



“A Study of E-learning System: A Case of MCA Institutes in Marathwada Region”

KEYWORDS

E-learning, internet, multimedia, animation, MCA.

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ABSTRACT

E-Learning is one of the thrust area identified by Government of India for imparting education by using educational tools and ICT. Since the beginning of the Internet, E-learning has increased year after year which offers new opportunities and challenges in teaching learning process within school, college, and universities. E-learning can be effective in regular or distance learning by using technologies like multimedia, animations, etc. It has established a new paradigm for sharing and transferring of knowledge. The present paper includes the study of E-learning system and explores the opportunities and challenges for E-learning in MCA Institutes of Marathwada region.

Introduction:

Government of India has defined the vision for E-Development of India as “The engine for transition into a developed nation and an empowered society”¹ under the Ministry of Electronics & Information Technology. It clearly shows the interest of the government for providing all the public and private services more systematic and controlled manner by promoting E-Development vision for convenient solutions, accuracy, quick access, transparency, mobility, security and authenticity for the people.

According to Marc Rosenberg (2001) E-learning is “The use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance. It is based upon three fundamental criteria i.e. 1) networked 2) delivered to the end-user via a computer using standard internet technology 3) focuses on the broadest view of learning”.²

The term E-learning means learning through electronic media like computer, internet, communication technology, E-learning includes the use of text, audio, images, animation, streaming video, TV, satellite, computer based learning tools, web-based learning, etc. E-learning technology helps to perform the teaching learning activities from remote places. This mobility facilitates to communicate the instructor and learner over a network through internet which brings people more close to each other at wide level.

There are three major domains of E-learning. 1) Academic Learning which deals with the quality of education, teaching learning process, course completion rate, etc. 2) Corporate Training includes activities like performance improvement, productivity, business updates, etc. 3) Vocational Training which focuses the major area i.e. increase literacy, skill enhancement, imparting knowledge, etc.

Objectives:

- 1) To understand the importance of E-learning system in higher education.
- 2) To explore the application tools of E-learning.
- 3) To find out the challenges and opportunities for E-learning system in MCA institutes for E-learning.

Research Methodology

The research study is confined to MCA institutes of Marathwada region. There are 126 MCA institutes running in Maharashtra state. Out of 15 institutes from Marathwada region 08 i.e. 80 respondents have been selected by using simple random sampling technique from Marathwada region in the present research study. Survey method is used for primary data through questionnaire technique. Questionnaire is divided into two parts where as part A includes respondents profile and part B deals with e-learning concepts, technology, tools, challenges, e-learning usages, importance of E-learning in respect to MCA curriculum, etc. The conclusions are drawn followed by data

analysis and interpretations through quantitative measurements.

Table 1: Sample Selection Pattern

S no	District	University	No. of Institutes	Selected No. of Units
1	Aurangabad	Dr.B.A.M.U.	08	03
2	Osmanabad	Dr.B.A.M.U.	02	02
3	Parbhani	S.R.T.M.U.	01	01
4	Nanded	S.R.T.M.U.	02	02
5	Latur	S.R.T.M.U.	01	00
6	Udgir	S.R.T.M.U.	01	00
			Total : 15	08

Data Analysis and Interpretations:

The data analysis and interpretations are based on the responses given by the respondents i.e. MCA students from Maharashtra state.

Table 2: Details of Respondents' opinion for using IT Tools in Academics

Sno.	Name of University	As a part of course curriculum	For additional study	Academic ERP	Total
1	Dr. B.A.M. University	15	32	3	50
2	S.R.T.M. University	10	15	5	30
	Total :	25	47	8	80
	Percentage :	31.25	58.75	10.00	100%

The above table no. 2 shows the respondents' opinion for using IT tools in academics. Out of 80 respondents from entire region the majority i.e. 58.75% have agreed to use IT tools for additional study purpose which is followed by 31.25% who pointed out it as a part of course curriculum. Remaining 10% respondents opined it as from academic ERP point of view.

Table 3: Frequency of using E-Learning Tools

Sno.	Name of University	Less than 2 Hrs	Upto 3 Hrs	Between 3 to 5 Hrs	More than 5 Hrs	Total
1	Dr. B. A. Marathwada University	0	15	24	11	50
2	S. R. T. Marathwada University	0	11	17	2	30
	Total :	0	26	41	13	80
	Percentage :	0.00	32.50	51.25	16.25	100.00

In the above table use of E-learning tools on daily basis in hours is displayed. Out of 80 respondent 51.25% have agreed to use E-learning tools between 3 to 5 hours on daily basis. Another 32.50% respondent opined the E-learning usages upto 3 hrs and remaining 16.25%

respondent shown their usages more than 5 hours on daily basis and no one is less than 2 hours.

Table 4: Importance of E-learning Technology in MCA

Sno	Name of University	Out standing	Good	Average	Poor	Total
1	Dr. B. A. Marathwada University	8	37	3	2	50
2	S. R. T. Marathwada University	2	26	2	0	30
Total :		10	63	5	2	80
Percentage :		12.50	78.75	6.25	2.50	100.00

The table no. 4 gives the ratings regarding the importance of E-learning technology in MCA course. The maximum respondents i.e. 78.75% have rated it as good which is followed by 12.50% as outstanding ratings. Only 6.25% rated as an average and remaining 2.50% rated as poor.

Table 5: Support of E-learning in Understanding Complex Phenomena

Sno	Name of University	Strongly Agree	Agree	Cannot say	Disagree	Strongly Disagree	Total
1	Dr. B. A. Marathwada University	26	24	0	0	0	50
2	S. R. T. Marathwada University	22	8	0	0	0	30
Total :		48	32	0	0	0	80
Percentage :		60.00	40.00	0.00	0.00	0.00	100%

In the above mentioned table no. 5 the respondents' opinion about E-learning's supports in understanding the complex phenomena in simple and better way. So, the majority of the respondents have admitted the above statement in which 60% are strongly agreed followed by remaining 40% respondent.

Table 6 : E-learning helps to improve retention ability of the students

Sno	Name of University	Strongly Agree	Agree	Cannot say	Disagree	Strongly Disagree	Total
1	Dr. B. A. Marathwada University	19	29	2	0	0	50
2	S. R. T. Marathwada University	15	15	0	0	0	30
Total :		34	44	2	0	0	80
Percentage :		42.50	55.00	2.50	0.00	0.00	100%

The above displayed table no. 6 explores the opinions in subject to improve retention ability by using E-learning phenomena. The majority of the respondents have agreed on the given statement in which 55% opined as agree and 42.50% opined by rating strongly agree option and only 2.50% could not opine.

Conclusion:

1) In this present study it is found that E-learning is an emerging trend which is adopted by educational institutes as well as students in teaching learning process.

2) E-learning allows the user at distant place and provides the mobility for the user to access the study material in digital format at 24x7.

3) It is found from the respondents' opinion that E-learning helps to improve the retention ability, understanding complex problems in simple and effective manner along with online support.

4) So, the MCA students from the Marathwada region strongly show

their interest for using E-learning tools and techniques in pursuing MCA programme.

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