Quest Journals
Journal of Research in Humanities and Social Science
Volume 8 ~ Issue 11 (2020)pp: 71-80
ISSN(Online):2321-9467
www.questjournals.org

Research Paper

Issues of e-Learning concerning Higher Education in India

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ABSTRACT
The investigation dissected different possibilities of e-Learning in Higher Education in India. Against this flourishing scenery of e-learning action, the business is set for significant development in India. The expanded accessibility of minimal effort PCs and the developing presence of broadband, especially in provincial zones, will undoubtedly help the nation's e-learning industry. The possibility of making instruction accessible to anybody, any time, anyplace is getting progressively engaging understudies, the corporate world and the general population on the loose. In light of the accessible writing and reactions gathered from students, resources and manager respondents, significant possibilities have been distinguished for e-Learning in advanced education in India. These incorporate Prospects for Online Education and Blended Learning, Prospects for Distance and Open Learning, Prospects for Personalized Learning, Prospects for Collaborative and Cooperative Learning, Prospects for Academic Administration and Management, Prospects for Cost-powerful Education, Prospect for Teaching - Learning Process Improvement, Prospects for Effective Education/Learning, and Prospects for Mass Higher Education.
In the light of the discoveries of this examination work demonstrating promising possibilities for e-Learning in advanced education in India, it was additionally chosen to investigate the basic achievement factors for the effective execution of e-Learning in India in the time ahead.
KEYWORDS: *ITC, E-learning, innovation, higher education.*

I. INTRODUCTION

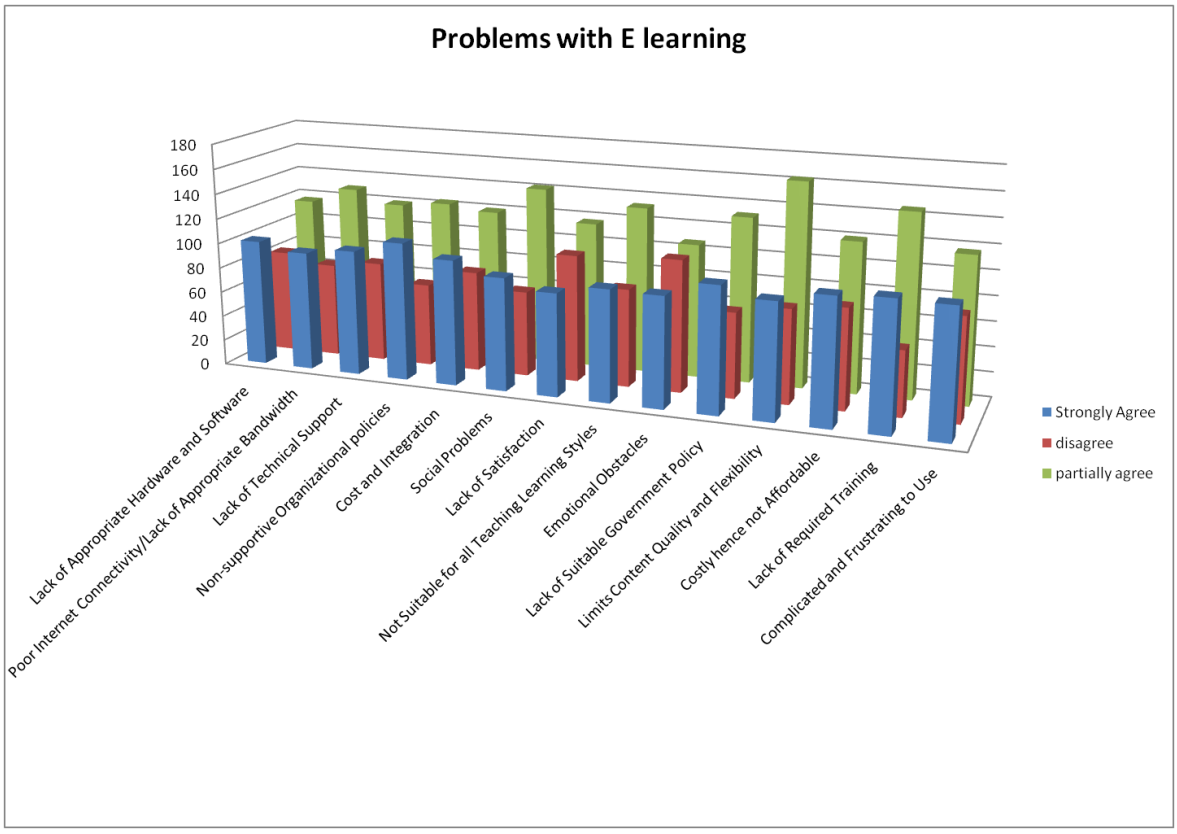
The schooling framework in India need to upgrade the span of instruction, improve maintenance designs, smooth out variations in schooling, preparing of educators and make up for the absence of instructors in far off regions. Despite long-lasting endeavors by Indian policymakers through arranging devices, Indian schooling framework has not prevailing with regards to giving instructive foundation to all the edges of the nation. In spite of the fact that the instructive establishments of India are attempting to convey quality training, each organization has particular objectives, norms and guidelines, spending pressures, security concerns, and specialized heritages. In this manner single answers for the whole issue may not be a suitable model. Instructive organizers have a sensible level of arrangement in saying that ICTs can fix a portion of the serious issues, which Indian Education framework has been looking for quite a while. Compelling usage of ICT foundation and financially savvy e-Learning model may appropriately address the centre issue.

