

## **A Study on Role of E-Learning in Higher Educational Institutions**

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**Abstract:** The Internet is a technological massive development that has the likely to change not only the way society retains and accesses knowledge but also to transform and restructure traditional models of higher education, particularly the delivery and interaction in and with courseware and allied resources. Using the Internet to deliver E-Learning initiatives has created potentials both in the business market and in higher education institutions. Definitely, E-Learning has enabled universities to expand on their current geographical reach, to capitalize on new potential students and to establish themselves as worldwide educational providers. This paper examines the issues immediate the implementation of E-Learning into higher education, including the structure and delivery of higher education, the implications to both students and faculty members and universal impact of society.

**Keywords:** E-Learning, higher education, organizational change.

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### **I. INTRODUCTION**

E-Learning is interpreted in a variety of contexts, such as distance learning, online learning and networked learning (Wilson 2001). In the context of this paper all of these instances will be considered to describe learning that utilizes information communications technology (ICT) to promote educational communication between students, faculty members and learning netives (Holley 2002). Volery (2000) argues that the missive development in the field of Internet and related technological advancements, in conjunction with limited financial constraint and social demands for improved access to higher education, has produced a substantial incentive for universities to introduce E-Learning courses. Volery (2000) continues that if higher educational institutions do not hold E-Learning concept that is readily available, they will be left behind in the pursuit for globalization. Ribiero (2002) argues that if higher educational institutions are to maximize the likely of E-Learning as a means of delivering higher education, they must be fully aware of the critical success factors concerned with introducing online models of education. Many commentators describe the relative benefits of E-Learning in higher education; however, there are consequences for unprepared, technology focused institutions, when trying to implement distance learning courses. O'Hearn (2000) contends that university and institution structures are inelastic and unverified, about the incorporation of technological advancements. Holley (2000) reveled that E-Learning is difficult to implement without the full co-operation and support of teaching faculty, as the degree of interaction between faculty member and students is still major in E-Learning environments (Volery 2000). Finally, are traditional universities and academic institutions able to compete with other independent education agencies in relation to social demands for 'life-long learning' and globalized education services? (O'Hearn 2000).

### **II. LITERATURE REVIEW**

Frank Greenagesuggests that the learning is often a gradual process that happens through a series of shaping activities, which are not always instructor-initiated. This is sometimes called tacit learning. The coaching process recognizes this, and so do many lab courses where we expect students' skills will develop over the semester without explicit focus on those skills. Learning communities work; there is a social as well as cognitive dimension to learning. Students' transform the information they get from instructors and texts into meaningful knowledge through conversations, arguments, lunches, discussion groups and other real-world activities. Garrison and Anderson, state that the dominant issue in education today is not to access more information. In fact, making sense of the quantity of material they are exposed to is a serious challenge for students'. The goal is to give students' the abilities and strategies required to manage this overwhelming breadth

and depth of information. In working towards this goal, educators began to realize that the only long-term solution was to construct an educational environment in which students' would not only learn, but know where they would learn to learn. In this regard, the focus of education is shifting to the development of critical thinking and self-directed learning abilities that can serve the individual over a lifetime. The desired outcome of education, then, becomes the constructing of coherent knowledge structures that accommodate further learning, not the assimilation of specific bits of information. Ultimately education must prepare students' to be continuous learners-once the rhetoric of high education but now the hallmark of the knowledge age.

#### **OBJECTIVE OF THE STUDY**

1. To understand the role of E-Learning in Higher Educational Institutions
2. To understand the E-Learning policy in Higher Educational Institutions in India

#### **2 E-Learning in the Indian educational politics**

Adjusting to the globalization and the development of the most powerful monetary zone in view of learning has recognized new difficulties to the EU's training strategy. Indian Commission welcomed Member States to set up "an aggressive program to modernize the social and instructive framework". The "Instruction and Training 2010 Work Program" embraced in March 2002 by the EU Council distinguishes the prerequisite of presenting "pressing changes" in Indian instruction frameworks by 2010, concerning the nature of instruction and preparing, and giving access to all. Uncommon consideration was paid to the key abilities that India's subjects need to get keeping in mind the end goal to adjust to fast changes in financial life, those from which individuals requirement for their own and social improvement and dynamic citizenship. The eLearning expression incorporates an extensive variety of employments of such advances, beginning from working with PCs and completion with remove training, to which as of now is drawn more consideration.

