

E-Learning – A Supportive Technology for Traditional Indian Education System



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Abstract: This paper is not intended for comparison of the traditional Indian educational system with the latest teaching-learning system. However, it is of evaluating the advantages of e-learning over Indian traditional education system. It has been carefully studied that e-learning systems with new technologies such as cloud computing, Web based learning, Instructional Technology, etc. along-with a comprehensive study on our traditional Indian education system. The saga of slow conversion of traditional Indian education system to present day teaching is also highlighted in the paper.

During this process, it has been observed that the teaching-learning system is transforming from one phase to another and it is adopting the technology by matching its wavelength to the current advanced technical generation. However, the technological adoption is being reached all different type of its end users.

The main aim of this paper is to highlight different levels of transformation in the field of teaching-learning.

Keywords: Distance Education, Gurukula, Indian Traditional Education System, Online Learning, Teaching-Learning Methodologies, Technology Enabled Learning.

INTRODUCTION

When ever it is discussed about teaching-learning methodology in education system, the Indian Education System is considered as one of the best systems in the world. From the ancient days, India is considered as mother land for innovative and best teaching-learning practices. The authors have made a detailed study on various sages of transformation and the same can be classified as:

1. The ancient Gurukula method of teaching-learning.
2. The holistic personality development, teaching-learning (universities like Nalanda and Takshashila)
3. Teaching-learning with printed learning materials along with black board
4. Teaching-learning with hybrid methodology
5. The new generation teaching-learning with latest technologies.

THE ANCIENT GURUKULA METHOD OF TEACHING-LEARNING

The main aim of Ancient Indian Gurukula Education System was to make the student fit to become a useful and pious member of society. Inculcating the civic and social duties among the students was also a part of ancient Indian educational system. The students were not to lead a self-centered life. It was purely on the wins and fancies of the teacher and it was a pure teacher decision which student can be admitted and which are all have to be rejected and it was also on caste basis. The lower caste students were deprived off the education even though they were intelligent enough of learning and becoming intellectuals. They were constantly reminded of their obligations to society. Along with social responsibilities the teachers use to teach all necessary vidyas which are needed to live a very peaceful life(They are classified as 64 Vidyas). The students had stay with the guru in the gurukula and they were expected to be highly obedient and to be a servant of guru during their stay in the gurukula.

During this method of teaching they did not have any type of learning materials. The knowledge was passed from person to person only through the oral communication. Hence, the students have to remember every thing which is taught by the teacher. It was transformed from generation to generation only through oral communication.

The people found very difficult to remember things and render the same thing to others also. However, the writing method of teaching and learning was evolved and first material used was sand. Later, teachers thought of recording their knowledge to the next generation and the material used was pam leaves. During this era, the one and only material which was used for Teaching-Learning was Leaves.

THE HOLISTIC PERSONALITY DEVELOPMENT, TEACHING-LEARNING

The universities such as Nalanda and Takshashila are considered as world's best universities in those

days. Students across the world were coming forward for admission in these universities, since, it was having the best teaching-learning practices. It continued part of ancient methodology with new holistic methods for reaching students. It produced not only the students with high subjective knowledge but also with total personality development.

TEACHING-LEARNING WITH BLACK BOARD

When the new generation era started and inventions of different material progressed, the education system incorporated the black board teaching method to reach students very effectively. Even now this methodology considered as one of the best teaching practice.

TEACHING-LEARNING WITH HYBRID METHODOLOGY

The hybrid methodology of teaching-learning is considered as one of the best methodologies and it has been adopted in the university level as well as in the school education. It uses black board, smart board, AV's, Projectors, Tabs, etc.

THE NEW GENERATION TEACHING-LEARNING METHODS

This methodology is considered as current generation teaching-learning methodology where teaching-learning practice is done not only by using hybrid methodology and also with efficient usage of online and offline methods.

