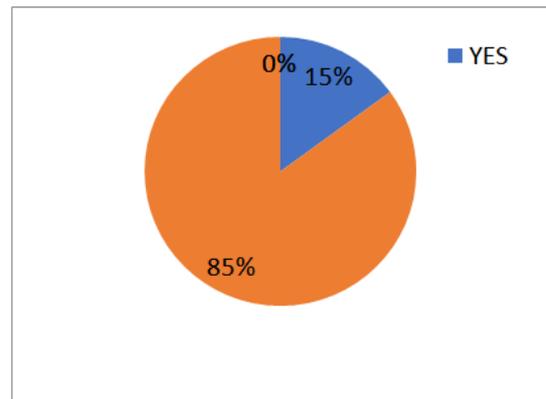
Poor Electricity Supply



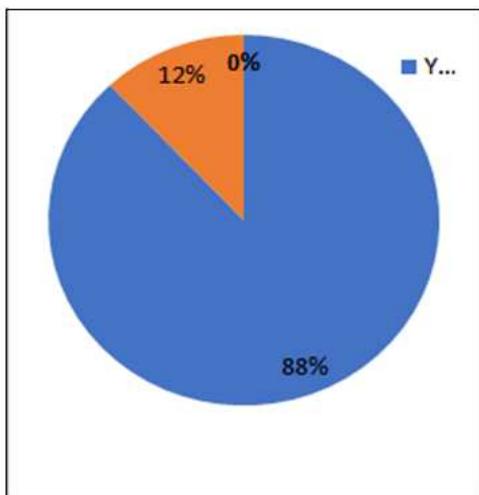
Slow Internet Connectivity



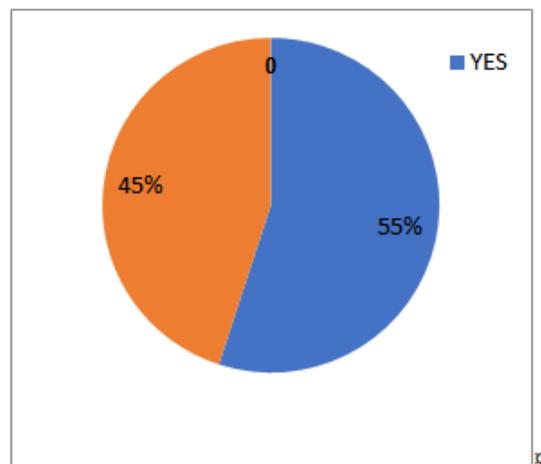
Inadequate E-Learning Content for the Remedial Students



