

A Study on the Green Revolution of Online Education in India: An Emergence of the Transformation in the Education Scenario

A. Karthik¹, Dr. G. Brindha²

¹Research Scholar, Department of Management Studies, Bharath University, Chennai, India

²Professor, Department of Management Studies, Bharath University, Chennai, India

Abstract: *Today's we all lives in a 21st century, everything changed very rapidly & continuously for the betterment of future, new technology is simply a modified version & a technique to overcomes the drawbacks of previous one, that's proves very beneficial for all. In the era of globalization, traditional education system is losing its relevance. Role & importance of online education in areas like commerce, management, IT etc. is increasing day by day. India too acknowledges importance of online education in dissemination of knowledge. Online learning—for students and for teachers—is one of the fastest growing trends in educational uses of technology. As the trend toward online education intensifies, questions remain regarding the overall efficiency of online courses versus their in-class counterparts. The current paper seeks to estimate the efficiency of students who take online courses relative to the efficiency of students who are enrolled in offline courses. Efficiency outcomes are defined in terms of (1) quantitative scores achieved by the student at the end of the course, (2) the student's viewpoint of how much they learned in the course and (3) the student's level of satisfaction with the course*

Keywords: Educational Systems, Revolution, Online education, Information Technology, Traditional Education

1. Online Education: An Introduction

“Online education is referred to as teaching and learning but using electronic media. This methodology supports the use of networking and communications Technology. E-learning is generally meant for remote learning and distance learning but can also be used in face to face mode.” With the rapid advancement & growth of countries & impact of globalization is having a substantial effect among various sectors of most nations. We are looking to maximize educational potential in rural areas. Taking this into consideration Government may choose powerful strategies aimed of development of rural areas & for this purpose government organized ICT work well in this area. Online education is a new education concept by using the internet technology. It deliveries the digital content, provides a learnt orient environment for the teacher & students. It promotes the constructions of lifelong learning opinions & Learning society. India need to embrace internet & technology if it has to reach all of its huge population the majority of which is located in remote village. Today the whole world moving towards information based world & society after all information is knowledge & knowledge is wisdom. Today there is a requirement to provide online education to rural areas because India's like developing country where most opportunity to connect with the other worlds easily & conveniently. Online education also refers “E-learning” or “Distance Education” involves taking course over the internal as opposed to in the classroom. Its popularity due to its flexibility & convenience that an online experience provides. It allows student to work at their own pace without the confines of a strict class schedule. The main aim of the education is the elevate the scope, purpose for computer education in rural India. Not only for student, many public & private sector organization also provided their training programme through electronic medium. Basically this is

useful for the people namely student, rural resident, farmer, worker & other.

2. Need of Online Education

Online education can occur in or out of the classroom, it can be self paced, or may be instructor-led it suited to distance learning and flexible learning but it can also be used in conjunction with face to face teaching, in which ease the term blended learning is commonly used. Barnard a pioneer of online education, advocate that the “E” should be interpreted to mean “exciting, energetic, enthusiastic, emotional, extended, excellent & education in addition to electronic. Parks suggested that the “e” should refer to “everything, everyone, engaging, easy. In India ICT is one of the rapid development technological field in the global society. But there is no doubt in the near future's development will based on ICT's however benefits of ICTs are not reached expected level in the rural areas. Still the rural population living with mini level of ICT facilities especially the poorest of the poor. The quality of ICT based education facility is very poor. The teacher gets very less incomes, most of the schools don't have proper in fracture, no proper transport facilities & no excess to supplement education & cost online education not affordable to the people with low income. For the overcome these problem both central & state govt. & NGOs are allocating huge amount for the development of ICTs & rural education. With 40% of the Indian population being illiterate, 100 million of school children not getting schooling, there is only way. India will get education if online education is used to deliver it but there are the hurdles of cost & technology issue in India.

Online education in India has picked up rapidly growth. Due to the challenges of the current education system, there is

Volume 5 Issue 8, August 2016

www.ijsr.net

Licensed Under Creative Commons Attribution CC BY

growing realization that problems like delivery, assessment & general consumption of information can be addressed by leveraging technology. At present Online education include numerous types of media that deliver text, audio, image, animation & streaming video & includes technology applications & processes such as audio or video type, satellite TV, CD ROM, & computer based learning as well as local internet/extranet & web based learning. To tackle this popular demand, online education is emerging as one of the preferred modes of education among students & working professionals considering its ease of access, affordability as well as industry relevance. The reason behind pursuing education through an online medium is different for each one, some do it to up still themselves with other do it to gain accreditation from renowned universities worldwide in order to built better qualification from the convenience of their home. It is also a more cost effective & faster from of learning.

