

Need and Evolution of E-Learning In Present Era In India

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ABSTRACT- The higher education sector is in the midst of fundamental change. Never before has there been such intense public debate about the place of the university and its role in society. During the 1980s and 1990 there was significant growth in the number of student studying part-time and through distance learning. The single most dramatic effect of paradigm shift is learner sovereignty. The teacher role at least as defined by the instructivists now belongs to a bygone era. Students have much greater autonomy over their learning, in terms of when, where and how they learn. Interaction with fellow students and faculty are literally (and metaphorically) at their fingertips. In this review paper an asynchronous discussion boards as the modus operandi, learner interaction is heightened.

KEYWORDS

Teaching, Educational Growth, E-learning, Formal and In-formal E-learning

1. INTRODUCTION

E-learning is commonly referred to the international use of networked information and communication technology in teaching and learning. These include online learning virtual learning, distributed learning network and web-based learning. “Fundamentally, all these referred to educational processes which utilize information and communication technology to mediate asynchronous as well as synchronous learning and teaching activities” [1, 15]. “On closer scrutiny, however, it will be clear that these labels refer to slightly different educational processes and as such they cannot be used synonymously with the term e-learning” [2, 14]. These comprise lot more than online learning virtual learning, distributed learning, networked or web-based learning. “As the letter ‘e’ in e-learning stands for the word “electronic”, e-learning would incorporate all educational activities that are carried out by individuals or groups working online or offline” [3, 13]. And synchronously or asynchronously via network or standalone computer and other electronic devices. A typical example of this is a learner studying alone or conducting some research on the Internet or a local network.



Figure 1: Elements of Safe Digital Education

The need for e-learning has as many different answers as the number of different perspectives that people have. E-learning is

seen as desirable form of perspectives. The specific need relate to, quite significantly determines approach to e-learning.



Figure 2: E-Learning Dimensions

2. SIGNIFICANCE OF E LEARNING

- **Teacher's shortage:** In many disciplines, shortage of qualified teachers is a problem plaguing most educational institutions. The quality of the available teachers is another major concern. Given the financially attractive opportunities in the industry and poor academic environment that is seen in most of the educational institutions, teaching job is among the lowest in the preference list for many. It is seen to expand the reach of the available teachers [4, 5].
- **A3 (any time, any place, and any pace) learning:** As mentioned earlier, for the need to come together at a fixed place at a fixed time is a major constraint. This is particularly true for those pursuing courses in part time mode, the just-in-time learners, adult learners, etc. the freedom to connect to the course setup at any time of one's choice and from any place is a major incentive for e-learning. It also enables learners to take to studying when feels is the best time for them to study and hence provides for adapting the TLP to the learner's individual characteristics [6, 12].
- **Enhanced learning experience:** This is very important, but often ignored and under-explored aspect. When exploited effectively, e-learning enables a high degree of personalization and a wide range of instructional methods. Powerful simulation environments, multimedia capability and high-end visualization support enables a learner to relate to the subject much more deeply and hence understands well [7, 8].
- **Content creation:** India, despite her IT prowess, is still a poor contributor of content in the Web. Part of the reason is that very few of our teachers are online. While one uses online courseware from sources such as MIT Open Course Ware (OCW), one rarely considers contributing work to share with the

world. Adopting e-learning enables and encourages one to do this naturally, some work is already online, perhaps with a limited reach and once one is comfortable with this, it is a small step to reach out to the world [9].

- These can also be shared with other teachers, can be improved over the years using user feedback and hence results in better quality of material.
- **More systematic feedback and evaluation:** Bringing assessment and other activities under e-learning enables to gather much more detailed feedback on various aspects of the course. These include quality of questions, quality of content, qualitative judgment on students' performance etc. these can be used to enhance the quality of instruction at an institutional level.

3. LEARNING ENVIRONMENTS

An effective deployment of e-learning would address many concerns including content creation, content delivery, assessment, collaboration and communication between faculty and students and among students etc. in addition, support for online assessment would need mechanisms to keep track of marks per student per assessment and also computing suitable weighted total [10,11]. A learning management system, LMS, is an integrated application that provides all these and more under one umbrella. With one login, one can see and access all relevant aspects of a course. From an administrative perspective, one would need mechanisms to control access to the course allowing valid students and faculty. In general, a person can be a student of some subject and a faculty in another. Thus most LMSs today provide a user login mechanism supporting role based access control [12, 13].



Figure 3: MOOC

4. EVOLUTION

There has also been a dramatic growth in non-traditional learners, beyond the typical 18-24 year old mainstay of university demand. The growth in and essential of lifelong learning women returning to the workforce after child rearing a burgeoning retirement age population together have dramatically shifted the demographic reality of tertiary education. It is not surprising then that flexible delivery has become something of a mantra for tertiary students while also tapping into new national and global opportunities. This appropriate delivery trend has accentuated since the turn of the century with the emergence of new forms of distance delivery that draw upon advances in the various information and communication technologies (ICTs). Internet based delivery of education and no longer be regarded as a fad or the realm of the nerd. It is a vital tool in the quest of universities to face their new learner demographic [10, 14]. The renewed commitment to learners and learning and the possibilities that new and emerging ICT's are creating. Such technology facilitated liberation of tertiary education and the opportunities it presently is exciting and on the way to transforming the learning landscapes. Particularly exciting is the increasingly sophisticated pedagogy these ICT support a pedagogy that is interactive engaging and capable of producing deep learning outcomes for a greatly expanded population of learners locally, nationally and increasingly globally [5, 8, 15].

5. CONCLUSION

The harnessing power of ICTs, assessment tasks can be real world, authentic and engaging. Since content is developed in advance, faculty has more time to devote to individual students permitting shorter turnaround times on feedback. Importantly, as less time is spent in didactic content transmission, there is more time for reflection and critical analysis – important lifelong learning skills. Finally, learning online provides students with an opportunity to be part of a strong learning community. In the absence of meaningful competitive pressure, universities have simply not changed significantly in meeting the changing and growing demands of their increasingly diverse learners.

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