



E-Learning in India

S. Selvakumar

Sri Akilandeswari Women's College, Wandiwash

Corresponding Author: contactphysicshod@gmail.com

Available online at: www.isroset.org

Received: 18/Jul/2019, Accepted: 23/Aug/2019, Online: 31/Aug/2019

Abstract- India is one of the largest and ancient education systems in the world. Formal education in India is still based on traditional model. Students have to attend schools, colleges to complete their education. After the introduction of Internet E learning has gained its significance in this decade. The research paper is mainly focused on the past and present Education scenario, Access of Internet, structure of E learning, policies and schemes implemented by the Government of India in promoting E learning.

Keywords: E-Learning, NPTEL, online education.

I. INTRODUCTION

India to emerge as a knowledge super power of the world in the shortest possible time it is imperative to convert our demographic advantage into knowledge powerhouse by nurturing and honing our working population into knowledge or knowledge enabled working population. Internet in education has incredibly useful as it facilitates both information and communication. Internet stores information and retrieve whenever desired. Online encyclopaedia allows the learners to study any topic in detail. The existing educational method and infrastructure is not equipped to meet the skilled requirements. E learning can bridge the gap between the demand and job seekers. E Learning goes beyond the realms of secondary, post secondary and tertiary education which includes courses and modules for competitive exam preparation, professional enhancement and other non academic subjects.

II. EDUCATION IN INDIA

Education is both a basic human right and a core element of sustainable development. India is one of the largest and ancient education systems in the world. It is often mooted for its outdated curriculum, insufficient quality, lack of infrastructure. Quality of the education varies with the policies of the state, geographical diversity within the country. Commonly accepted mode of formal education is followed in India. Online education is gradually evolving in our country. In the past decade online education or E-learning has gained its significance. Computer and Internet based education is spreading in all over the country. Due to its scope and standards Government and Allied

Government organisations had took effective and initiative steps to promote the E - learning in many ways all over the country. E learning is the best tool to bring the uniformity in education in all landscape of the country which is the major challenge faced by the government since independence.

III. INTERNET ACCESS IN INDIA

Internet was launched as Educational Research Network (ERNET) in 1986 and further publically available on 1995. Internet is the fundamental to achieve the quality of education. Internet is rich in wealth of Information, Knowledge and educational resources. The growth of internet usage is exponentially growing and India is one of the country growing in fast phase. India has the second largest number of internet users. About 35.8 % of people use internet in India. This happened in the last two decades and no one would have really expected that internet will change the life in short span. Internet is broadly used in the improvement of technology, education, communication, research and entertainment. Education can be made cost effective and affordable with the incorporation of modern tools based on internet in the curriculum. New ideas and innovative methods in scientific facts can be understood better by the interaction with scientist and experts.

IV. E - LEARNING

Electronic learning or E Learning is a type of technology supported education system for learning where it medium of instruction is complex technology. E learning has a great potential to spread over the learners in spite of its socio economic barrier prevailing in the different parts of the

country. There are various modes like online mode, blended or hybrid mode and e – enhancement mode but it can be fundamentally classified as synchronous training method or asynchronous training method. Many disabilities like gender difference, socio economic barriers are rectified in the introduction and implementation of E learning. E learning is implemented with two significant levels. One is the education another is Training. Education leads to developing the basic knowledge and training leads to preparing for a particular job.

V. STRUCRURE OF E – LEARNING

E-Text materials

The electronic materials or e-texts provides a potent score and works as a communication tool for smart learning. The term E text materials or text usually means e books and e journals which include digitals pictures, word processors, spread sheets, presentation or in the form of pdf which are more interactive to the self learners. To improve student learning, the adoption is critically important. E-Text materials evolves through a combination of software and hardware systems. The adoption and usage of data might provide better way to test the efficiency of interactive e-texts. E-text readers can provide possible insights into both the degree and kinds of engagement employed with course materials. An additional factor to consider in the adoption and implementation of e-text readers is the possibility of positively affecting students' understanding practices and instructors' academic practices. Keep offers instructors and students opportunities to collaboratively interact with the reading materials through the tool platform.

Video Lectures

Teachers can use videos to bring course information that can be enormously supportive in opening up class time. Lectures and other preliminary information can be viewed before class, which allows for more practice- and skill-related class performances. These videos are available at the student's convenience and can be watched numerous times to assist with assignments and expertise mastery. The online nature of videos allows them to be shared all across the world and at all hours of the day or night. They can be used to keep possible present and former students concerned and occupied. Video lectures can reach the broad audiences and discussion forums can clear the doubts then and there.