E-LEARNING – AS A TECHNOLOGY

The Technology which have come to dominate the activities of young people also been taken up by Researcher and teachers as methods of disseminating their thinking and their practices. A simple browse in web will show thousands of URLs. Many of the literature on the educational use of web technologies are online- Blog, Podcasts, Wikies and Social Networking sites[1].

In many scientific disciplines, printed journals and books have been disappeared for learning and they are difficult to access and highly expensive. In a distributed global environment, the knowledge is created, remixed and passed along learning network.

The authors of the papers have taken looking backward as an opportunity to look forward in terms of teaching-learning process. As reviewers of evidence, we constantly use the past record of evidence to summarize what is known, to offer new insights about the existing evidence and then to suggest what may lie ahead in theorizing, researching and applying new knowledge. Online

learning provides exciting opportunities for not only increasing the reach of education and also to reduce the cost of education. However, the ultimate aim of all the efforts is to increase in the quality of teaching-learning.

The authors of the paper have focused not only at the level of research, but also on the distance education and online learning. However, the paper throw some light on the E – learning avenues and the technology enhanced learning community during the last decade by considering some of the Distance Education (DE) and Online Learning (OL) methods[2,3].

ONLINE LEARNING

Teaching-Learning in the 21st century is efficiently making use of technology and reaching the students anytime, anywhere performance possibilities for their learning. But the million dollar question in front of us is whether the flexibility in the online delivery and learning mechanism is as efficient as our traditional one-to-one or face-to-face to learning experience? As the trend towards the online education has increased intensively, it has put across several unanswered questions in front of us regarding the overall efficiency of these online courses versus offline courses. Research comparing online versus face-to-face learning is mixed, with results ranging from online superiority to no difference to face-to-face superiority. Many results can be traced to sample or method differences[8,9,10].

Scholars have laid ingots of evidence suggesting there is no difference in online versus offline student performance based on student demographic characteristics (Huh et al., 2010). In evaluating student performance based on student completion rates of materials, Olson (2002) found insufficient evidence to indicate that online versus offline delivery is a factor influencing a students completion of his or her coursework. Others found lower student performance in online classes (e.g., Trawick, Lile and Howsen, 2010), while some even found higher learning in an online format (e.g., Detwiler, 2008). In a comparison of traditional and hybrid sections of Principles of Marketing, Priluck (2004) found no difference in performance, yet significant difference in student satisfaction.

Comparison of online versus offline learning is no doubt of substantial interest to educators and the focus of numerous studies. As preference for online learning increases, mostly due to the convenience and flexibility it offers students, universities find themselves increasing the number of online format courses to meet the growing demand. However, the

question remains whether the delivery format of a course, i.e. online versus offline, impacts student performance, their satisfaction and learning. Many a priori studies report mixed results[4,5,6].

Investigation and survey has been conducted by considering the implementation of E-learning in different countries like US, UK and New Zealand shows mixed results i.e. studies predict student performance, indications are that the format of learning, i.e. offline or online, is not a sufficient treatment to influence significant difference in a performance outcome (McFarland and Hamilton, 2005; Rivera and Rice, 2002; Olson, 2002). In two studies reviewed, student learning was inferred by using the student grades during the end of the course (Biktimirov and Klassen 2008, Brown and Liedholm 2002). Consistent results in the literature expose the possibility that more than the format of learning is a factor in identifying influencers to student performance[7].

CONCLUSION

The authors are more interested in evaluating the advantages of e-learning with respect to our ancient gurukula system and other different categories of teaching-learning process. During this journey the authors have provided enough information about the different classification of Indian teaching-learning methodology. And also the description is provided by taking suitable examples of other countries with respect to teaching-learning processes.

The traditional Indian education system evolution has been discussed in length, in the paper along with the methods used in ancient days. During the journey of this paper the authors have explained clearly phase by phase transformation of Indian education system from ancient days and also

explained how e-learning methodology can be used as supportive tool for enriching the Indian teaching-learning system.

It has been concluded that the e-learning can be a supportive technique for the traditional educational system and it can not be an alternative for that. By incorporating the discussed techniques and tools, the blended teaching-learning can be a better method in teaching process.

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