e-Learning is a comprehensively utilized term by and large alluding to electronic learning, web based learning, mixed learning, organized learning, disseminated learning, adaptable learning, and so on It is progressively being viewed as a device to broaden the admittance to instruction and formative open doors at the institutional level as well as country overall (Sharma and Mishra, 2008; Pulist, S. K., 2013). Electronic learning and its more up to date and more broad interchangeable term e-Learning are two of the present trendy expressions in the scholarly and business universes. Leaders partner with better approaches for discovering that are more cost effective than customary methods of learning and which permit understudies to all the more likely control the way toward learning since they can choose when, where and how quick to learn.

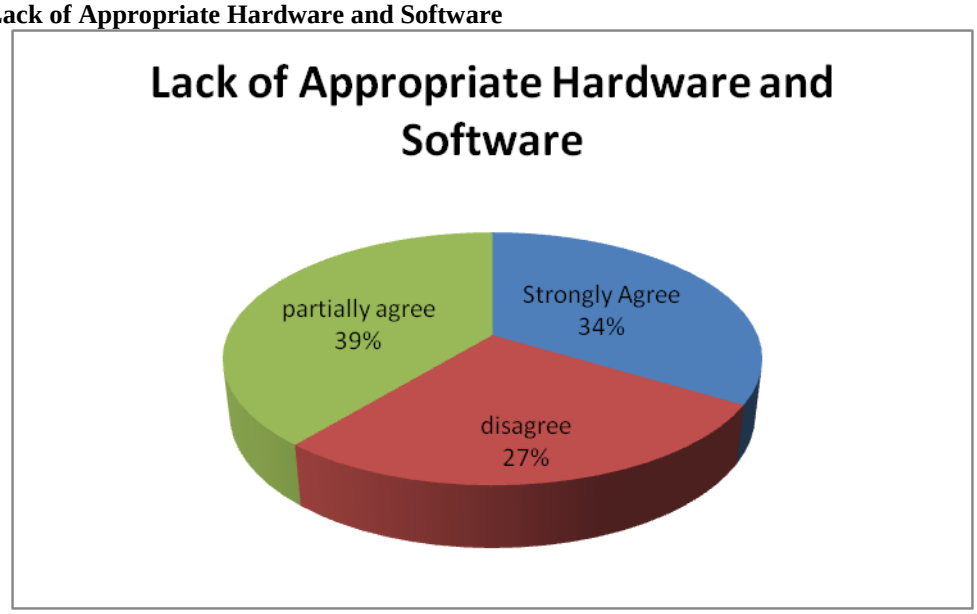
Issues of e-Learning concerning Higher Education in India

To investigate the key issues and difficulties identifying with e-Learning in advanced education in India, at first, broad study of accessible writing was attempted, trailed by study of test respondents and related information examination. After broad survey of the accessible writing identifying with the issues concerning e-Learning in advanced education in India, following serious issues were distinguished:

	Issues with E learning	**Strongly Agree**	**Disagree**	**Partially agree**	**Total**
1	Lack of Appropriate Hardware and Software	101	82	117	300
2	Poor Internet Connectivity/ Lack of Appropriate Bandwidth	95	75	130	300
3	Lack of Technical Support	100	80	120	300
4	Non-supportive Organizational policies	110	66	124	300
5	Cost and Integration	100	80	120	300
6	Social Problems	90	68	142	300
7	Lack of Satisfaction	82	101	117	300
8	Not Suitable for all Teaching Learning Styles	89	78	133	300
9	Emotional Obstacles	88	105	107	300
10	Lack of Suitable Government Policy	100	68	132	300
11	Limits Content Quality and Flexibility	92	75	163	330
12	Costly hence not Affordable	100	80	120	300
13	Lack of Required Training	102	52	146	300
14	Complicated and Frustrating to Use	101	82	117	300

