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E-LEARNING- EFFECTIVE WAY TO IMPROVE THE TEACHING-LEARNING PROCESS IN EDUCATION AND BUSINESS.

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A B S T R A C T

For years, traditional classroom training was the only viable option. But scheduling sales meetings and computer training classes has become more and more difficult as the pace of business increased. Also, as the workforce has grown and become more geographically dispersed, bringing employees to a common location for training has become an issue. Even to make the training at schools and colleges effective, the new technologies must be used to develop the new ideas and innovative presentation programs. E-Learning is the perfect complement to a traditional training program. The advent of e-learning is the use of network technologies to create, foster, deliver, and facilitate learning, anytime and anywhere. E-learning also supports in delivery of individualized, comprehensive, dynamic learning content in real time, aiding the development of communities of knowledge, linking learners and practitioners with experts. E-Learning is the ideal venue to communicate any instructional information, simulate processes, demonstrate proper task performance, train on custom software or equipment, show how to troubleshoot systems, or prepare the learner for classroom training. The present paper is an effort to show how the new and developing technologies can be used to improve the teaching-learning process in education and business.

Keyword : E-learning, practitioners, geographical, comprehensive

Introduction :

A learning environment supported by continuously evolving, collaborative processes focused on increasing individual and organizational performance. The term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web-based learning. As the letter "e" in e-learning stands for the word "electronic", e-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline, and synchronously or asynchronously via networked or standalone computers and other electronic devices The growth of e-learning is directly related to the increasing access to information and communications technology, as well its decreasing cost. The capacity of information and communications technology to support multimedia resource-based learning and teaching is also relevant to the growing interest in e-learning.

E-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face-to-face teaching, in which case the term Blended learning is commonly used. Luskin says that the "e" should be interpreted to mean exciting, energetic, enthusiastic, emotional, extended, excellent, and educational in addition to "electronic" that is a traditional national interpretation. This broader interpretation allows for 21st century applications and brings learning and media psychology into the equation. In the 21st century, people have to learn more than ever before. Especially for global organizations, live classroom-based training is becoming too costly and cumbersome. Even if employees had the time to attend all the courses and seminars and to read all the books and reports they should to remain up-to-date in their area of work, the cost of such learning would be prohibitive. The need to transform how organizations learn points to a more modern, efficient, and flexible alternative: eLearning. The mission of corporate eLearning is to supply the workforce with an up-to-date and cost-effective program that yields motivated, skilled, and loyal knowledge.workers.

Anywhere, anytime, anyone. -

The Internet can offer the logical solution for a company's education and training objectives. Approximately 80% of the professional workforce already uses computers on the job. Technical obstacles, such as access, standards, infrastructure, and bandwidth, will not be an issue in a few years. The growth of the World Wide Web, high-capacity corporate networks, and high-speed desktop computers will make learning available to people 24 hours a day, seven days a week around the globe. This will enable businesses to distribute training and critical information to multiple locations easily and conveniently. Employees can then access training when it is convenient for them, at home or in the office.

Need of study

The concept of distance education was founded on the principles of flexible access. It aimed to allow distance learners, who were generally adult learners in full or part-time employment to be able to study

at a time, place, and pace that suited their convenience. The goal of distance education was to free these learners from the constraints of conventional residential educational settings. They would not be required to live or attend lectures in locations away from where they may be living and working. Access to information and communications technology changed all that as it offered a range of possibilities for capturing and delivering all types of subject matter content to learners and teachers in distributed educational settings. This meant access to subject matter content and learning resources via networked information and communications technologies across a range of settings such as conventional classrooms, workplaces, homes, and various forms of community centers. This is becoming increasingly affordable and palatable with a wide range of software applications and computer conferencing technologies for collaborative inquiry among students and asynchronous. These applications enable learners and teachers to engage in synchronous as well as asynchronous interaction across space, time, and pace.

Objectives

1. To reduce the need for classroom training 2. To track employee progress 3. To track training effectiveness (or absorption) 4. To link training with Knowledge Management 5. To reduce time away from the job 6. To improve job performance 7. To support business objectives 8. To make learning available anytime, anywhere Design/methodology/approach - A survey is forced on Educational institutes/colleges, and different business sectors like bank, MSEB etc. Researcher also collect the data from other IT persons like data operators, programmers and some teachers also who are worked in different IT areas. And also collect the data from Non IT persons like bankers, teachers, officers etc. by direct communication, email, and interviews. The 100 samples of both are selected by lottery method.

Researcher has collected primary data and secondary data as follow

Primary data - By conducting personal interviews, group discussion, direct communication though internet , through email etc.

Secondary data - This data is collected through papers, journals, magazines , and web etc.

Findings - By using discrete and qualitative technique the researcher found that

* Class work can be scheduled around personal and professional work * Reduces travel cost and time to and from school * Learners may have the option to select learning materials that meets their level of knowledge and interest * Learners can study wherever they have access to a computer and Internet * Self-paced learning modules allow learners to work at their own pace

* Different learning styles are addressed and facilitation of learning occurs through varied activities

* Development of computer and Internet skills that are transferable to other facets of learner's lives

* Successfully completes online or computer-based courses builds self-knowledge and self-confidence and encourages students to take responsibility for their learning

Limitations- Slow or unreliable Internet connections can be frustrating

Conclusion :

A growing body of literature on learning and teaching is suggesting that learning is greatly enhanced when it is anchored or situated in meaningful and authentic problem-solving activities This approach to learning and teaching is founded on the principles of learning by doing and experiencing It places or confronts learners with authentic situations and scenarios which are motivating and which require learners to carry out tasks or solve problems and reflect upon their actions. While such learning designs are suited for any learning and teaching context or media, their effectiveness and efficiency can be somewhat constrained by the fixed time, space and pace limitations of learning and teaching in conventional campus-based classroom settings. At last e-learning is best way to improve learning - teaching.

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