Audio visual Interactive Material

Learning via AV creates a stimulating and interactive environment which is more conducive to learning. An audio-visual age which means that having the skills to use AV equipment is integral to future employment prospects. Therefore exposure to AV technology in education is imperative. Commercials, video presentations and other visual materials are among the most effective and intuitive

ways to present a Course. The variety of genres and technical capabilities of video allows for considerable flexibility in use, and can be televised as well as presented in various exhibitions, presentations and representative DVD materials. Quality commercials are memorable when they successfully pique the interest of a given audience, while effective audio editing assists in presenting an idea establishes a specific mood. The Services offered by Audio Visual Interactive Material are Commercials, Videos, Trailers, Screensavers, Interactive training courses, Video catalogues, Computer games and other video materials.

Virtual Classroom Session

A virtual classroom is also known as a virtual learning environment (VLE). A virtual classroom is a teaching and learning environment where participants can interact, communicate, view and discuss presentations, and engage with learning resources while working in groups, all in an online setting. The medium is often through a video conferencing application that allows multiple users to be connected at the same time through the Internet, which allows users from virtually anywhere to participate.

Types of Virtual Classroom:

1. Supervised

There is at least one active instructor present and the lesson is carried out in real time at a specific time and date, with the students being in attendance virtually through a video conferencing application.

2. Unsupervised

It offers the ready-made learning materials that students can follow without the aid of an instructor, essentially a self-paced tutorial course where the exams can be automated after every activity. Example: PowerPoint presentation, YouTube.

Audio Podcasts

Most Podcasts today are audio only, even though video podcasts do exist. Podcasting has really grown out of a need for background content. That means something that can entertain you, educate you or inspire you in the background of other boring or rote activities. One of the most common ways people listen is in the car. audio content is great. In the same way, podcasts are great for listening at the gym, while you're mowing the lawn, or on your journey to work. Any moment of wasted time can be a moment for audio.

Virtual Simulation

Virtual reality simulation is the use of 3D objects and environments to create immersive and engaging learning experiences. The principle of virtual reality e-learning is to impart, practice and check a user's knowledge using interactive scenarios and environments to reflect real-life situations. Using 3D and virtual reality environments as part of your training methodology allows your students or

workforce to experience an entirely new side of training.

Self Assessment Quizzes and Test

Student self-assessment involves students in evaluating their own work and learning progress. Self-assessment is a valuable learning tool as well as part of an assessment process. Students can identify their own skill gaps and focus their attention in learning, set realistic goals, revise their work, track their own progress and move to the next level of the course. It helps students to stay involved and motivated and encourages self-reflection and responsibility for their learning. In peer assessment, teachers need to coach students on assessment criteria and give practice to assessing themselves. Self-assessment paired with peer assessment can be a potent next step in actively promoting their own learning and achievement.

VI. GOVERNMENT POLICIES & SCHEMES

The Digital India programme is a flagship programme of the Government of India with a vision to transform India into a digitally empowered society and knowledge economy. The National Mission on Education through Information and Communication Technology (NMEICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in any time any where mode. It is a landmark initiative of the Ministry of Human Resource Development to address all the education and learning related needs of students, teachers and lifelong learners. The Government of India has also launched several programmes such as Digital India to spread digital literacy and create knowledge based society in India. E – Basta, E – education, Nand Ghars, SWAYAM are the special programmes implemented to establish a digital infrastructure. Ministry of Human Resource Development and IGNOU have developed Sakshat portal to access

repository of e Books, study material and e journals for the learners. IGNOU's eGyankosh is another digital repository of learning material.

VII. CONCLUSION

Educational needs are changing in par with global standard. Indian constitution resolves to provide quality education to all and in effort to full fill the educational needs of the country in spite of the various diversities. E learning is a useful medium through which India can attain the goal of reaching the rural area and women empowerment. Through E learning number of physically disabled students can learn from the comfortable zone. E learning plays a significant role in educational development where the medium of instruction is internet and technology.

REFERENCE

- [1]. Devesh Lowe, Bhavana Galhotra (2017) International journal of Education
<https://www.theasianschool.net/blog/role-of-internet-in-education/>
- [2]. <https://digitalindia.gov.in/content/national-mission-education-using-ict>
- [3]. <http://www.nmeict.ac.in/>
- [4]. https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_documents/MissionDocument.pdf
- [5]. Berge, Z. L., & Collins, M. P. (1995). Overview and perspectives. In Z. L. Berge & M. P. Collins (Eds.), *Computer mediated communication and the online classroom volume one: Overview and perspectives* (pp. 1-10). Cresskill, NJ: Hampton Press, Inc.
- [6]. Bonnell, J. M., & Caffarella, R. S. (1991). Learning contracts. In M. W. Galbraith (Ed.) *Adult learning methods: A guide for effective instruction*. (pp. 133-160). Malabar, FL: Krieger Publishing Company.
- [7]. Broadwell, M. M. (1980). *The lecture method of instruction*. Englewood Cliffs, NJ: Educational Technology Publications.
- [8]. Brookfield, S. D. (1990). Discussion. In M. W. Galbraith (Ed.), *Adult learning methods: A guide for effective instruction* (pp. 197-204). Malabar, FL: Krieger Publishing Company.