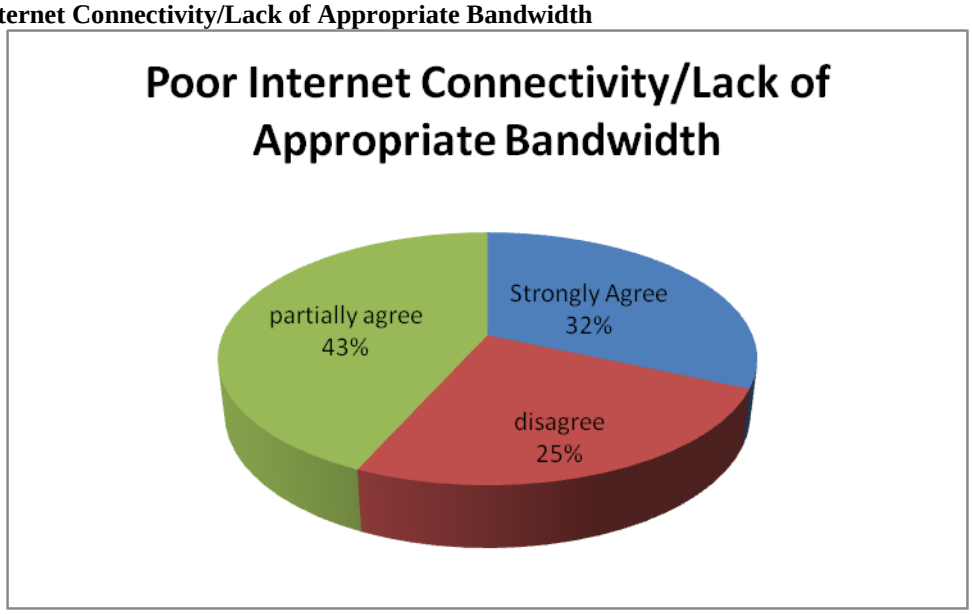


1. Lack of Appropriate Hardware and Software



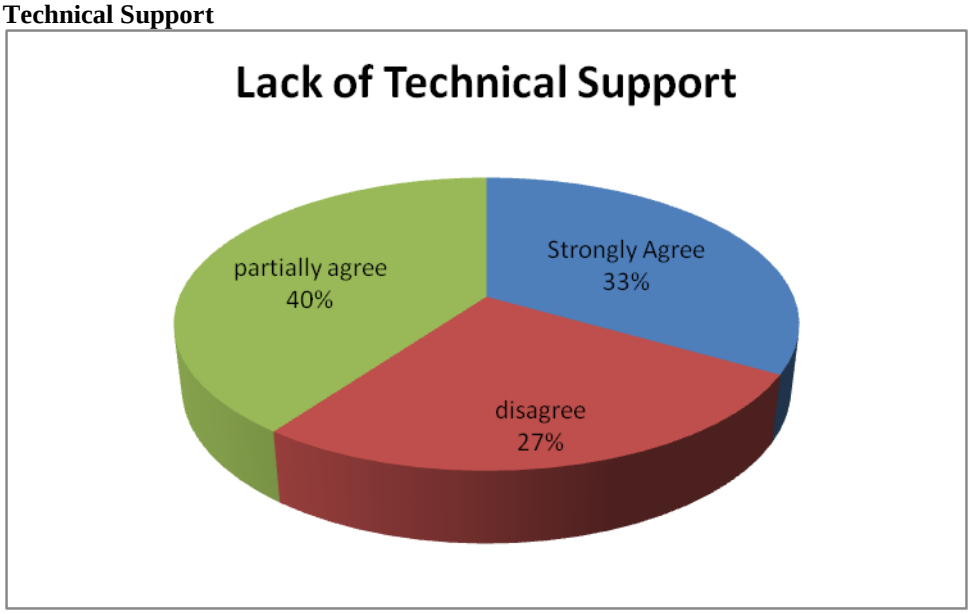
Hardware and software happens to be key problem in the growth of e-Learning. The students need necessary hardware for e-learning such as desktop or notebook computers and printers ,Therefore, one of the major technological limitations of e-learning is the necessity of computer hardware and relevant resources. The lack of hardware to support e-learning in organizations is one of the factors why small and medium Enterprises are not willing to engage in e-learning to educate its employees. India faces a number of obstacles to the spread of digital learning initiatives. First, the affordability of basic technology is an issue. Hardware, software, and know-how are all necessary before the potential of digital technology can be exploited; although, given the trends in technology development and the role of India's own high-tech industry.

2. Poor Internet Connectivity/Lack of Appropriate Bandwidth



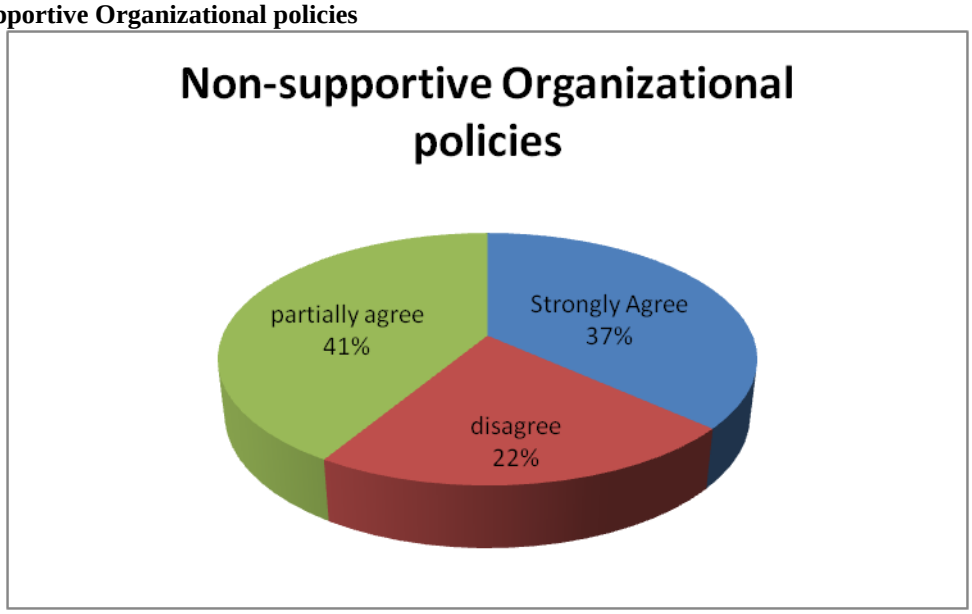
The bandwidth refers to the capacity of a communication channel to carry information. Lack of infrastructure in terms of connectivity, availability of Internet, etc. is another issue. The government is taking various measures to improve the communication systems and new technologies like 3G in the telecom space have already started to be implemented to make things better. Severe limitations of technology infrastructure also serve to hamper enthusiasm and the widespread use of e-learning technologies. These restrictions range from inadequate network speed and bandwidth capacity to incompatibility across different platforms and between different content materials.

