

THE STATUS AND CHALLENGES OF E-LEARNING AT SECONDARY SCHOOL EDUCATION

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Abstract

The spreading e-learning arises challenges in many ways viz. Technical challenges, skill of teachers, learner efficiency etc. Secondary school establishes with virtual class rooms, digital class rooms upgrading phase by phase in our AP depending on strength of the school. Kerala was the first to successfully implement the ICT with Providing infrastructure which are internet, computer etc. Training to teachers is also important to operating skills, performance teaching through e-learning and lead to curriculum education. All schools must have Introducing computer knowledge since primary stage making awareness on e-learning and as understanding tools. High quality, core-curriculum products correlated to the various syllabi in Maths, English, and sciences linked Various methods of classroom delivery to interactive white boards, projector, computer lab, LCD .TV Blended teaching approach with software designed to be used in conjunction with teachers' textbooks or directly with the syllabi. A management system for teachers and school administration (optional) Interactive whiteboard tools and activities that supplement and extend classroom learning and which are designed also as standalone activities (classroom/maths lab/science lab). Rarely available lectures can be repeated and as and when under supervision of principals.

Keywords: Secondary education, Virtual class rooms, Dgital class rooms, ICT



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I. INTRODUCTION

Secondary Education is an important stage and linkage between primary and higher education and strong pillar of higher education based building. The universalization of secondary education is emerging one of important policy to nationbuilding. e-learning is defined as acquisition of knowledge and skill using electronic technology such as computer, internet, local and wide area networks. It is also referred as the use of information and communication technology to deliver learning and training programs to enhance and support the tertiary education

The impact of of emerging e-learning in secondary education put a minimum on higher level knowledge and skills that go to promote to higher education. As per national education policy in secondary school within 5Km radius and higher secondary schools within 7-10Km

radius. The secondary is accelerating since year 2000. The secondary education in India consists of 53,619 higher and 1,060,84 high schools. The present study on e-learning is electronic learning promotes innovative strategy in teaching methods with information of diversified learning environment. It has more variety of information resources in learning experience with the use of multimedia and non-verbal presentation by teaching material

E-Learning encourages more and more self learning to continue life long learning without limitation of space, time and profession Technically operated to enrich the teaching methods are different ways viz. e-learning, m-learning, virtual learning environment (VLE), Computer assisted instruction (CAI), on-line learning, blogs, podacasting, video conference etc. The rapid change of e-learning may highly need with electronic devices to access all their work and and all other work including home work. Further no more legging as you have an internet connection. Such conveniences will provide students the freedom to work on their projects or home work at any time anywhere.

E-learning helping the students to learn easier, faster with way of techniques at the same time low cost for more students. Presently Virtual class rooms is very immersive opportunity to interact with teacher or concerned exports from any place and close to students in class room and also record later. Initially all the schools primerely provide computer and internet making necessity. Information and Communication Technologies (ICTs) which include radio and television, as well as newer digital technologies such as computers and the internet have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life. However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICTs is not automatic.

The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not only technology indeed, given enough initial capital, getting the technology is the easiest part, but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing among others. This primer is intended to help policymakers in developing countries define a framework for the appropriate and effective use of ICTs in their educational systems by first providing a brief overview of

the potential benefits of ICT use in education and the ways by which different ICTs have been used in education thus far. Second, it addresses the four broad issues in the use of ICTs in education effectiveness, cost, equity, and sustainability. The primer concludes with a discussion of five key challenges that policymakers in developing countries must reckon with when making decisions about the integration of ICTs in education, namely, educational policy and planning, infrastructure, capacity building, language and content, and financing.

II. Objectives of the Study

- I. To study the Status of E-learning on Secondary Education and its implementation
- II. To study the facing challenges and concerned issues of e-learning in Secondary education
- III. To observe the consequence results on implementation of e-learning in Secondary Education

III. Research Methodology

The present study reports by collecting information from different sources like books, journals, magazines and news papers. The problem mainly focused on implementation of e-learning look into available data and analyzed with respect to issues.

IV. Status of E-learning

E-Learning in India The rapid development of Information and Communication Technologies during the past two decades has head many points of contact with education and training. The development of technology is placing new demands on expertise and also leading to the increasing use of information technology in teaching and learning. Wireless connectivity, notebooks their design and use, a transition from e-learning to media learning is one of the challenges being faced by educational institutions. The world is going through a phase of globalization and the success of an organization depends on how quickly its workers are able to learn and transmit various skills required today. India is currently the fourth largest economy in the world that is attracting global demand for its information technology and software services.

Secondary Education in India is one of the largest systems in the world. E-learning in India implemented effectively strengthening since 2000 but occupies lower position in the world due to it is suffers from telecommunication infrastructure bottlenecks like lack of bandwidth, low lease based lines, high cost of software and slow servicing, which create hurdles in the growth of information technology in India. Although e-learning is being used in the corporate sector in India for providing in-service training yet we have a long way to go. Gurukul online

is the first educational portal for information technology industry in India. U.K is the first place using e-learning in secondary education. France occupies 85% of super connectors for using technology which is highest using technology in the world where as India has only 5% education technology using. This is because of Indian education system comprises of government, government aided and private institutions of which nearly 40% are government only with population growth rate of approximately 1.5%. There is tremendous pressure on the education system to provide quality education at affordable price and improve the literacy rate. Kerala intiatively adopted e-learing then Gujarath.

