



ORIGINAL RESEARCH PAPER

Education

E-LEARNING: A PARADISM SHIFT IN INDIAN EDUCATION

KEY WORDS:e-learning, information and communication technologies, higher education, Computer Mediated learning, Learning Management System.

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ABSTRACT

The National Educational policy (NEP 2020), the first education strategy of the twenty-first century, recognises the value of exploiting technology's benefits while being aware of its possible drawbacks and risks. We are living in a modern technological age when technology is present in all aspects of life, including business, industry, agriculture, and health. Using contemporary information and communication technology for teaching and learning is crucial for the field of education. This paper evaluates the academic literature and provides a theoretical framework for investigating the idea of e-learning, specifically its benefits and drawbacks in higher educational institutions. Many online platforms are used to facilitate e-learning in higher education. Online learning has been described using a variety of terms over the years, including Computer-mediated learning, Web-based training, E-learning systems, and Learning Management Systems. Despite of their names, these systems all utilise the Internet and share a few characteristics that enable registration, evaluation of students' and teachers' actions, as well as lecture delivery and interaction between students, their peers, and teachers. Among the most crucial features of online learning platforms are forums that enable asynchronous student-teacher contact and collaboration, web conferences that provide video, audio, and written communication, and chat, where users can send messages and get responses in real time. It examines several researchers' interpretations of what e-learning is and how it functions in higher education institutions.

INTRODUCTION

E-learning has received the most attention from National Educational Policy 2020. The government is making a lot of efforts to support digital education. Digital learning has the potential to raise educational standards and reach a larger portion of the population in our nation. The wealth of digital resources that are currently available has made learning much more enjoyable for students. Technology is also playing a crucial role as a catalyst for developing relationships between parents, teachers, and students - tapping into the domain - in order to ensure that children acquire knowledge. Thanks to the evolution of Ed-tech, education is no longer just governed by blackboards, chalk, dusters, and textbooks. With the Covid-19 pandemic, we are outstanding in our transition to a digital education system. The e-book is taking the place of the conventional books. Similar to how assignments are transformed into e-assignments, etc. Teacher-taught relationships have changed as a result of the COVID-19 pandemic; they are now taught through websites and a variety of applications. Indeed, the digitalization of education has made it very simple to quickly search through a variety of sources with the aid of a click. It enables the final user, a learner, to achieve their goal of knowledge.

The Concept And Definition Of E-learning

Technology-based E-learning includes using the internet and other significant technologies to create learning materials, instruct students, and manage courses inside an organization. (Fry, 2001). A consensus meaning of the word "e-learning" has been the subject of heated discussion. The concept of e-learning encompasses a variety of applications, instructional strategies, and procedures (Rossi, 2009). A consensus meaning of the word "e-learning" has been the subject of heated discussion. According to Dublin (2003), definitions often indicate the researchers' areas of expertise and areas of interest. As a result, it is challenging to come up with a definition for the term "E-learning" that is widely accepted and according to Oblinger and Hawkins (2005) and Dublin (2003), there is even no common definition for the term.

According to Twigg (2002), the learner is at the core of the e-learning strategy, which also features an interactive, repetitive, self-paced, and customisable system in its design. Welsh et al. (2003) also referred to the term as the use of computer network technology, principally through the

internet, to provide information and instruction to individuals. E-learning was defined by Liaw and Huang (2003) using summaries of its attributes. They initially suggest a multimedia environment. Second, they include several types of information. Thirdly, collaborative communication is supported by e-learning platforms, giving users complete control over their own learning environments. E-learning support networks for information access come in fourth. Fifth, e-learning enables systems to be freely implemented on a various kinds of computer operating systems. Some other difinitions are Abbad et al (2009), "E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources" Smedly (2010), "The adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information. Hameed et al (2008), "E-learning, in spite of the advantages that it has when adopted in education also has some disadvantages. Studies support that e-learning process some disadvantages.

So, it can be inferred from the foregoing that it is challenging to come up with a universal definition of e-learning. Some authors define e-learning as merely offering fully online courses, whereas others define it as offering web-enhanced and web-dependent services for the delivery of educational and support procedures.

Types Of E-learning

The various e-learning formats can be categorised in a variety of ways. There have been certain categories based on the degree of their involvement in education, claims Algahtani (2011).Algahtani (2011) divided e-learning into two basic types, consisting of computer-based e-learning and the internet based e-learning.

Algahtani (2011) claims that computer-based learning entails using the full range of software and hardware that are typically available for the use of information and communication technology. Additionally, each component can be used in one of two ways: computer-managed instruction or computer-assisted learning. In computer-assisted learning, interactive software is provided as a support tool for in-class learning or as a tool for self-study outside of class, replacing traditional techniques with computers. Yet, in computer-managed

teaching, computers are used to store and retrieve data in order to support the management of education.

According to Almosa (2001), internet-based learning is an advancement over computer-based learning. It makes content available online and provides ready access to links to relevant knowledge sources, such as e-mail services and references, that can be used by students wherever they are and whenever they choose, regardless of the presence or absence of teachers or instructors.