3. Lack of Technical Support



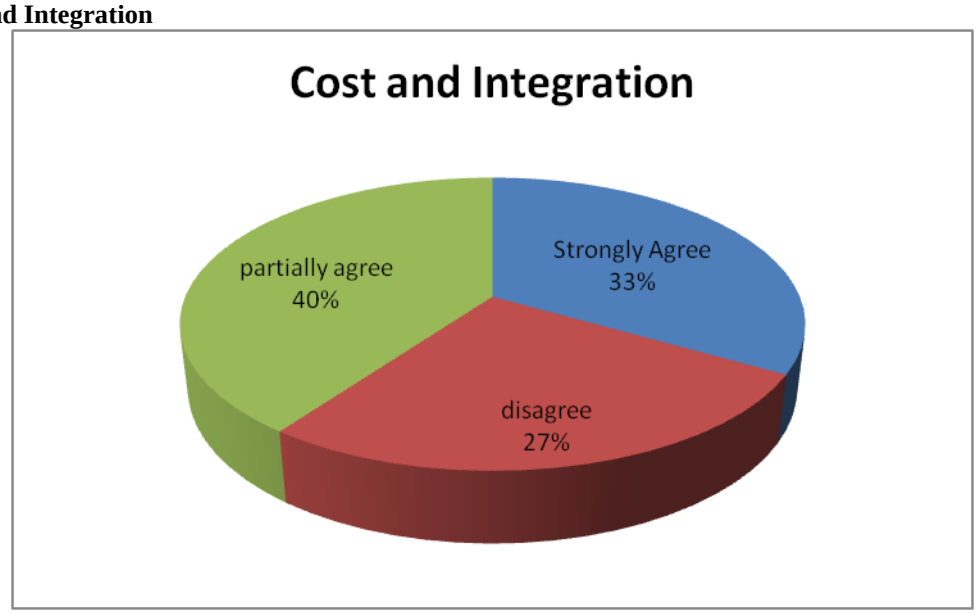
The major challenges to be Support, Flexibility, Teaching and Learning Activities, Access, Academic confidence, Localization and Attitudes. These factors concern how the individual student‘s previous academic qualifications could become a challenge if it is not in tune with course requirements and the support provided. In today‘s online environments there is a lack of teacher presence, face-to-face (f2f) interaction, and tech support.

4. Non-supportive Organizational policies



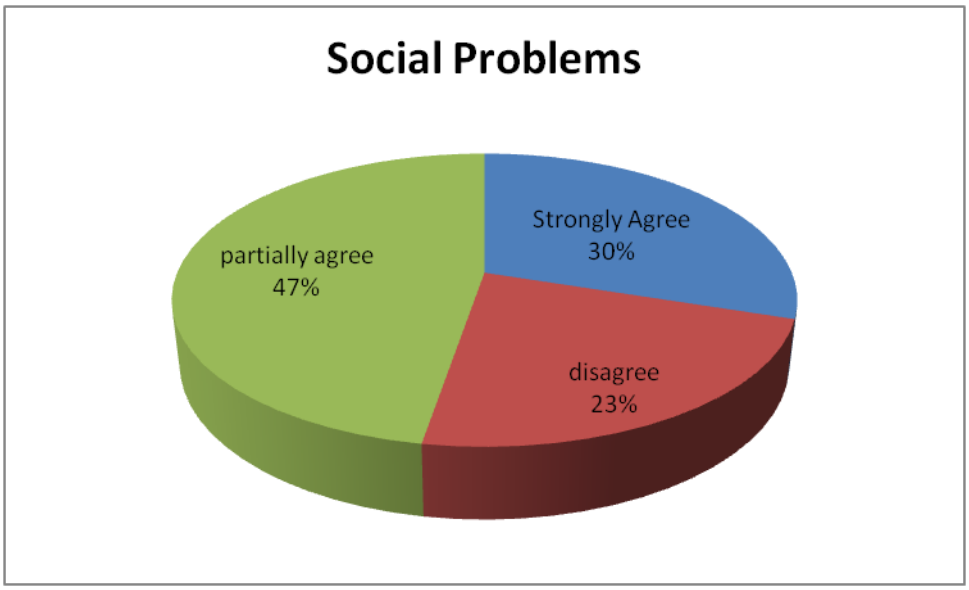
The organizational policies, structures, authority and responsibility, rules of business, and on the top its culture, determines the destiny of any project including creation of E-Learning environments in a higher education institutes. In the E-Learning development and use practices, ―the organizational context of ICT-integration is a major impediment. Similarly, researchers have reported that the perceptions, development and use of e-Learning vary with the change in organizational context.