It incorporates the utilization of CD/DVD-based (disconnected), arrange - Intranet or Internet-based (on the web). The records of UNESCO features that the acts of e-learning „offers customized checking combined with adaptability in the administration of learning and more noteworthy self-rule in the obtaining of information" [2].

#### **3 E-Learning in Higher Education**

The expanding impact of globalization and the rising data society, set new prerequisites for all zones of social life, including to advanced education. E-Learning turned into an imperative instrument in the new Higher Educational Environment in the advanced age which makes understudy focused learning and instructive work on, offering new more adaptable learning techniques. "E-instruction" started to execute in the lofty colleges in India and around the world.

A piece of the Gujaratn virtual instructive space is the South-West University which has turned into a critical factor in the advanced education framework as an appealing community for the youngsters of the district as well as from all Gujarat and neighboring nations. The emphasis on genuine issues of instruction and the employments of data and PC innovation in the learning procedure is one of the needs of the University. In South-west University there are as of now adequate present day offices and specialized hardware, and implicit general data framework. The entrance to the flow logical and instructive data fundamentally extended essential databases were made for the scholarly staff, for the exploration potential, for the doctoral understudies. It was chosen and after that the arrangement for increase to the ECTS started.

##### **3.1 Student E-Learning Challenges**

Students encounter their own problems when taking an e-learning course. For example, Winston-Salem State University said many of its e-learning students lack confidence and experience with computers. Not all students, even those comfortable with using a PC for e-mail, Web browsing, or playing games, have the necessary skills to fully succeed in e-learning courses. They may lack skills in commonly used applications like Microsoft Word, Excel, or PowerPoint. Karen Harpp of Colgate University finds that she doesn't have to teach them "how to use the technology," but she does have to teach them "how to use it well." Harpp cites student PowerPoint presentations that are "fabulously complex—students know how to scan, how to import . . . but the slides can be nasty," containing so much content that she cannot read them. Also, students do not have equal access to computing capability, which creates something of a digital divide among them. The access level differs for students who must use the computer lab versus those who own a laptop or desktop PC and can work at any hour in their rooms. Not every computer lab offers the same standards of technology. Time management skills and self-motivation also influence student performance in e-learning classes, which are as timeconsuming as traditional classes. Because online distance-learning courses in particular lack the structured environment that a classroom-based course provides to keep students focused, self-discipline and motivation are essential. These issues also challenge institutions to make e-learning successful, compelling them to find ways to train students

in the use of technology, ensure satisfactory computing access, and be sure that students understand e-learning's time requirements

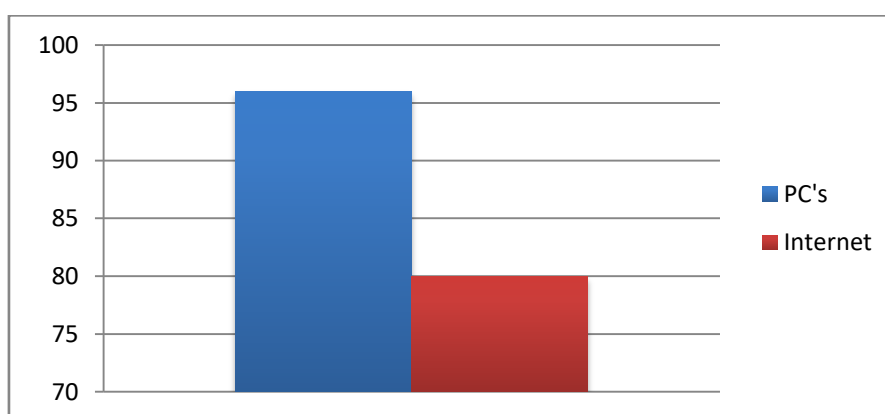
### **3.2. Supporting interactive and individual learning environment**

The paper concentrates on the part of ICT and new creative ways to deal with instructing and learning in light of the utilization of programming applications, mixed media items and online data. The creator recognizes that the change of computerized proficiency of the understudies can add to enhancing their results since they are never again uninvolved shoppers of the instructive projects and administrations, yet dynamic members in the instructive procedure. Their learning and employability aptitudes identified with the viable utilization of data sources are critical essential for expanding students' obligation regarding their own particular learning.