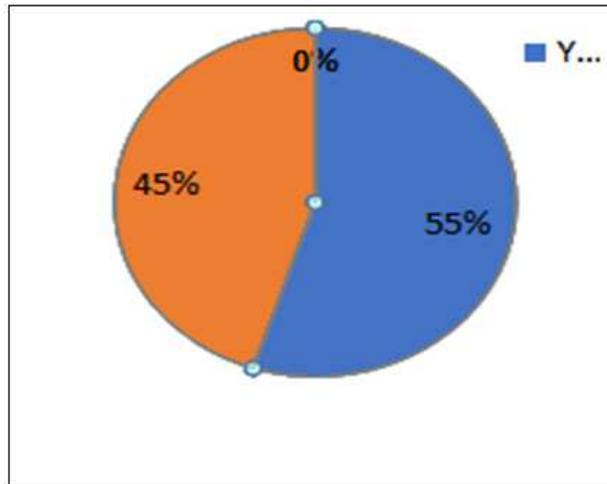
Lack of Support by School Authorities



Lack of Technological Skills, Application and Knowledge



Lack of Student's Interest



Lack of Ict Training

Figure 1

Lower Levels of Computer Literacy

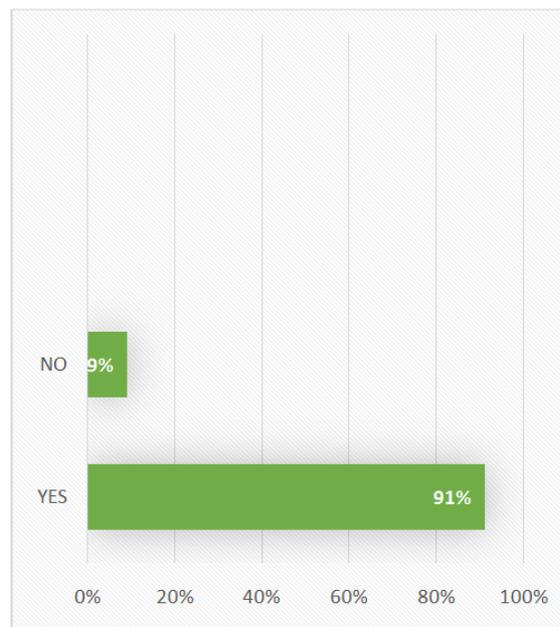


Figure 2

Findings

Computer Literacy

It was noted that still, a big chunk (78%) of the teachers are not well aware of the new computer technology. They also lack the knowledge of computer applications. It takes a toll on their life with additional administrative responsibilities to learn and update new technologies

Internet Connectivity and Electric Power Supply

It was found that slow internet connectivity and poor electric supply are one of the major barriers to the usage of e-Learning tools. Though teachers are willing (84%) but such hindrances make them annoyed. Thus, the delivery of class gets troubled.

Administrative Support

It was noted that school provides support (85%) in developing e-Learning environment. The teacher also feels confident (73%) and is willing to try new technologies with this administrative support.

Students Participation in E-Classroom

It was well taken by the students and we noted that (85%) of the students feel interested and enthusiastic in learning with the help of new technology. It was also noted by the students that often teacher faces the difficulty in equipping the e-classroom for them.

Remedial Classes

The usage of e-Learning was limited to regular curriculum and it was found that use of technology was lacking for remedial classes, as the contents were inadequate for such remedial classes.

Lack of Training

The 55% of respondents stated that there is a lack of training for teachers in the utilization of new technologies adopted by the schools and for updating them in new technologies of blended teaching-learning.

Lack of Awareness

A large chunk of teachers (82%) of surveyed teachers were lacking the awareness about other e-Learning medias such as IWB (Interactive White Board), laptop, and smartphones in delivering the classes. moreover, their level of awareness for some of the sources for E-learning such as e-books, e-journal, and especially digital library is still very low.

Lack of Parents' Support

Due to mediocre economic background parents also are not able to afford the new technologies at their home. This is one of the major difficulties in the adoption of e-Learning for completion of homework and studies at home.

SUGGESTIONS

- Proper technological training can guide the teachers in understanding the e-Learning techniques and sources better. It can be arranged more often to keep the teachers updated with new technologies in the market. However, the cost of the training may be bourn by teachers equally.
- A fast internet connectivity such as broadband can be helpful while using e-Learning techniques in the classroom.
- As there is lack of parents' co-operation because of unaffordable mediums of e-Learning due to the average economic level, an arrangement in schools can be made for the student who cannot afford Computers, laptops or tablets such as after-school classes. That would be beneficial for poor students.

- The state government and schools should make computer literacy compulsory for all the teachers of both public and private education sector.
- Those teachers should be provided with loans to enable own laptops or desktops.
- Those authorities should organize workshops and seminars on the implementation of e-learning resources in curriculum delivery.
- That the state government should provide better broadband facilities in all the secondary schools, of every small town of India and take care of the internet access subscription.

CONCLUSIONS

As per the research findings, we conclude that with the initiation of e-Learning, the educational sector is undergoing a great transformation. The teachers need to take advantage of the numerous benefit and opportunities that e-Learning offers. The teachers and school authorities collaboratively can improve the situation by providing the teachers' computer & technical proficiency. The teachers also should make efforts to learn new technologies and e-sources available to them. And endeavor to implement e-Learning effectively in curriculum delivery.

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