5. Cost and Integration



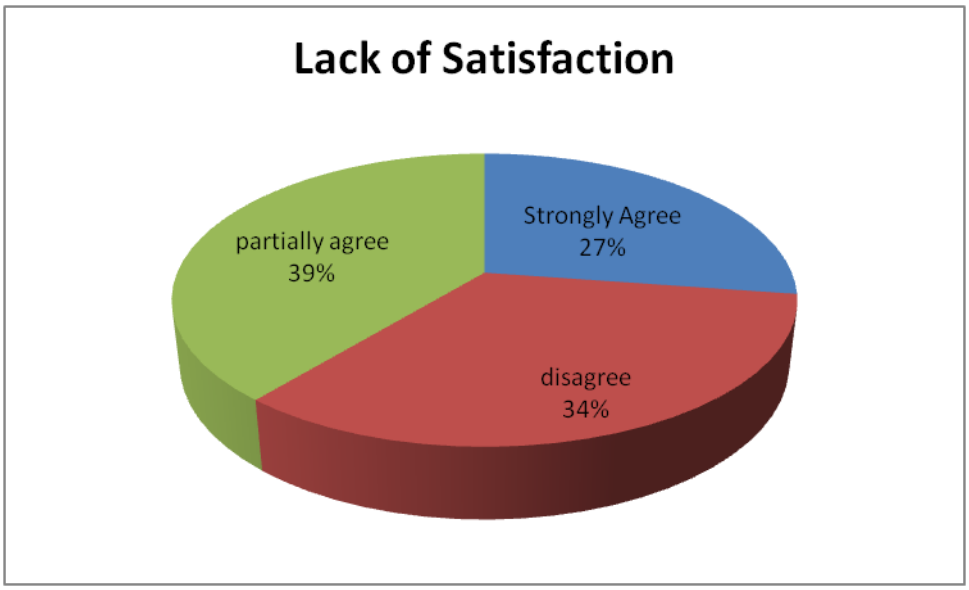
The main barriers to widespread adoption of e-learning are 1) cost, 2) integration into the existing curriculum, and 3) setting up the required infrastructure at bricks and mortar institutions of learning. There is also a certain amount of resistance from faculties and administrators who are not computer literate and are intimidated by the prospect of e-learning. Without proper accreditation or recognition, students are also wary of taking up e-learning courses. Though international programs can and do charge a premium for their courses, the choice will always be between cost and volume. Sushil Karampuri, founder and CEO of eAbyas (http://eabyas.in/) chose the open source learning platform because he believes that ―given a choice between price and brand, the Indian consumer will always choose price over brand.

6. Social Problems



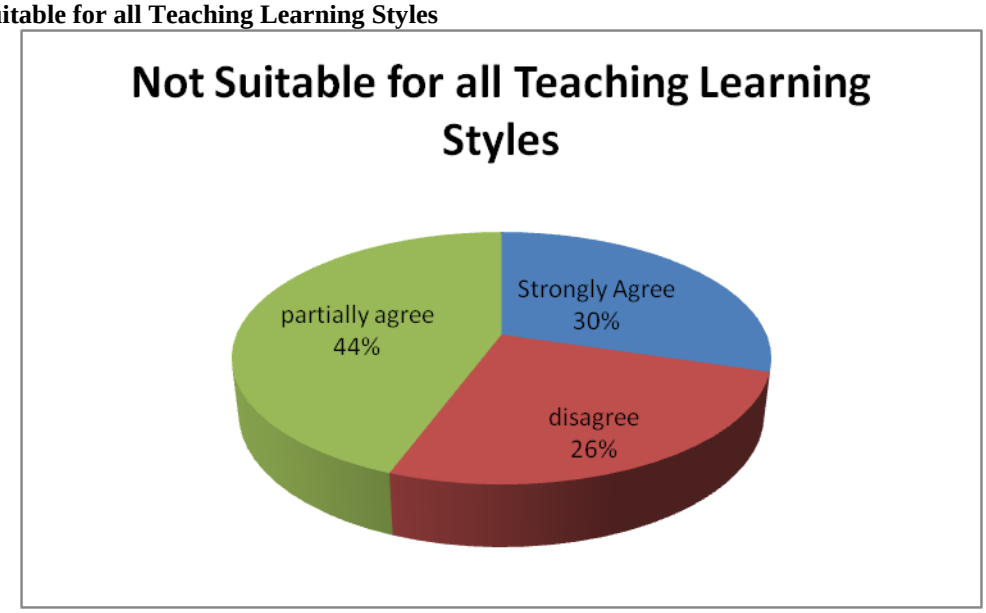
Today‘s world's culture is no longer only literary and art, but also it should be enabled by technology and science. ICT is at the crossroads of these two aspects. Refusing the condemning illiteracy and being unable to integrate into today's world. The integration of ICTs in HEIs demands a re-definition and re-evaluation of role in education and development of society according to the changing social context, where the communication networks are radically changing and knowledge is becoming the central driving force verifying that ―learning cannot be separated from its social context.