The SWU ensures a proper e-learning condition for successful and quality preparing process. A critical condition for securing learning and abilities is the presence of electronic assets in the University Library of South-west University "N. Rilski". For a long time this framework has demonstrated its unwavering quality for logical purposes. Consistently in the base are entering roughly 20000 new books. The program access and utilization of the framework enhances with each passing day - understudies can be educated through the connections to other concentrated yet well-known destinations with comparative substance. The pursuits should likewise be possible in the 11 databases all the while. The modernized hardware at the University meets the necessities of present day improvement of the instructive framework in Gujarat.

The group from the Center for the New Media and Digital Culture led a study in October December 2010 among 30 understudies of the Department of Culturology at SWU. Its targets were to build up what the students' access to PCs and Internet is; regardless of whether the understudies utilize the library's electronic assets of the University; how the understudy utilization of web devices and recourses causes them to enhance their learning procedure. The present investigation, a piece of the undertaking "E-learning in Higher Education - Indiaan Dimensions" which is occurring in the SWU ought to take after the students' view of e-learning and its advantages; the level of usage of computerized ability of youngsters at the college; their inspiration to work and imaginative articulation in the new sight and sound condition.

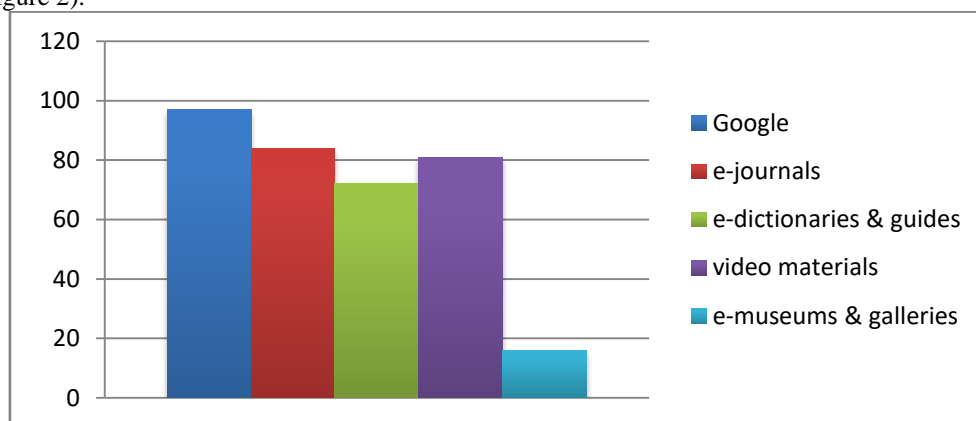
By leading two concentrations bunches the understudies enable us to get a lot of data, sharing transparently their considerations and suppositions. As we probably are aware concentration bunches is one of the purported "subjective techniques" in humanism and can be utilized as an intense intends to gather subjective information. Amid a concentration aggregate session the respondents who communicated their dreams helped us decide the level of association of understudies in the e-learning condition. As indicated by the level of understudies who approach PCs and the Internet has expanded altogether contrasted with past years. Understudies' utilization of PCs in learning process (Computer-Assisted Learning) can help them to The examination demonstrated that larger part of students remember better the material and to self-assess. overviewed approach PCs (96 %) and the Internet (80 %) (Figure1).



*Figure 1 Students' access to PC's and the Internet*

The a large portion of them have day by day access to the worldwide system at the college (65%) and have indicated out that their contacts a lion's share of teachers by means of messages enable them to share their thoughts and choices. They can effectively connect with educators and different partners, and therefore strengthen their insight. Web get to gave by the University covers messaging, access to major subscribed databases and library accumulations. They can utilize effectively the PC devices, for example, content and designs editors, databases, e-tables, introduction bundles with a specific end goal to partake in preparing data and so forth. Accordingly, understudies have no enormous challenges in setting up their assignments, controlled by instructors. It creates the impression that 97 for every penny of them utilize PCs for exploring data in Internet. For scholarly purposes understudies use in any case web crawlers most particularly Google (97%),

trailed by e-journals (84%), e-dictionaries and guides (72%), video materials (71%), e-museums and galleries (16%) (Figure 2).



