

## STUDENT'S PERCEPTION TOWARDS E-EDUCATION OVER TRADITIONAL MODE OF EDUCATION WITH SPECIAL REFERENCE OF GOVT. COLLEGES IN UTTARPRADESH

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### ABSTRACT

*In the present scenario, the way of education has been changed. With the help of ICT based technology the traditional method of education has been dramatically converted into new one. The term "e-education" refers to the application of Internet technology to the delivery of learning experiences. E-education takes place in formal electronic classrooms, on corporate intranets used for just-in-time training, audio and video teleconferencing and in a variety of other technology mediated learning spaces.*

**Keywords:** *ICT, e-Education, Video Teleconferencing, Just-in-Time Training, Electronic Classrooms.*

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### Introduction

The primary tools of e-education are e-mail, e-meetings, e-expeditions, and the methodologies of a pedagogy known as e-learning. This new type of education coming in different names such as E-education, Web based education, education via Internet, e-learning, virtual education and networking education.

### E-education Shows the following Features

- Education is an indispensable societal process to shape each individuals coming to human existence. A cluster of traditional concepts such as training and preservation, self-control and self-reliance, instruction and learning, cultivation and enculturation describes e-education in terms of education, more precisely as aiming at an individual's **becoming** (*a person, a civilized individual, a citizen*).
- Goals and standards of that becoming are not pragmatically engendered by authorities or institutions, but reflect society's self-understanding in its structures of representation in democracy.
- E-educations purpose is to further self-representation as a determinant of the unfolding of an individual's life. Emphasis is on the education environment and on interactivity between all participants.
- E-education enhances the transference of individualism in the context of socialization. One must distinguish at least two aspects:
- Individual values and viewpoints enable a person to share, to participate and to further the life of others. These assist students to be responsible citizens, and to learn to master the language of the institutions in which they must live their lives. Language is furthermore the only available expressiveness for experiencing how their individuality as constituted by others, and not by forces external to social life.
- To educate is to change the principles of that change are good reason, good faith, rationality and honoring the extreme importance of experiences, feelings and emotionality in the unfolding of a person. Discussion and narration are contexts linked to the functioning of e-devices so that the latter include specific narrative frames.
- Education is the focus of e-education, not its devices as such. Devices do change educational insights and behaviors in instructors and teachers as well as students, parents and children, pedagogic institutions as well as policy makers.

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The main issues pertaining to the techniques of e-education are:

- E-education is not solely an education process that relies upon one specific e-device (the computer) and one particular provision (Internet). E-education is a multi-media event. Virtually all e-devices can play a role in the theory and practice of e-education. These devices can be a camcorder, a video, a camera, a film, a walkman, a walkie-talkie, a computer program, a computer game, a game boy, a network of interactive programs, an environment where such programs are in-built devices, an entire video or TV studio, a classroom or a specific e-center. All serve the broad purpose of education in which e-instruments function.
- Enhancement of individual skills and of changes in behaviors results from education, not exclusively from the application of e-devices. E-education is definitely not just an application of one or many electronic devices in a pedagogic environment.
- E-education unfolds in a diversity of institutions: in centers, schools and other settings. There is never one precisely documented institutional goal that determines the pedagogic attitude in the entire educational setting. E-education aims at the functioning of individuals in real life situations. There is consequently no exclusive focus on specific skills, techniques or know-how that relates to targeted e-devices.

### Objectives of the Study

The study will be carried out keeping into account the following objectives:

- To find out the perception of students using traditional and online education mode.
- To analyze the various factors affecting the frequency of using internet for obtaining education.
- To explore which education mode is preferred by the respondents and what are the reasons behind it.