7. Lack of Satisfaction



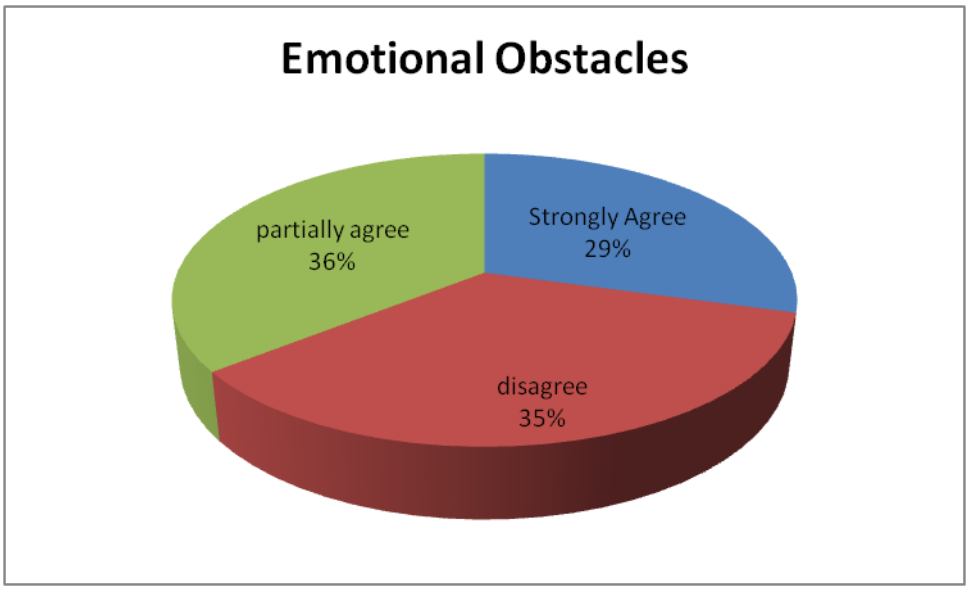
The research indicates that users are rarely satisfied with the functionalities of new e-Learning systems and worried about the problems of integrating the system with other organizational systems. The HEIs are constantly facing problems of ―user dissatisfaction with newly introduced systems, mismatches between a new technology and the existing work practices, underestimating the technological complexity for employees, and inefficient end-user support. The individual satisfaction is closely related with the commitment of the individual to participate and contribute

8. Not Suitable for all Teaching Learning Styles



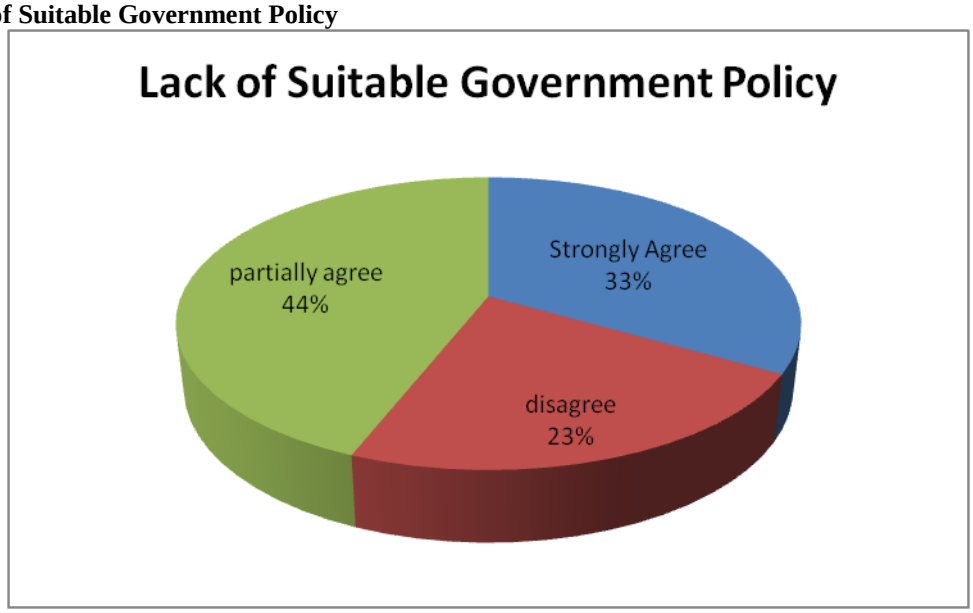
As reported by many researchers, one of the challenges facing instructional designers is in producing e-Learning systems, which take account of individual differences such as cognitive learning style. Research shows that teachers don‘t find e-Learning environments matching with their teaching styles however; web-based learning is worldwide accessible, low in maintenance, secure, platform-independent, and always current and can accommodate various learning styles.

