ROLE OF E-LEARNING IN HIGHER EDUCATION IN RULER INDIA: A REVIEW

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Abstract :

After global COVID-19 pandemic, traditional education system is replaced by online learning process which is termed as e-learning. Now a days e-learning is one of most popular trends worldwide. In India UGC and government has realized that ICT and e-learning in higher education will bring the advantages to existing and traditional higher education system. However, implementation of e-learning system has some benefits as well as some challenges especially in ruler parts of India. In this paper we are focusing on the challenges and benefits of e-learning in ruler and tribal parts of India.

Keywords : e-learning, ICT, higher education.

Introduction :

The quality of the learning experience can be enhanced, and every lecturer and instructor can reach a wider audience, thanks to e-learning. By offering fresh and innovative approaches to inspire and engage students and learners of all skill levels, it can aid in removing obstacles to achievement and encourage everyone to reach their full academic potential. By providing differentiated instruction, e-learning can enhance learning, especially for students who require assistance with ICT, literacy, and numeracy. It provides a vast collection of resources to help educators and students are inventive, imaginative, and resourceful in all of their learning endeavors.

Digital learning tools are easily adaptable by educators and students to fit any learning style and ability level. Online communities of practice are facilitated by e-learning. To exchange ideas and best practices, the internet may unite students, instructors, experts, practitioners, specialized communities, and interest groups. All students, including those who are underprivileged, disabled, extraordinarily gifted, have special curriculum requirements or learning needs, are remote or away from their regular location of study, or have other unique learning experiences, can benefit from it. By enabling learners to begin studying and select courses and support based on their individual requirements, e-learning can promote more participation and more equitable access to higher education. It offers individualized help, counsel, and information support for learning. It can support students in locating the necessary course, facilitating a smooth transition to the following phase of their education, such as online application or enrollment and an electronic learning portfolio that they can carry with them.

Through the use of online master courses, remote control of real-world tools and devices, role-playing, simulations, and collaboration with other educational providers, e-learning offers learners virtual learning environments in which they can engage in collaborative and dynamic learning with others. E-learning has enormous potential in India, particularly for young Indians (Shivchanran, 2018). In India, e-learning has transformed the nature of educational content and created new opportunities for students.

Today's India is what seemed like a extreme dream a few years ago. The difficulties of reaching out to a diverse audience, getting around the lack of properly educated teachers in rural India, and bringing quality content to previously unreachable audiences have all been surmounted by e-learning. As times change, fundamental education is now taught in rural communities using a single computer, which has aided in exposing a number of kids to the primary school curriculum.

A lot of schools and universities offer their courses online, and certificates can be obtained through them as well. In India, the e-learning industry is still emerging and is currently characterized by experimentation and adaptation. The chance for India's education system to profit from this technological revolution in education has been largely overlooked. E-learning is handy and reasonably priced (Sarode, 2018).

However, Indians are more accustomed to traditional classroom instruction, which makes adopting e-learning a significant challenge. The use of internet technology to improve students performance and knowledge is known as e-learning. Students are placed in a whole new learning environment, necessitating the development of new skills in order to succeed. The growth of e-learning in India is relatively slow when compared to the global market, where its adoption spans multiple levels of education. In India if we can be able to make e-learning as a source of learning in rural areas then it is the easiest and fastest tool to educate people (Shivchanran, 2018). If we consider the population in India it is hard to accommodate all the people in specific university or educational area to get the education. In this paper we are focusing on the benefits and challenges of e-learning in higher education in ruler India. Our paper can manage following sections as e-learning, types of e-learning, benefits and challenges in ruler India and finally conclusions.

E-Learning :

E-learning is a form of structured learning delivered with the aid of digital resources. While educating can be situated in or out of the study halls, the utilization of PCs and the Web shapes the significant part of E-learning. E-learning can likewise be named as an organization empowered move of abilities and information, and the conveyance of training is made to countless beneficiaries at the equivalent or various times. Prior, it was not acknowledged earnestly as it was accepted that this framework missing the mark on human component expected in learning.

According to Rosenberg (MJ., 2001), e-learning involves using internet technologies to deliver diverse solutions that support learning and enhance performance. Fee defined e-learning as an “approach to learning and development; a collection of learning methods using

digital technologies which enable, distribute and enhance learning" (K., 2013).