3. The Technology

Equity and Accessibility to Technology

Before any online program can hope to succeed, it must have students who are able to access the online learning environment. Lack of access whether it be for economical or logistics reasons will exclude otherwise eligible students from the course. This is a significant issue in rural and lower socio-economic neighborhoods. Furthermore, speaking from an administrative point of view, if students cannot afford the technology the institution employs, they are lost as customers. As far as Internet accessibility is concerned, it is not universal, and in some areas of the India and other countries, Internet access poses a significant cost to the user. Some users pay a fixed monthly rate for their Internet connection, while others are charged for the time they spend online. If the participants' time online is limited by the amount of Internet access they can afford, then instruction and participation in the online program will not be equitable for all students in the course. This is a limitation of online programs that rely on Internet access.

Computer Literacy

Both students and facilitators must possess a minimum level of computer knowledge in order to function successfully in an online environment. For example, they must be able to use a variety of search engines and be comfortable navigating on the World Wide Web, as well as be familiar with Newsgroups, FTP procedures and email. If they do not possess these technology tools, they will not succeed in an online program; a student or faculty member who cannot function on the system will drag the entire program down.

Limitations of Technology

User friendly and reliable technology is critical to a successful online program. However, even the most sophisticated technology is not 100% reliable. Unfortunately, it is not a question of if the equipment used in an online program will fail, but when. When everything is running smoothly, technology is intended to be low profile and is used as a tool in the learning process. However, breakdowns can occur at any point along the system, for example, the server which hosts the program could crash and cut all participants off from the class; a participant may

access the class through a networked computer which could go down; individual PCs can have numerous problems which could limit student's access; finally, the Internet connection could fail, or the institution hosting the connection could become bogged down with users and either slow down, or fail all together. In situations like these, the technology is neither seamless nor reliable and it can detract from the learning experience.

The Students

While an online method of education can be a highly effective alternative medium of education for the mature, self-disciplined student, it is an inappropriate learning environment for more dependent learners. Online asynchronous education gives students control over their learning experience, and allows for flexibility of study schedules for nontraditional students; however, this places a greater responsibility on the student. In order to successfully participate in an online program, student must be well organized, self-motivated, and possess a high degree of time management skills in order to keep up with the pace of the course. For these reasons, online education is not appropriate for younger students and other students who are dependent learners and have difficulty assuming responsibilities required by the online paradigm.

The Facilitator

Lack of Essential Online Qualities Successful on-ground instruction does not always translate to successful online instruction. If facilitators are not properly trained in online delivery and methodologies, the success of the online program will be compromised. An instructor must be able to communicate well in writing and in the language in which the course is offered. An online program will be weakened if its facilitators are not adequately prepared to function in the Virtual Classroom. An online instructor must be able to compensate for lack of physical presence by creating a supportive environment in the Virtual Classroom where all students feel comfortable participating and especially where students know that their instructor is accessible. Failure to do this can alienate the class both from each other and from the instructor. However, even if a virtual professor is competent enough to create a comfortable virtual environment in which the class can operate, still the lack of physical presence at an institution can be a limitation for an online program. For the faculty as well as the participants, such things as being left out of meetings and other events that require on-site interaction could present a limiting factor in an online program. Sometimes administration cannot see beyond the bottom line and look at online programs only as ways to increase revenues and are thus not committed to seeing online programs as a means of providing quality education to people who would otherwise not be able to access it. In such a case, an institution that is not aware of the importance of proper facilitator training, essential facilitator characteristics, and limitations of class size would not understand the impact that these elements can have on the success of an online program.