9. Emotional Obstacles



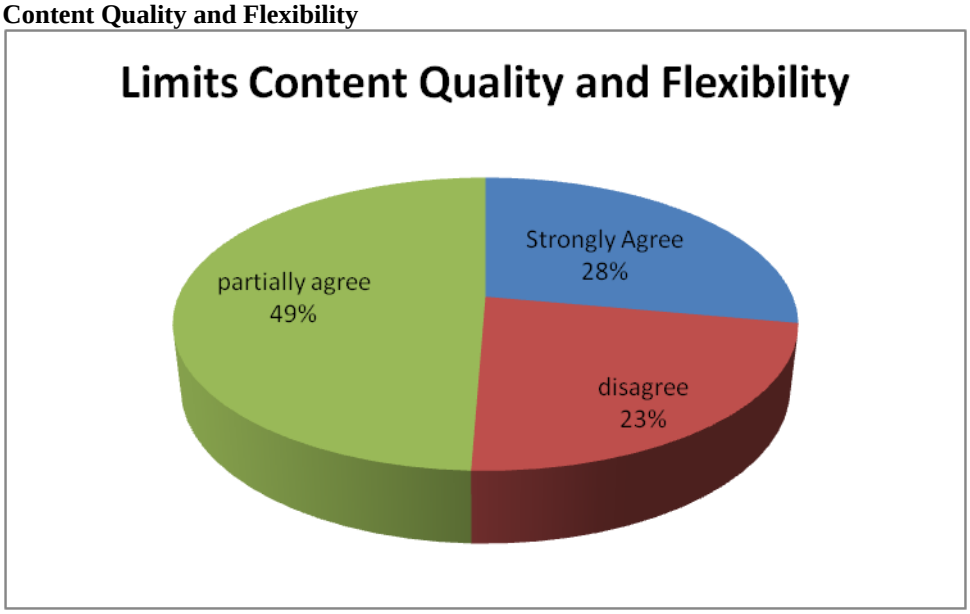
Emotional obstacle is also one of the main problem in the growth of e-Learning. Tthe problems of emotional interaction are thus, in a key position when we consider the emotional obstacles of e-learning. Empirical research suggests also, that emotions have an important role in e-learning.

10. Lack of Suitable Government Policy



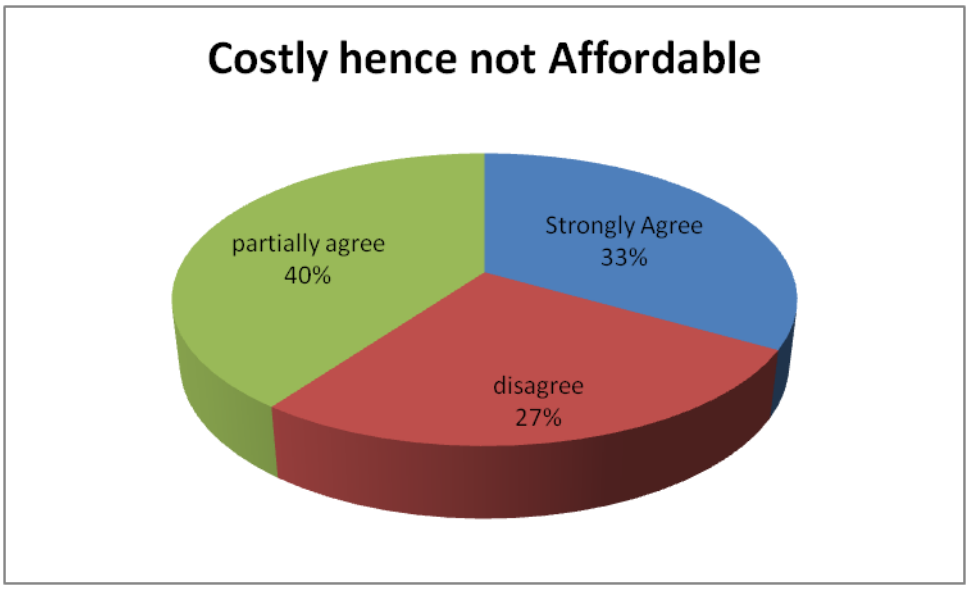
The teachers and students matters in E-Learning projects but government agencies control goal-setting, project-management, working conditions, evaluation, and the allocation of resource for projects particularly, in public sector HEIs. The governments have established committees, taskforces and dedicating huge amounts of money for the enhancement of computer-based pedagogy. The growth of a powerful Indian ICT industry is founded on the concerted efforts by the Government.