### Methodology

The research design will be adopted in the study is both descriptive as well as exploratory mainly aimed at fact finding. Primary as well as secondary data will be used in the study. Primary data will be collected with the help of a structured questionnaire and telephonic interview and secondary data will also be collected by referring to various journals and books. Judgment convenience and snowball sampling techniques were used to select the respondent units. Total sample size of the study was 200. The sampling unit consists of those who are aware of online education. Questionnaire method was used for collection of primary data. Questionnaire was constructed taking into accounts the research objectives. It consists of both close ended as well as open ended questions. The number of questions was kept limited and the questions were framed on the principles of simplicity and understandability. The data collected was analyzed with the help of mean difference, t- test and paired sample statistics.

### Limitations of the Study

The study is not free from limitations. The major limitations can be summarized as following:

- The sample size is small which is not sufficient to generalize findings.
- The study has been completed within a short span of time.
- Respondents were reluctant in responding some of the questions which were important for the study.

### Hypothesis

The following null hypotheses were formed on the basis of the objectives of the study:-

**H<sub>01</sub>:** The various factors( time and cost saving, 24x7 access, no age war, availability of good range of study material on internet) leading towards the perception of students for online education is not significant.

**H<sub>02</sub>:** The frequency of using internet to get the information about education, daily use of internet and the frequency of using internet to e. education is not significant.

### Analysis and Interpretations

Out of the 200 number of respondents 150 were students and 50 were academicians and other related peoples. 95 were male and 105 were females. It is to be noted that the table clearly shows that e-education, e-books, e-magazine, e-article. e-exam, e-dictionary, applying online application form for admission and for various competitive exams and e. lecture. Most of the respondents prefer traditional mode as we see that the education habit of the respondents ( online and off line modes) with respect to the above stated point is significant.

**Table 1: One Sample Test**

	<b>d.f.</b>	<b>T</b>	<b>Mean difference</b>	<b>Significant 2 tail</b>
Preference of respondents on Reading e. books	199	53.483	1.402	.000
Preference of respondents on Reading e. magazine	199	54.356	1.513	.000
Preference of respondents on Reading e. articles	199	56.256	1.623	.000
Preference of respondents on e. exams.	199	36.052	1.027	.000
Preference of respondents on searching meaning of various words in dictionary.	199	64.357	1.923	.000
Preference of respondents on applying inline application form for exam.	199	580386	1.825	.000
Preference of respondents on listening e. lectures on various topics.	199	46.536	1.065	.000
Preference of e. education over traditional classroom education for technical degrees.	199	48.387	1.271	.000
Preference of e. education over traditional classroom education for degrees in 199humanities.	199	59.356	1.879	.000

Source: field survey

**Table 2: Paired Samples Statistics**

<b>Pair</b>	<b>Basis</b>	<b>Mean</b>	<b>N</b>	<b>S.D.</b>	<b>t</b>	<b>Sig.2tailed</b>
Pair 1	Frequency of using internet for e. education	3.48	200	1.004	-2.967	.004
	Internet education save time	3.81	200	.931		
Pair 2	Frequency of using internet for e. education	3.48	200	1.004	-6.453	.000
	Internet education can be taken any time.	4.28	200	.943		
Pair 3	Frequency of using internet for e. education	3.48	200	1.004	-.475	.627*
	Online education is more difficult.	3.52	200	.997		
Pair 4	Frequency of using internet for e. education	3.49	190	1.021	3.798	.000
	Prefer traditional education over online education.	3.04	190	.908		
Pair 5	Frequency of using internet for e. education	3.48	195	.989	2.886	.025
	Online education will supersede of traditional mode of education.	3.14	195	1.121		
Pair 6	Frequency of using internet for e. education	3.46	200	1.004	-2.521	.014
	Online education is less costly.	3.78	200	1.079		
Pair 7	Frequency of using internet for e. education	3.78	200	1.003	-2.968	.004
	Online education has no age war.	3.48	200	1.079		
Pair 8	Frequency of using internet for e. education	3.48	200	1.004	2.215	.028
	Online education need more time	3.20	200	1.057		

Pair 9	Frequency of using internet for e. education.	3.48	200	1.004	-5.812	.000
	Good range of study material available on internet.	4.15	200	.859		
Pair 10	Frequency of using internet for e. education	3.52	200	.956	1.004	.320*
	Respondent will get frustrated if they any confusion at online study material.	3.39	200	1.209		

Source: field survey

In this research I used paired t- test to look at the frequency of using internet for online education. Each of the advantage and disadvantage of online education under study are being paired with the frequency of using internet by the respondent for online education. The extreme right column of the table shows insignificant value denoted by asterisk (\*) i.e. .627 and .320 and the remaining value are significant.