**Figure 2 Type of e-recourses used by students**

Understudies have full access to the University Library at South-West University; they know well the benefits of electronic data about EBSCO distributing and depend on it for their day by day looks and logical advancements. The understudies are encouraged in their day by day logical hunts and elaborations by the upsides of the electronic production of data on the grounds that notwithstanding the particular bibliographic data they get the full substance of real distribution. In any case, the investigation found the understudies have not yet procured a changeless propensity to exploit the e-library. The examination demonstrated that the change of computerized proficiency of the understudies can add to enhancing their results amid their preparation.

Understudies felt that the e-learning condition in the SWU made them more persuaded and more dependable in their learning exercises. Emphasize that the understudies' investment in the contemporary advanced conditions of learning requires not just guaranteeing compelling access to PC labs and Internet, access to electronic library assets and to other data items and administrations. It is important to see how the utilization of specific abilities in intuitive condition enables understudies in their successful support in the figuring out how to process in an inventive and imaginative way. Furnished with the most recent intelligent PC innovation, they have the preferred standpoint not exclusively to develop as objects of the instructive procedure, to get and store fundamental data yet in addition to go about as people, as dynamic makers in the new e-learning condition on account of the wide open doors for articulation of their drive, imaginative and specific conduct.

The imaginative online movement for understudies includes looking for data, as well as making and sharing new substance, inciting their cooperation in discussions fuelled by that substance. As per this, the endeavors of the educators ought to be centered around supporting diverse suitable approaches to utilize intuitive data and correspondence media which will expand the students' capacities for more viable way to deal with data proposing its basic and equipped appraisal, imaginative utilization of sources to take care of particular issues and to oversee data in a dependable way.

### **3.3 Concept of 'Life-Long Learning'**

The development of E-Learning methods has brought with them the concept of 'life-long learning'. Although it is fair to say that lifelong learning is hardly a recent phenomenon. John Henry 'Cardinal' Newman circa 1850, in an address made in the 17th Century (with apologies for the limited gender definition): "...He (man) profits by an intellectual tradition, which is independent of particular teachers, which guides him in his choice of subjects. . . . He apprehends the great outlines of knowledge, the principles on which it rests, the scale of its parts. . . . Hence it is that his education is called "liberal." A habit of mind is formed which lasts through life, of which the attributes are freedom, equitableness, calmness, moderation, and wisdom...." The notion that education finishes when someone enters the workplace or reaches a certain age is dispelled by the introduction of eLearning techniques and the provision of an opportunity to access teaching and learning resources remotely. Holley (2002), explains that the opportunities given by eLearning, such as the removal of time and location constraints, offer all people in society the potential to be life-long learners whatever their location, age or occupation. In addition Serwatka (2002), argues that eLearning not only encourages 'life-long learning' by alleviating physical constraints but also by removing some of the perceived barriers of higher education, enabling students to work towards their preferred course and goals at their own pace and ability. Whilst society's enthusiasm for life-long learning seems to be increasing, the question of which institution will deliver the learning seems to be unanswered. Shapiro (2000) suggests that the social demands for higher education are not always being met. Furthermore, when they are being met, it is not through the traditional university educational system. Does this suggest that the social requirements for 'life-long learning' could contribute the

downfall of the traditional university? This opinion is supported by O'Hearn (2000), who outlines the requirement for alternative learning facilities that are not bounded by traditional academic structure but can offer the equivalent qualifications. In South Korea the government revised the Lifelong Education Law 1999, and allows private educational institutions to grant degree level qualifications (Jung 2000). The very survival of the traditional university may depend on how higher education institutions address the concept of 'life-long learning'.