The Online Environment

Levels of Synergy Online learning has its most promising potential in the high synergy represented by active dialog among the participants, one of the most important sources of

learning in a Virtual Classroom. However, in larger classes (20 or more students), the synergy level starts to shift on the learning continuum until it eventually becomes independent study to accommodate the large class. At this point, dialog is limited as well as interaction among participants and the facilitator. The medium is not being used to its greatest potential. What Should Not be Taught Online In the excitement and enthusiasm for online programs that has been generated recently, it is important to recognize that some subjects should not be taught online because the electronic medium in its current state of development does not permit the best method on instruction. Examples are hands-on subjects such as public speaking, surgery, dental hygiene, and sports where physical movement and practice contribute to the achievement of the learning objectives. These subjects are probably best taught in a face-to-face traditional learning environment. Hybrid courses may represent a temporary solution to this problem thus making that portion of the course more accessible to a greater number of people who would otherwise have difficulty getting to campus. However, solutions of that sort still underline the fact that online teaching cannot satisfy all educational needs and goals. Just because it may be technologically possible to simulate a physical learning experience, this does not necessarily mean that it is the best way to teach it.

The Curriculum

The curriculum of any online program must be carefully considered and developed in order to be successful. Many times, in an institution's haste to develop distance education programs, the importance of the curriculum and the need for qualified professionals to develop it is overlooked. Curriculum and teaching methodology that are successful in on-ground instruction will not always translate to a successful online program where learning and instructional paradigms are quite different. Online curriculum must reflect the use of dialog among students (in the form of written communication), and group interaction and participation. Traditional classroom lectures have no place in a successful online program. Education of the highest quality can and will occur in an online program provided that the curriculum has been developed or converted to meet the needs of the online medium.

4. Online Education Benefits

The quality of education and the overall learning experience will see tremendous improvement with Online Education. Online Education provides professionals with the flexibility to improve and update their skill set while working simultaneously. This helps them in staying updated about the existing advancements and technologies. Online education serves to be a time saving and cost effective procedure for any career.

- Universal access and universal service
- Build knowledge communities by using self-learning
- Through it we can transfer knowledge speedily.
- Beneficial for upgrading skill and build knowledge.
- Quality factor included: industry relevant, comprehensive and creditable for the current job scenario.

5. How to Promote Online Education

- Remote Students: By using print based system the correspondence school (cs) has been serving needs of the isolated students. Training or e mail and chatting system or synchronous/asynchronous methods-education will become global education that will be available to students of all age groups and genders.
- Learning Support: Both government and industry should support for the rural development through funds, creating infrastructure and sponsoring /supporting students especially in rural area.
- People Support: To provide education through radio and television program in rural area by using regional language. Use of video conferencing technology to raise achievement standards in rural areas. Use specific language and culture and give students greater access of knowing.
- Facilitator/Professional: Accountability and quality are the important factors in the professional world for decision making. Through online education professional can do lifelong learning. This kind of knowledge is now deliverable using CBT, and web based training methods, these students can continue to learn while physically staying/being at home or at the workplace.
- Cost and Economic Factors Standard Module: Today at introductory level it is costly but if we develop standard module, which will serve the need of the rural area at very large scale then it will become cheaper. Infrastructural Costs: cost of cables, networks and other transmission systems. Package Cost: purchase, upgrade, licencing and compliance costs. Peripherals Costs: such as computers, scanners, web camera, multimedia kit, modems and printers.

History of Online Education System in India

Online education System A phenomenon growth in the Indian Economy primarily fuelled by the service sector has been because of information technology industry. 72.2% of the population lives in rural areas about 638,000 villages and the remaining 27.8% lives in more than 5,100 towns and over 380 urban agglomerations. Above all the mentioned educations techniques in rural India have to change according to the 21st century. Information communication technology (ICT) is the rapid development technological fields in the global society. Among the developing countries India reached a significant position in development of ICT's. periturity in the field of education its development is tremendous. There is no doubt in the near future's development is based on ICT's. However the benefits of ICT's are not reached expect level in the rural areas still the rural population living with the minimum levels of ICT's facilities especially poorest of the poor. Both central and state government and NGO's are allocating huge amount for the development of ICTs and rural education. For the purpose of spreading e -education, modified vidyarthi computer program was designed and launched. The ministry of rural Development also launched programs like CRISP (computerized rural information system projects) and CAPART (council for advancement of people's action and rural technology).