### Recommendations

The major recommendations of this research can be summarized from the following points:

- Government need to develop more infrastructures in the field of e, education in the various universities and colleges.
- Online education is mostly concentrated in urban areas as well as metro cities having access of internet. As majority of our population stays in rural areas so the e. educators as well as government need to make some appropriate policies to reach the rural masses.
- There needs to be proper interface between technology and teachers. Classrooms need disruption to innovate.” Technology will also help address the issue of quality of instruction. Use of technology and e-learning will allow high quality teachers to expand their reach,”

### Conclusion

No more are we surprised to find kids, hardly out of their toddler years, effortlessly using the computer and a string of other electronic gadgets. These new age kids literally define the very times that we live in. Sophistication has become a part of their lives and most of their daily activities. They are at home operating these high tech gadgets that we, even as grownups, find quite difficult to get familiar with in quick time. Amidst this, why not let even their mode of educational training become as advanced as their toys and the next generation gizmos that surround them. This is where **e-class** comes forth as an option for parents and teachers who desire their kids to learn everything there is to be learnt, grasp all knowledge even as they grow in strength and intelligence with each passing day. The concept of **e-learning in India** is yet in its early stages and may not exactly be spreading like wild fire in many parts of rural India. However, as a mode of teaching and learning, it has seen an increasing use in educational institutions in cities. Here computers and audio visuals are extensively being used to get the children better versed with the lessons taught in the classroom or for that matter even while learning at home. More and more schools are realizing the importance of **e-learning for school kids**. They know how this will greatly assist teachers in their tireless endeavors of preparing gifted beings and thus doing justice to the great intelligence of the little ones.

Since a teacher may find it real difficult to individually make sure that every child is clear with the lessons taught in the class, there is also a tendency of many students being confused. There are also times when a child, who has many doubts, will yet not approach the teacher out of embarrassment or shyness. This is where e-class comes into play. It becomes an assistant of the teacher, as in it makes sure each student is cleared of all his doubts easily. It acts as a student’s best friend and is at his disposal 24/7 throughout the year.

It is the virtual platform of **e-class** that makes this impossibility possible. This is where **e-learning in India** simply goes to another level, even as a next generation platform of studying is made ready for the little ones. The beauty of **e-learning for school kids** is that it comes loaded in a pen drive along with an e-box which is a small multi-media player and thus readily plays on a TV set. It may as well be loaded into a personal computer, a server or for that matter even a laptop. All the subjects are covered by **e-class** and it is available readily for the students of standard 1 to standard 10 of Maharashtra State Board. **E-learning for school kids** is a medium with the outstanding potential of spreading a wave of education and literacy throughout the length and breadth of India. At the heart of it,

**e-class** is not just another product for selling purpose. It truly aspires to be instrumental in spreading a revolution, an "e" revolution. Here "e" stands for education and enlightenment. Not only the urban kids but even rural children can greatly benefit from this platform of **e-learning in India**. For once, a child with good education is a child empowered with knowledge and wisdom. This is a child with the power to do anything.

Although the online education saves time and it provide various ranges of study material or courses at low cost. It has been observed that still students do not prepare for online education due to lack of skill and technique know how. There is a psychological behavior or cognitive thinking of the students. They always want to feel, talk to their teachers about the study and their future plans. They prefer face to face reading and learning instead of online education. On another part they never hesitate to use internet to see their various results, applying online application form for admissions and competitive exams because it is more convenient for them. The study was conducted on those of existing students and academicians who are well aware of e, education but the perception of the students towards on line education was not so favorable.

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