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QUALITY ENHANCEMENT IN EDUCATION THROUGH TECHNOLOGY BASED LEARNING

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Abstract

The continuous rising of the new technology, the method of dealings has been evolved from typical teacher- focused to interactive technological primarily based one. Technology primarily based teaching develops the training skills. Existing E – resources search for developing our learning skills. E – Resources have vital roles to play in E-learning and thus it provides how for developing wonderful learning skills. Here data and communication Technology could be a numerous set of technology tools and resources wont to produce, communicate, manipulate, store and manage data and information.The advancement of science and Technology has revolutionized the communication method, thus data and communication Technology ought to kind on integral a part of the education.

Here Technology-based learning(TBL) constitutes learning via electronic technology, together with the web, intranets, satellite broadcasts, audio and video conferencing, bulletin boards, chat rooms, webcasts, and CD-ROM. TBL conjointly encompasses connected terms, like E-learninglikeonline learningand web-based learningthat solely embody learning that happens via the web, and computer-based learningthat is restricted to learning through the utilization of computers. E-learningis similar with TBL and has for the most part replaced it in each aspects of the life because the term of alternative. From the learners' purpose of read, TBL are often self-paced and matched to the learner's wants, and, building on pedagogy that emphasizes the deserves of discovery learning, it offers the prospect of promoting larger comprehension and retention, significantly for complicated materials, as a result of its clear opportunities for the active manipulation after all materials and therefore the use of simulations and game-playing. maybe for these reasons, TBL has witnessed marked growth within the coaching marketplace in government, industry, and education.

Keywords: *E-Learning, Quality Enhancement, Education, Technology Based Learning.*

Introduction:

This paper speaks regarding conception and state of technology-based learning and therefore the application of technology-based learning in government, industry, and education. At constant time, TBL isn't while not its challenges. Among the foremost vital of those is that the "digital divide," caused by low pc acquisition rates and lack of access to technology among some learner populations. further challenges embody "social idleness," characterised by students UN agency work less diligently than they otherwise may,

or UN agency become annoyed by course material or technology and so less engaged, attributable to the relative absence of instructor-learner and learner-learner interaction. Further, some TBL has been characterised by high attrition rates among learners. Course developers face their own challenges, as they grapple with issues associated with technological incompatibility, and that they should make sure to form applicable accommodations to market access for learners with disabilities. TBL in reality is associate umbrella term that encompasses multiple delivery modes and ways, with every having explicit strengths given bound contexts and learning objectives. as an example, TBL includes tutorials, net conferences, on-line forums, simulations, and gaming, among different ways. the training will be synchronous, once delivery happens once instructors and learners meet at a selected time in a very physical or virtual room, or it will be asynchronous, once the training doesn't occur at a pre-specified time and so will be self-paced. Further, completely different applications will be predominately instructor-centric, that have associate knowledgeable at the core UN agency delivers a lecture, either synchronously or as associate asynchronous narrated tutorial; or they will be content-centric, wherever learners act with content that's embedded in a very learning system and knowledge very little instructor-learner or learner-learner interaction; or they will be learner-centric, wherever the learner is that the navigator, the learner's interests and desires drive the training, and therefore the learning surroundings is open. beyond doubt, a lot of TBL mixes these completely different ways and modes. moreover, TBL is progressively seen as being simplest once it's utilized in concert with, instead of as a replacement for, a lot of ancient face-to-face instruction, in a very vogue that has return to be called blending learning.

Technology-Based Learning (TBL):

For the aim of this paper, we tend to be mistreatment the wide accepted definition of technology-based learning because the learning of content via all electronic technology, together with the net, intranets, satellite broadcasts, audio and video tape, video and audio conferencing, net conferencing, chat rooms, e-bulletin boards, webcasts, computer-based instruction, and CD-ROM.TBL additionally encompasses connected terms, like on-line learning and web-based learning that solely embody learning that happens via the net, and computer-based learning that's restricted to learning mistreatment computers. E-learning is synonymous with TBL and has for the most part replaced it in scholarship and business because the term of selection. Therefore, the paper uses these terms interchangeably. TBL is

distinguished from distance learning or technology-delivered learning therein TBL includes methodologies wherever instructors and learners are within the same space or instruction is computer-based and there's no 'distance' concerned. On the opposite hand, TBL is a lot of narrowly outlined therein it doesn't embody text-based learning and courses conducted via written correspondence that may be coated by either distance learning or technology-delivered learning. Moreover, technology-enhanced learning describes a technique within which technology plays a subordinate role and serves to counterpoint a conventional face-to-face room.