Types Of E-Learning :

According to learning tools educational scientist and researcher have been categories e-learning into 10 different types. These different types are e-learning is described as follows. (e-student.org)

1. **Computer Managed Learning (CML) :** In the case of computer-managed learning (CML), also known as Computer Managed Instruction (CMI), computers are used to manage and assess learning processes. Computer-managed learning systems function by utilizing information databases, which store learning content along with ranking parameters that allow the system to be customized based on each learner's preferences.
2. **Computer Assisted Instruction (CAI) :** Computer Assisted Instruction (CAI), also sometimes referred to as computer-assisted learning (CAL), is another type of e-learning that uses computers together with traditional teaching. Computer-assisted training methods use a combination of multimedia such as text, graphics, sound, and video to enhance learning.
3. **Synchronous Online Learning :** Synchronous online learning enables students to join sessions together in real time from any location, often using videoconferencing or live chat to communicate directly with instructors and peers.
4. **Asynchronous Online Learning :** In asynchronous online learning, students study at their own pace, in different places and times, without direct real-time communication. It is generally viewed as more flexible and student-focused compared to synchronous learning.
5. **Fixed E-Learning :** In fixed e-learning, all learners access the same pre-set instructional content, which does not vary or adapt to individual requirements.
6. **Adaptive E-Learning :** In adaptive e-learning, instructional content is adjusted to fit each learner's needs, considering factors like skills, goals, and performance, thereby promoting a more individualized learning experience.
7. **Linear E-Learning :** In linear e-learning, information moves in a single direction—from teacher to student—without the possibility of interactive feedback, making it a limited form of communication.
8. **Interactive Online Learning :** Interactive e-learning promotes two-way communication, where both teachers and learners can alternate roles as senders and receivers. This exchange allows both parties to adjust their teaching and learning strategies based on the feedback shared.
9. **Individual Online Learning :** In the context of e-learning, individual learning refers to the number of students engaged in achieving educational objectives, rather than the degree of student-centeredness of content. This approach, rooted in traditional classroom practices, requires learners to study material independently and take sole responsibility for meeting their learning goals.
10. **Collaborative Online Learning:** Collaborative online learning is a contemporary instructional approach where groups of students work collectively to achieve shared

learning goals, emphasizing teamwork and cooperation.

Benefits Of E-Learning :

E-learning has lot of benefits over traditional learning. Educational scientist and researcher are explained benefits of e-learning. Some of benefits are described below. (elearningindustry.com)

1. **Fulfills Everyone Requirements :** Online learning is the most convenient approach for people from all walks of life. Whether it's office professionals or stay-at-home parents, they can enroll in virtual courses at times that suit their schedules and preferences. Many learners prefer studying during holidays or late at night, based on their comfort.
2. **Affordability :** eLearning's principal advantage is its cost-effectiveness, driven by substantial savings on travel and accommodation for both learners and instructors, alongside reduced infrastructure expenditures borne by institutions. Moreover, digital courseware obviates the need for expensive print textbooks, mitigating student indebtedness, while the elimination of printing renders the delivery model environmentally sustainable.
3. **Flexibility :** Balancing coursework with employment or other commitments is challenging for many learners; consequently, technology-enhanced higher education has garnered attention for its emphasis on mobility and temporal flexibility. By supporting access independent of place and time, e-learning accommodates students' needs by enabling study from any location and at any hour.
4. **Frequently Updated Content :** Amid contemporary time pressures, reliance on static print resources can impede traditional instruction; by contrast, digital delivery enables rapid, real-time updates that preserve the currency and relevance of learning materials. Consequently, whereas textbooks in campus-based settings may lag behind current developments, online courses provide students with content that is consistently aligned with the latest information and present needs.
5. **Self-Paced Learning :** eLearning affords learners control over their own pace, eliminating the need to wait for peers once a concept is mastered and reducing social pressure associated with falling behind in conventional classrooms. Unlimited, on-demand access to materials enables repeated review until confidence is achieved, making it especially beneficial when deeper attention to specific course components is required.
6. **Sensory Interaction :** Engaging multiple sensory modalities during instruction enhances long-term recall; eLearning leverages this by integrating visual, auditory, and tactile interactions to elevate learning experiences that might otherwise be unremarkable. Furthermore, simulations and mastery assessments offer a safe environment to practice and refine new skills prior to workplace application, effectively providing a risk-free second exposure that strengthens competence.
7. **Individualized Course Content :** In higher education, eLearning typically occurs outside conventional classrooms, enabling instruction that is more individualized, distinctive, focused, and open. Learners can actively regulate interaction by posing

questions, offering feedback, receiving responses, requesting clarification, and revisiting explanations according to their level of understanding.