11. Limits Content Quality and Flexibility



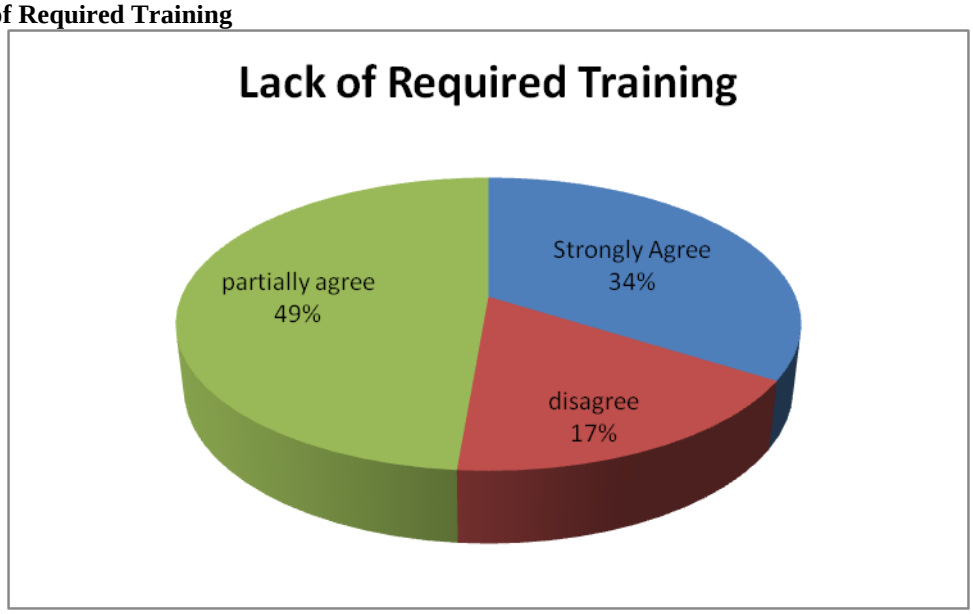
Contents development is another major concern in ICT enabled open education. The relevant issues are technology for course ware development, quality assurance, and suitability of the contents for an open and flexible learning environment. Several institutions have embarked upon web based courseware development.

12. Costly hence not Affordable



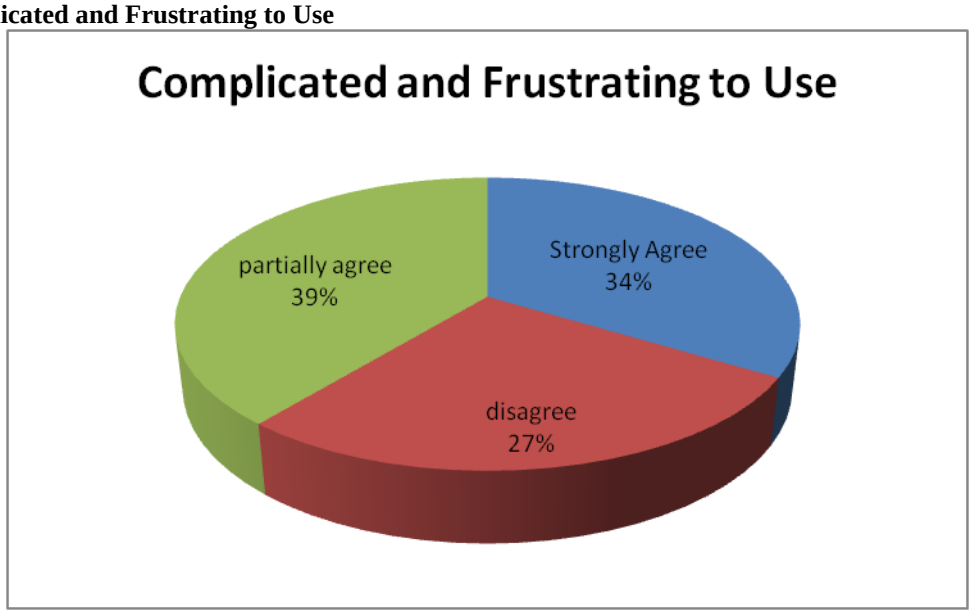
Factors include the opportunities for development and use of courseware, the high cost of digital libraries, cost of internet connection, cost of computer and its accessories, lack of multimedia systems, epileptic or inconsistent power supply, techno-phobia and resistance hindering e-Learning.

13. Lack of Required Training



Instructors and students must possess specific skills to successfully use various e-Learning tools. Lack of training hampers growth of e-Learning therefore intensive training is required.

14. Complicated and Frustrating to Use



The research has shown that e-learning systems can make the users frustrated, confused and reduce their interest in learning.

In order to validate and reinforce the findings of the earlier researchers from the perspective of higher education in India, a likert type instrument(questionnaire) was developed on the basis of above stated problems identified through the available literature and data was collected from the respondents.

II. CONCLUSION

Based on the findings of this research work, suitable recommendations have been made for those concerning the future of Higher Education in India.

India has a billion-plus population and a high proportion of the young and hence it has a large formal education system. The demand for education in developing countries like India has sky-rocketed as education is still regarded as an important bridge of social, economic and political mobility. The globalization process has also created a large market of offshore students. To reach them, information technology is the only convenient medium, which can offer education as a service. It increases education provision substantially and can

contribute to mass education. It also creates competition among the institutions for providing education and hence improves the quality.

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