E-learning in secondary education in Andhrapradesh introduced since 2009. RAMSA (Rastreeya Madhyamika Siksha Abiyan) is one of the Governing body its Important quality interventions provided under the scheme such as ICT enabled education, curriculum reforms, In-service training of teachers and teaching learning reforms. For well establishment of e-learning, Learning achievement test of IX class students and Multi stage sampling method was adopted. E learning, Biometric attendance system is being piloted in Kuppam. Next step should be to check and measure the impact of the initiative so that it can be scaled-up to other areas. Also, a strong push towards digital is evident from digital and virtual classroom initiatives. 580 schools had digital classrooms and 1459 were under different stages of implementation as on September 2016. The target is to have digital classrooms in 5000 schools by 2017-18 and virtual classrooms in 3500 schools² to improve quality of learning. We should check the status and assess the impact. If there is evidence of improvement, we can scale the program up to include more schools.

V. Facing challenges to implementation of E-Learning

The quality and relevance of secondary education curriculum has to address the needs of both those who choose to go to higher education and those who enter the labour market. The curriculum is expected to equip the students with adequate cognitive skills to deal with complex situations in daily routine and also in the world of work. Diversification and updating of curriculum assumes critical importance. The major concerns for improving science and mathematics curriculum have remained a challenge as large number of students at secondary level does not perform well in the examination. The National Curriculum Framework (2005) while reflecting on these issues suggests a mechanism to overcome marginalization of scientific experimentation and experiential learning by introducing improved laboratories and computer-interfaced experiments. Teaching methods and the

transaction of curriculum in classroom ought to focus on learning to learn than on familiarizing with and memorizing facts. Attuning the professional preparation ,motivational and attitudinal makeup of teachers to the needs of increasingly diversifying student community, particularly the first generation learners, presents the greatest challenge. Mobilizing adequate financial resources for equitable expansion and qualitative improvement of secondary education is confronted with several difficult dilemmas.

ICT It is essential to integrate ICT in curriculum of teacher education so as to prepare teachers for the future. Knowledge and skills needed to use ICT effectively The teacher educators must and should have sufficient knowledge and skills to use ICT in delivering a lesson. They need to develop their transactional strategies so as to meet the need and demand of the learner. It demands professional development of the teacher educator. ICT professional development are required for transactional strategies, access to technology, time and support, ongoing development, training through small groups for improving skills, variety of options for implementation , Level of Readiness to Integrate Technology into Curriculum. Teacher educator should be in a position to couple the technology with new teaching learning approaches so as to improve the learning of students. ICT can improve the standard of education and learning of students. The challenge confronting our system of education is how to transform the curriculum and teaching process so that students can perform effectively in a dynamic, information rich and continuously changing environment. Successful integration of ICT into teacher education is the extent to which teacher educators have the knowledge and skills for modeling the use of ICT in their own practices. Communication technology will be able to develop the capacity of the teacher and teacher educator and at the same time, can strengthen the capacity of teacher educator, which is the fundamental requirement of effective transactional strategy. Present day Status of a Teacher The teacher in the emerging Indian society has a very crucial role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation.

Majority of population staying in rural areas and making them aware about the concept of elearning is a major challenge. Lack of infrastructure in terms of connectivity, availability of Internet, etc. is another issue. The government is taking various measures to improve the communication systems and new technologies like 3G in the telecom space have already started to be implemented to make things better. Social Implications of E-Learning are

another segment of study that is very important to be understood for the success of e-learning in India.

VI Conclusion

Secondary education in is one of the largest systems in the world and it is linkage between primary and higher education so as strong pillars of largest higher education based building produced various skilled persons over the world. U.K first successfully implementing e-learning as having well super connectors (85%) where as India has only 5% super connectors thereby the status of implementation in e-learning is very low when comparing to other countries. In India Kerala is the first state introducing e-learning tools as one of teaching methods then followed Gujarat. E-learning in secondary education in Andhrapradesh introduced since 2009.RAMSA (Rastreeya Madhyamika Siksha Abiyan) is one of the Governing body its Important quality interventions provided under the scheme such as ICT enabled education, curriculum reforms, In-service training of teachers and teaching learning reforms. For well establishment of e-learning, Learning achievement test for secondary students and Multi stage sampling method was adopted. E learning, Biometric attendance system is being piloted in Kuppam school in Chittor district in AndhraPradesh. E-learning implementations has many challenges before the schools i.e. professional development are required for transactional strategies, access to technology, time and support, ongoing development, training through small groups for improving skills, variety of options for implementation , Level of Readiness to Integrate Technology into Curriculum, net facility, computers availabilities and other infrastructure.

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