

## **A REVIEW OF E-LEARNING TOOLS: CASE OF MCA STUDENTS IN KHANDESH REGION**

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### **ABSTRACT**

ICT-based education and e-learning have become a strong need in today's educational environment, from primary education to higher education. To develop a student-centric approach, ICT elements and tools play a vital role in communicating, presenting, and transforming knowledge from teacher to student. Despite geographic location and time, teaching pedagogy along with study material is probable by using unusual modes of e-learning or e-learning sources, i.e., synchronized and asynchronous. In the pandemic situation of COVID-19, distance-based education, i.e., e-learning, has raised tremendous significance and been fully permitted by the respective government authorities. People have used tools and apps like WhatsApp, Google Meet, YouTube, FaceTime, Messenger, Skype, and other web-based services in their daily routines. The study focuses on the usability of e-learning tools in higher education, particularly for UG and PG programs like the BCA and MCA. A pilot survey has been conducted with MCA students, where they have described their need for the E-model in the MCA curriculum for the teaching and learning process. At the same time, it also studies learning opportunities and challenges for implementation or using the E-Model in their academics.

**Keywords:** *e-learning, e-model, information technology, bachelor of computer application, master of computer application curriculum.*

### **Introduction**

Recently, it was observed or noted that e-learning is related to education, teaching pedagogy, and technology. Education imparts knowledge of a subject or content to the different stages of education, such as primary, secondary, and higher education. In this process, teaching and learning activities have a significant impact on each other. There have been significant changes in teaching and learning pedagogy to date. The

traditional education system includes the class-room method along with the chalk-and-talk technique in the learning process. Information and communication technology has given different dimensions as well as elements for providing educational services and delivery. E-learning can be carried out in two ways. first synchronous and then asynchronous. In a synchronous mode learning environment, everyone takes part at the same time, i.e., learning in a face-to-face environ-

ment. Asynchronous are email, electronic mailing lists, threaded conference systems, online discussion boards, wikis, and blogs. In regard to the E-learning message by the Ministry of Electronics and Information Technology, the Government of India has defined the broad perspective vision of E-development as "the engine for transition into a developed nation and an empowered society." 1

Bonk and Reynolds (2005) define, "To promote higher order thinking on the Web, online learning must create challenging activities or opportunities that enable learners to link new information to old, acquire meaningful knowledge, and use their meta cognitive abilities; hence, it is the instructional and structural strategy and not the technology that influences the quality of learning." 2

The educational system makes use of various tools and techniques for imparting knowledge to students. ICT have been explored multiple opportunities to deliver the content material through the usages of personal computers, internet speed, multimedia players such as audio, video, images, animation, and web-based learning, etc. All these facilities are referred to as "e-learning.

The research is based on the MCA Institute. The study located state of Maharashtra. The study is based on the survey method. Data collection uses both primary and secondary methods. The populations of the study are 126 units out of 24%. The technique used for sampling is simple random sampling. The population responded by pursuing MCAs from different institutes. institutes affiliated with state universities.

### **Problem Statement :**

1. How to use E-learning tools and techniques in BCA & MCA programme.
2. Which design and development of E-Model which is suited for BCA & MCA curriculum.

### **Objectives of The Research**

- 1) To explore E-learning opportunities in their curriculum.
- 2) To design E-Model for MCA Students.
- 3) To asses and evaluate proposed models performance through the students feedback.

### **Hypothesis of The Study**

1. (1H0): E-learning tools are helpful for students for improving academic skills.
2. (2H0): E-model is a replacement for traditional teaching-learning process.

### **Scope of the Study**

The Study focused on E-learning tools and technique. Understanding learning process & teaching pedagogy i.e. E-model constructs for framing syllabus, examination module, audio/video, and various algorithm etc. advantages are availability any time.

### **Limitation of the Study**

Study on Khandesh Region (Dhule, Nandurbar, and Jalgaon) of Maharashtra state. This study includes respondents of BCA and MCA students.

### **Research Methodology**

Study is confined to BCA, MCA students

(respondent) from respective colleges of Khandesh region. Through survey method and random sampling technique primary data has been collected punched into excel sheet for further analysis, findings and understanding students opinion regarding E-learning tools in their academics. Hence, MCA institute is a sample unit.

**Architecture of Proposed E-Model**

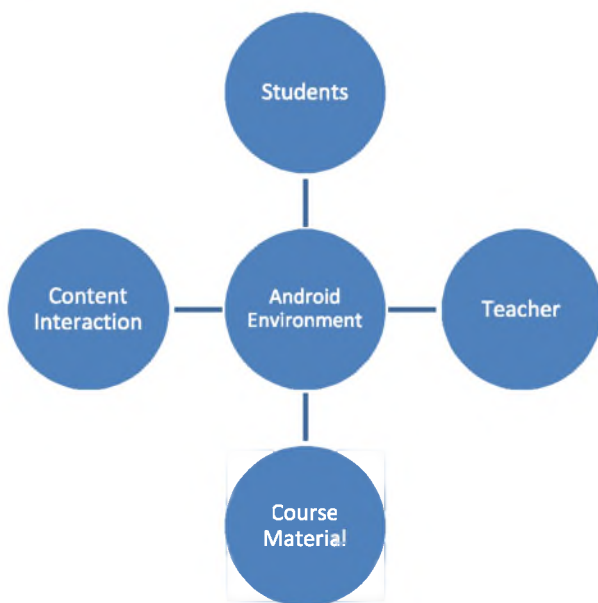


Fig 1: "Architecture of E-Model"

**Services of Proposed E-Model**

Particulars	
New User Registration 	Online Examination 
Downloading 	Admin user 
Updates 	Native User 

Fig 2: Services of E-Model

**Table 1: Respondents from Khandesh Region**

Sr. No	Name of City	Total
1	Dhule	30
2	Nandurbar	30
3	Sakri	20
4	Shripur	20
5	Parola	20
6	Jalgaon	30
<b>Total :</b>		<b>150</b>

Above table shows total count of respondents which has been selected randomly from the respective cities of Khandesh region included districts like Jalgaon, Dhule, and Nandurbar. These respondents are students of UG and PG courses

**Table 2: E-learning tools are helpful for students for improving academic skills**

Sr. No	Opinion	Total	Per %
1	Fully Agreed	139	93
2	Neutral	11	7
3	Not Agreed	0	0
<b>Total</b>		<b>150</b>	<b>100</b>

Table 2 explores opinions on the question of whether E-learning tools are helpful for improving student's academic skills. So, the majority of the students i.e. 139, 93% fully agreed and remaining 7% are neutral.

Table 3: E-model is a complete replacement for traditional teaching-learning process

Sr. No	Opinion	Total	Per %
1	Complete Replacement	2	1
2	As a Learning Tools	148	99
3	No Answer	0	0
	<b>Total :</b>	<b>150</b>	<b>100</b>

Table 4 reveals opinion on the stated question and the majority of the respondents 99% says that E-model is not a replacement for traditional teaching

**Conclusions:**

E-learning tools are providing benefits to students in their academics. These computer or E-learning tools are providing additional benefits for the students to complete their studies. But at the same time, teacher involvement is also required, and therefore, face-to-face communication and direct teaching are required. Interaction helps to clear the concepts. So e-models cannot be a replacement for the traditional teaching-learning process. A combination of E-models along with regular classes will help for significant results.

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