#### **IV. CONCLUSION**

E-Learning could have potentially major effects on the way higher education is designed, implemented and delivered. Until now, universities have been static in their structure and delivery of higher education courses. However, demand for learning has never been so high, and this in conjunction with the need to geographically broaden learning may prompt universities to introduce eLearning initiatives. The same demands for learning and the increased revenue of independent educational providers, has produced a real threat to the very existence of the traditional university. E-Learning may provide universities with a means of exceeding the newly formed competition, by taking full advantage of their traditional, already established reputations. For students, eLearning can provide an educationally-superior alternative to traditional lectures, in which learning can take place outside the lecture hall. E-Learning can also provide a model for students on how to become self-directed independent learners, which may assist them to become 'life-long learners'. For lecturers, networked learning may cause changes in work patterns and even change their professional role, but in addition, eLearning provides them with the opportunity to test students in real business situations and new methods to evaluate each student's learning. The role of the lecturer is predominant in the successful delivery of networked learning initiatives, as lecturers have the influence to eliminate students technical frustrations, make students feel empowered and encourage

For lecturers, eLearning programmes represent a change in teaching style. The precise nature of the change is difficult to quantify, however allocation of sufficient time and resources, combined with managerial support, will help staff through the period of transition. Effective management can also help institutions to deal with any increase in lecturer workload by ensuring efficient use of resources. The last decade has seen a phenomenal growth in the use of the Web in university education, with various factors influencing the adoption of Web-based technology. The reduction of government funding in the higher education sector has forced universities to seek technological solutions to provide courses for a growing and increasingly diverse and distributed student population. Another impetus has been a shift in focus from teacher-centred to learner-centred education, encouraging educators to provide courses which enable students to manage their own learning (Sheard and Lynch 2003). When considering the implementation of eLearning, educational institutions must be structurally flexible and be able to embrace the capabilities of distance learning as a tool to support overall learning. To utilize these capabilities successfully, higher education institutions must determine the most suitable environments and courses for eLearning delivery; indeed a successful eLearning course may be one that is blended with other more traditional face to face delivery methods. Pedagogical approaches have not radically changed over the last 25 years (Nabeth et al, 2004). So the concept of developing an holistic learning organization which empowers the learner and moves away from the didactic delivery model located within the traditional lecture hall is a relatively threatening anathema to a number of staff and institutions. Granting more autonomy to the learner and at the same time adapting to systems which are less stringently controlled or supervised will create potential internal conflicts (Wolters 2003). These may not all be at the academic interface. The integration of numerous internal procedures and processes as well as multiple IT systems will all militate against the successful implementation of a cohesive and supportive eLearning context or environment. E-Learning has a fundamental impact on the structure of higher education. Whilst the growth in demand can be accommodated by its implementation, the diversity of the new student population requires that institutions carefully develop programmes that will satisfy a broad range of learning requirements. This challenge is intensified by changes to the competitive environment where, in the wake of lifelong learning, traditional institutions are competing with corporate and virtual universities particularly for the mature student population. (O'Neill, Singh and O'Donoghue, 2004). There is a need to acknowledge that active learning within a technologically-based environment necessitates the establishment of a theoretical framework as part of the learning process, (Manning, Cohen & DeMichiell, 2003). This realization will mean that the use of technology is not about replacing learner process, but enhancement and extension of such. This is most important if we are not to simply 'cut and paste' content, which may have worked in the lecture theatre, in virtual and technology-based learning environments.

The improvement of new data advances in the 21st is growing the scope of data assets; it is likewise making conditions for the arrangement of a worldwide instructive, instructive and social space and hence changes happen in the training framework. The paper underlines that high outcomes can't be accomplished in the learning and the instructive procedure without coordinating new data and correspondence advances in the

training framework. The utilization of gigantic incorporated arrangement of PC and web instruments and assets enables us to accomplish more proficient and compelling preparing. The understudies are not any more uninvolved customers of the instructive projects and administrations, however dynamic members in the instructive procedure. Their aptitudes and abilities to work viably with advanced innovations are essential for effective and dependable taking care of and introduction of logical issues and cases. The improvement of new innovations and the utilization of e-learning in educating and learning is of extraordinary advantage for the SWU "N. Rilski"; incorporating advanced innovation into the instructive condition can expand the proficiency and the nature of the training framework.

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