Technology-Based Learning's Potential: Whereas even 10 years ago, the bulk of TBL relied on shipping video tapes or on big-ticket satellite transfer and downloads in elect sites, most TBL content these days is distributed via CD-ROMs or the web. The Internet holds explicit promise among instructional technologies since it simply accommodates multiple learning designs and distributed learning models. On the web, users cannot solely read every kind of content from text to footage to music; they'll additionally move with it, alter it, produce new content, and broadcast it back to a wider community. Additionally, the medium is well suited to the new necessities of education and coaching within the knowledge-based economy.

Education in the Knowledge Economy

Old Economy New Economy

Sl No	**Four year Degree**	**Forty-year Degree**
01	Training as Cost Center	Training as Competitive Advantage
02	Learner Mobility	Content Mobility
03	Distance Education	Distributed Learning
04	Correspondence and Video	High-Tech Multimedia Centers
05	One Size Fits All	Tailored Programs
06	Geographic Instituting	Brand Name Universities and Celebrity Professors
07	Isolated	Virtual Learning Communities

Change of References

Sl. No.	Oriental Method	Technological method
01.	Text Books	Digital Books
02.	Dictionary	Wicktionary
03.	Library	On-Line Library
04.	Discussions	Forums and chats
05.	Encyclopaedia	Wikipedia
06.	Face to face discussion	Video/Tele Conference
07.	Papers pencil assessment	E-Portfolio assessment

In the new economy, training is less dependent on 'credit hours' towards a degree and more on being able to demonstrate a measurable competency in a given skill. It is also much more time sensitive. Another key feature of TBL is that it emphasizes 'learning solutions' and 'learning results,' and is contextual and can be personalized. In addition, technology is already in place that allows TBL delivery systems to anticipate future information and learning needs by recognizing patterns in learning styles and delivering training in chunks as needed by the learner.

Technology based learning is using in E-learning process

Sl. No.	Devices	Evaluation Technique used
01.	Mobiles	SMS, MMS, Bluetooth, Camera, Video etc.
02.	Video	Video, Video projector etc.
03.	Projectors	Film projector/micro projection, Multimedia projector, lead diode projector, Pico projection.
04.	Computers	Personal, Lap – top, Palm top, notebook, tablet and computers.
05.	Advanced Technology	Blogs, E-Resource Whatsapp, Face book etc.

Benefits and Challenges: TBL comes with substantial benefits. Most of all, it offers geographic reach and a scalability of training and educational efforts that face-to-face interaction cannot achieve. It also offers a wide range of learning modes and an opportunity to track progress and measure outcomes as a seamless part of learning. However, as with all technology applications, the use of technology in itself poses some new challenges. In TBL, the most significant problem is the digital divide, which still splits the country into digital haves and digital have-nots. In addition, transferring learning into a TBL environment creates additional challenges for educators and training designers.

Benefits:

There are numerous advantages to TBL in comparison to face-to-face learning. Five of the primary benefits are the following:

1. Accessibility, offering anytime and anywhere delivery.
2. Training that is self-paced and matched to the learners' needs.
3. Full scalability.
4. Timely dissemination of up-to-date information.
5. Streamlined and effective learning delivery.

There is also some evidence from cognitive psychology that TBL offers advantages in promoting learning retention. It has long been argued, for example, that learners learn best and retain knowledge better when they are actively involved in the discovery process rather than being mere passive receptacles for mastering content delivered by others, as expressed in the paradigms of "discovery learning" and "autonomous learning." With its opportunities for the hands-on manipulation of course materials, simulations, and game-playing, TBL offers the clear prospect of building off this potential.

Challenges:

The introduction of TBL is not without challenges. They include:

a. The "digital divide," caused by low computer literacy rates and lack of access to technology among some learner populations.
b. "Social loafing," which occurs when learners reduce their effort in TBL programs, or are frustrated in their attempts to use TBL, because of the program's lesser focus on personal interactions.
c. Higher attrition rates
d. Accommodating individuals with disabilities.
e. Technology incompatibility.
f. High development costs.
g. Lack of credibility.

Conclusion:

Now day's kids are "digi-natives,"Our students' generation has changed radically. Today's generation is no longer the people our educational system was designed to teach. Today's students have not just changed increment tally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big discontinuity has taken place. One might even call it a "singularity" – an event which changes things so fundamentally that there is absolutely no going back. This so-called "singularity" is the arrival and rapid dissemination of digital

technology in the last decades of the 20th century. Today's students represent the first generations to grow up with this new technology.

E-Generation have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives.

With the widespread adoption of TBL, measuring its effectiveness has become more of a priority. Different facets of evaluation include measuring learners' satisfaction with the experience, measuring their skill gains through pre- and post-tests (sometimes in comparison to learners who received traditional classroom approaches), gauging how learners applied their new knowledge in work settings, and estimating how the institution itself benefited from employee learning. In return-on-investment calculations, the latter entails an assessment of whether the benefits are commensurate with the cost of providing the training.

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