According to how much these features are used in education, Zeitoun (2008) classified E-learning as assistant mode, mixed or blended mode and completely online mode. The assistant mode supplements the traditional method as needed. Mixed or blended mode offers a short-term degree for a partly traditional method. The completely online mode, which is the most complete improvement, involves the exclusive use of the network for learning (Zeitoun, 2008). Algahtani, (2011), in his evaluation of E-learning effectiveness and experience in Saudi Arabia, discovered three distinct models of using e-learning in education including the “adjunct, blended e-Learning and online”. The “adjunct e-Learning is the situation which e-Learning is employed as an assistant in the traditional classroom providing relative independence to the learners or students (Algahtani, 2011). In the blended e-Learning, Algahtani (2011) and Zeitoun (2008) explained that, in this way of using e-Learning, the delivery of course materials and explanations is shared between traditional learning method and e-learning method in the classroom setting. The third one which is the online is devoid of the traditional learning participation or classroom participation. In this form of usage, the eLearning is total so that there is maximum independence of the learners or students (Algahtani, 2011; Zeitoun, 2008).

Zeitoun (2008) has gone further to explain that the online model is divided into the individual and collaborative learning, where the collaborative learning also consist of the synchronous and asynchronous learning (Zeitoun, 2008). According to Algahtani (2011), the fully online mode can be either "synchronous" or "asynchronous" depending on how the time of interactions is applied. The asynchronous time allows all participants to post communications to any other participant over the internet while the synchronous timing alternates between teachers or instructors and learners, or between learners and teachers (Algahtani, 2011; Almosa and Almubarak, 2005). With the help of tools like video conferences and chat rooms, synchronous learning enables students to converse simultaneously online with their professors and with one another. According to Almosa and Almubarak (2005), this style has the benefit of immediate feedback. Also, the asynchronous mode enables online discussions between students and with lecturers or teachers at various times. As a result, interaction occurs later using tools like emails and thread discussions (Almosa and Almubarak, 2005; Algahtani, 2011), which has the advantage of allowing students to learn whenever it is convenient for them but the disadvantage of preventing them from getting immediate feedback from teachers and fellow students (Almosa and Almubarak, 2005).

Government initiatives in e-learning:

Ministry of electronics and information technology (MeitY) selected e-learning as one of the key areas for delivering education through teaching resources and communication channels. It is the facilitation and support of learning via information and communication technology (ICT). Creating tools and systems to support e-learning in the nation is the overarching goal. The use of e-learning and the associated tools provide a platform for improved learning, cost-effective delivery, flexibility of learning at the learner's convenience, delivery of information of a consistent quality, reusability of the content, etc. The Department has been providing financial assistance for research and development (R&D) initiatives in

the field of e-learning at various academic institutions, R&D labs, etc. MeitY has previously offered grant-in-aid for research and development (R&D) projects in the areas of content development, R&D/technology development projects, human resource development projects, and faculty training to enhance literacy through distance learning using Information and Communication Technology (ICT) and Tools (Computers, Multimedia, and the Web). Various Government programme are going on to facilitate e-learning such as PM E-Vidhya, DIKSHA, SWAYAM Prabha TV, vidyadaan, E-Pathshala, National Digital Library of India (NDLI), National Repository of Open Educational Resources (NROER), Virtual Lab etc.

Benefits Of E-learning

The most evident benefit of e-learning is that it gives students flexibility and open learning opportunities, providing them more time to focus on other activities like working and other commitments. E-learning courses are simpler to keep track of than conventional classroom-based courses. Also, e-learners have the chance to communicate with professors, instructors, and other students via email. Higher education is now more accessible than ever thanks to e-learning, which is also less expensive for the students because it saves time and money. Compared to the conventional systems, it offers more student-student and instructor-student interaction. Slow learners are particularly advantages by online programs since they get to spend as much time as they wish reading and participating online than they would in a class-based program. It also offers many advantages in terms of student's flexibility and larger online market for the institutions. Also, through online education platforms, the rising demand for off-campus or distant learning is probably going to expand the regional market, particularly for small institutions. The Indian IT industry is anticipated to expand by more than 10% as a result of the adoption of the E-learning system in universities, while the market for online education is anticipated to rise at a compound annual growth rate of about 32%.

Barriers Of E-learning

Even if e-learning has some benefits when used in education, it also has some drawbacks. Due to the lack of face-to-face interaction with instructors or other students, the majority of online students may not be able to pinpoint their particular academic needs, strengths, and weaknesses. E-learning programs require a lot of faculty involvement, which encourages online peer support among the students. High dropout rates experienced in E-learning systems as compared to traditional education systems. The e-learning educational system might not offer an acceptable balance between community building skills and intellectual learning skills. E-learning programs are not suitable for everyone, because most of those students who perform well in the traditional system of education which encourages face to face instructor-student interaction are likely to experience some serious difficulties with online based learning. Adopting of e-learning and its technology requires large investments in faculty, time, money and space that need to be justified to administrators and leadership.

CONCLUSION

Digital tools are used in eLearning for both teaching and learning. It makes use of modern tools to let students' study wherever they are and whenever they choose. It entails instruction, knowledge dissemination, and encouragement of student interaction, exchange, and respect distinct perspectives. It facilitates communication and strengthens the bonds that support learning. The literature has attempted to explain the function of eLearning in particular and how it has had a significant impact on teaching and learning, despite some of the limitations mentioned. Its introduction in some universities has boosted academic standards by increasing staff and student access to information and by creating a rich environment for student cooperation. E-learning improves education, literacy, and economic development in

developing and poor nations. This is especially true for nations where opportunities are scarce, opportunities are expensive, and there are economic inequalities. If handled properly, e-learning can be very advantageous for both students and institutions.

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