Corporate: Government Initiative

- Gramjyoti: A project by Erriction, Erriction has set up broadband network across 18 village and 30 towns of tamilnadu. The major objective of this project, as far as education in rural India is concerned, is it facilitated education using high speed internet bandwidth across these villages. Erricson has set up community centers across these villages which is equipped with pc's and 3G mobile handsets and has deploys teachers at their Chennai office to deliver education through internet.
- Gyandoot: It is a initiative taken by the government of Madhya Pradesh. in this initiative internet facilities have been set up to connect the rural cyber cafes (<http://www.gyandoot.nic.in>). Through this portal students can share data across email an also the question created by the experts.
- Byrraju Foundation: In the year 2004, Byrraju foundation partnered with IBM India to convey the technology to the 142 villages of rural Andhra Pradesh across six districts of Gunter, Raga Reddy, East and West Godavari, Hyderabad and Krishna. The name of the initiative is IBM Kid Smart Early Learning Programme.
- AKSHYA Kerala: Government of Kerala Launched project AKSHYA in 2002 to promote basic computer usage among rural masses. The project aimed to establish 5000 multipurpose AKSAYA E-Kendra's across Kerala which are run by private entrepreneur.
- AAROHI Uttranchal: Uttranchal government partnership with Microsoft, Intel launched the project of AAROHI to provide basic computer education to all government and government aided school from class VI and XII. Microsoft wishes to enhance computer literacy in the state of Kerala and Uttranchal by imparting education 80,000 teachers and 35 lakh students.

In order to ensure that technological innovations, of e-learning is an example, are diffused and adopted, it is necessary for those involved in project to have an understanding of the client group who will be the using the technologies so that implementation issues are socially and educationally acceptable. With the development of the technological area, new projects arrive on the market with remarkable frequency that is capable of increasing the capacity of hardware or the ingenuity of software. once user understand the benefit of Online education and what they can get from it, proper training has to be provided. Training included face to face contact and delivery of self half packages, with the help of seminar and visits. But one biggest problem which proves a drawback in the success of Online education that is infrastructure challenges. Proper infrastructure in rural areas is needed for the successful and unhindered implementation of the ICT program. Without proper infrastructure of facilities like power, place of the centre, connectivity and computer related facility (cabling, satellite links and bandwidth) and human support the programme will not success before start the ICT programme make sure all these facilities.

6. Conclusion

A majority of students in India aspire to make a career in the IT and business domain. The most important aspect of online education is – “No Restrictions”. Students from all

backgrounds can enroll for online courses. The rate of registrations for online courses is increasing exponentially and the reason behind this rise can be credited to the technological progress with respect to internet, software and digital devices for accessing information. Taking into the account the talent and the population of India, Distance Education has a very promising future in the country and the expectations of the students are quite high. Many business competitors have foreseen the scope of this rising industry and are therefore planning to enter the online education sphere. Summing it up, at this stage, online education is all set to transform the education scenario in India.

References

- [1] Darnell, F. and Higgins, A.H., (1983), Factors and Issues in Australian Rural Education: A Case for New perspectives, in Browne, R.K and Foster, L, E. Sociology of education (3rd Ed), Melbourne. MacMillan. 29.
- [2] Pingali Rajeswari “Computers on wheels” for people centered development: <http://www.maavooru.net>
- [3] Stieman, Managing director (IT), Nov 2007, ICT for development and Education, pp-16-21[online] available <http://www.iicd.org/files/icts-for-education.pdf>.
- [4] Rimmi et al, E Learning and its Impact on Rural Areas, IJMECS, 2012, vol 5, pp 46-52, [online] <http://www.mecs-press.org>.
- [5] Martin Gradner, online education vs. traditional Education, Education and science[online] <http://www.hubpages.com>
- [6] Debarshi Mukherjee, Assistant professor (IT), E Learning a Potential Solution for Rural India. 2008, IIMK, [online], <http://dspace.iimk.ac.in/bitstream/2259/425/1/RM39.pdf>.
- [7] Ministry of HRD, Government of India
- [8] Ishan Gupta (CEO of Edukart.com), Article/Emergence-onlinonline education-India[online]<http://www.indiadigitalreview.com>
- [9] History of education in India.[online] <http://www.academia.edu/1747225>
- [10] Rogers, E.M (1995). Diffusion of Innovations (4th Ed). New York. Free press.
- [11] Key Difference between online learning vs traditional classroom based classes/[online] <http://www.bestonlineuniversities.com>