8. **Scalability :** eLearning confers demonstrable benefits across organizational contexts by strengthening workforce preparedness for emerging challenges and enabling the transfer of newly acquired knowledge to everyday tasks. It also supports improved long-term retention through structured, technology-mediated practice and reinforcement mechanisms.
9. **Strong Analytics :** eLearning leverages learner data more extensively than prior educational modalities, enabling data-driven enhancement of instructional design and delivery. By analyzing analytics derived from online engagement, institutions can iteratively refine materials and interventions to improve learning outcomes across multiple dimensions.
10. **Consistency :** eLearning enables instructors to disseminate content at scale while maintaining a uniform message, thereby ensuring that all participants receive the same standard of instruction irrespective of time or location. This standardization reduces variation in delivery and promotes equitable access to identical teaching materials and experiences.

Challenges of e-learning in ruler area :

More than 70% Population of India is existed in ruler area of India and due to globalization of education it is most effective in these parts of country. Due to e-learning it is easy to people who are lived in ruler area but they have some challenges towards to e-learning. Various researcher are gives numerous challenges. Some of these are explained below. (Medium.com)

1. **Technical Limitations** : Constraints such as low-bandwidth connectivity, platform instability, and device failures can disrupt instruction, generate frustration, and erode effective study time. Given that the learning environment is entirely online, such issues can undermine the seamless realization of eLearning's benefits
2. **Lack of Motivation** : Insufficient instructor presence and reduced in-person accountability can diminish learners' drive in online settings, making it harder to complete tasks and sustain attention. The absence of physical classroom cues and peer interaction often contributes to focus lapses, thereby exacerbating motivational challenges in eLearning environments.
3. **Inadequate Learner Engagement** : Online instruction can yield insufficient engagement when participants feel detached from the learning experience, often due to the absence of face-to-face interaction, limited peer feedback, and overly passive content. These factors contribute to perceptions of low involvement, underscoring the importance of deliberate engagement strategies to sustain attention and participation.
4. **Limited Interaction with Instructors :** Reduced access to instructors in online settings can impede learning by constraining timely support and formative feedback. Evidence indicates that learners who receive feedback on their progress exhibit steady performance gains relative to those who do not, underscoring the centrality of responsive guidance in eLearning environments.

5. **Limited Interaction with Peers :** Whereas face-to-face classrooms promote discussion and collaborative work, online formats often constrain peer-to-peer contact, which can foster isolation and reduce engagement. This attenuation of social presence underscores the need to design deliberate collaboration and feedback mechanisms to sustain learner connection..
6. **Time Management Issues :** Online learning places greater responsibility on learners to schedule and prioritize their study commitments, which can be particularly demanding for working professionals balancing multiple roles. The self-directed pacing and competing obligations often complicate effective time allocation, increasing the risk of procrastination and missed deadlines.
7. **Wearing Too Many Different Hats :** Depending on organizational size and needs, learning and development teams frequently assume multiple concurrent responsibilities—particularly where no dedicated L&D unit exists—including course design, subject expertise, learning platform administration, and instruction. Such role compression exceeds the depth of any single professional's expertise, often degrading the quality of learning outputs when organizations expect individuals to excel across all functions simultaneously..
8. **Keeping up Pace with Modern Technology :** Given rapid industry change, organizations must judiciously align emerging tools with operational requirements, a process that demands significant time, effort, and financial investment. Familiarity bias often leads professionals to default to established solutions, yet this conservatism can leave the enterprise reliant on tools that are misaligned with current needs or already obsolete.
9. **Training a Wide Audience Demographic :** As the learner base expands, programs must accommodate varied preferences and learning modalities to effectively serve the target population. Even with thorough needs analysis, designing a single offering that resonates broadly is challenging, leaving organizations to balance demographic specificity with the pursuit of a one-size-fits-all solution.

Conclusion :

India is developing country and more than 70% populations are situated in ruler and tribal parts of India. Due literacy program undertaken by government of India and UGC, education in ruler parts become a prime focus of government goes towards the ruler and tribal parts. They give more and more facilities and schemes for increase the percentage of literacy in these areas. But after covid-19 there are vast changes in education system. Now teaching and learning can be done using e resources and ICT become more popular education tools. Though e-learning is globalized it also popular in ruler areas. Students are using e-learning process in their higher educations, like SWAYAM, MOOC etc. as far scope of e-learning grows, learner from ruler areas has got easy education with minimum efforts, but e-learning has some restriction and challenges also in ruler India.

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