

## E-LEARNING PROBLEMS IN REMOTE AREAS

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### **Abstract :**

*According to the Father of the Nation, Mahatma Gandhi, "True education must correspond to the surrounding circumstances, or it is not a healthy growth." These words reflect the ceaseless need for educational institutions to keep evolving and comprehending the imperative demand of students by providing them with necessary means. The transition from chalkboard teaching to prompt, flexible online teaching requires appropriate technology-enabled learning. Digital education has often been considered a viable solution for Rural India to address the existing gaps in imparting education. It is believed that digital education can curb the issues related to quality education delivery, the inadequacy of teachers in rural schools, high rate of drop-outs, insufficiency of innovative teaching-learning methods and lack of standard learning material. In this research paper problems faced by remote areas in E-learning is observed. If it planned properly then proper results will be affecting positively. In this research paper, we observed that E-learning is an effective tool for development of educational sector in India. E-learning is learning, utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. The basic objective of this research paper is to understand concept of e-learning and to examine the problems of E-learning in remote areas. The research paper focused on classroom learning and e-learning and the problems in remote areas.*

**Keywords:** *E-Learning, Problems, Remote Area e-learning.*

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### **Introduction :**

India is a young country on the move. More than half of the country's population is under 25 years of age and every year 10 million people join the workforce. India already has one of the largest education systems in the world. The country has 1.4 million schools, 35,500 colleges, and 600 universities. Right to Education is the primary right of every citizen of India, whether a child resides in a high-profile society or in a far away not so developed secluded village, according to the Article 45 of Indian Constitution the basic elementary education must be provided to all the children up to the age of fourteen years. Even after 68 years of independence some States in India are still struggling to achieve Universal enrolment, retention and quality education. There are more than one million rural schools among 6,38,000 villages in India. Schools in rural areas are promoted to raise the level of education and literacy in rural

India. The main aim of running these types of schools in India is to increase the rate of literacy in rural areas. More than 30 percent of India's population is illiterate and cannot read or write. Schools in rural areas are inadequate and often equivalent to being non-existent. Thus, government's initiative to set up schools in rural areas came into picture. India's education sector is being revolutionized by rapid increases in Internet penetration and the availability of low-cost mobile devices. Technology has the potential to multiply reach. E-learning is a combination of learning services and technology to provide high values. Internet plays a vital role in e-learning. E-learning is attaining significance in the world of internet. Due to the advantages of in internet, e-learning reached at anytime and anywhere. E-learning clearly has a role to play in resolving the problem. The sector is expected to grow rapidly at a CAGR of 17.4 per cent between 2013 and 2018. To put things in perspective the market in India is predicted to grow more than twice as fast as the global average of 7.9 per cent. Problems Faced in Rural Education in India. Teachers of rural schools in villages and small towns receive low income so there is a possibility that teachers give less attention to children.

### **Concept of E-Learning :**

E-learning is defined as the acquisition of knowledge using electronic devices with the help of Internet. E-Learning is also known as online learning or web based training.

### **Types of E- Learning :**

#### **Synchronous training :**

It is a mode of education wherein a teacher can directly interact with students using digital Technologies and virtual platforms like the zoom and Skype. Virtual classroom: A virtual classroom is a classroom wherein students can access education from quality teachers anywhere on the planet using platforms like

1. Video & Audio conferencing
2. Interactive online whiteboard
3. Library resources (print, video, audio)
4. Teacher tools and controls - Text tool, draw tool, eraser, shapes, pen color etc.,

#### **Asynchronous training:**

Means "not at the same time."

Asynchronous learning is a teaching methodology wherein students will be able to access digital content, complete their assignments at their own convenient time & pace without the help of instructor.

#### **Embedded learning :**

Embedded learning is a teaching methodology where in teacher explains the topic

briefly using Visual models, followed by posing a question to learner, prompts the learner to answer the question to understand concept.

### **Problems :**

With the decision of the government to resume classes to engage students, suddenly traditional education changed to an online mode of instruction. This alteration from conventional to digital changed the educational system in ways and the effects are yet to be determined.

- Teachers and students are required to find ways to connect and face the challenges of change from familiar to a new way of teaching-learning. Whether it's distance or virtual learning, teachers are challenged to reach virtually all of their students.
- Before the pandemic, online learning was there but all teachers are not familiar with the technology. Being restricted at home, challenged to quickly learn new technologies, many teachers experienced the single most distressing episode of the current age.
- The Students in social isolation and seclusion had to develop new skills desirable for e-learning.
- Online education is also likely to broaden the learning gap between children from lower income and higher-income families.
- Children from below poverty line households live in conditions that are not conducive to online learning. The biggest hurdles to moving to e-learning in India have been insufficient digital gadgets for students and a lack of internet connection at home owing to poverty.
- Children from lower-income households are struggling to complete online homework because of the in conducive atmosphere at home.
- Recently news came that a father committed suicide, as he could not provide smartphones to his children for study.
- In another place, a family that had to sell their cow, the only source of income for the family, to buy a smartphone, became a hot topic.
- Upset about not having a smartphone to use for online classes, a 17-year-old girl studying in class 11, from Punjab committed suicide.
- Away from school and friends students find online classes boring.
- The sudden interruptions to education owing to necessitated the study and document the major changes in teaching practices and teachers' responsibilities.
- Very discretionary and restricted to few private schools who can afford this program.

### **Weak Internet :**

A large part of the Indian population has little or no access to the internet. This has been the biggest factor in hindering the proper penetration of digital education among the rural

population. The lockdown imposed for many months also stopped children from gathering in one place with better internet connectivity. They were essentially cut off from education for months at a stretch.

### **Lack of Privilege :**

Even if some rural areas are blessed with good internet connectivity, not many families can afford digital devices which are imperative for online learning. Families which rely on the mid-day meal scheme to feed their children properly cannot afford to spend thousands of rupees on a smartphone, leave alone a desktop or laptop. This lack of financial privilege has forced many parents to take their children out of schools. It is unsure if they will return, now that schools have reopened. However, the entire situation in rural India is not bleak. Many teachers have developed innovative ways to educate their wards, even in a pandemic.

### **The Cart School :**

This innovative instance is from Jhamri village in Haryana. Here, a cart has taken the place of a classroom. This cart parks itself at the village centre and the teacher imparts his lessons from a loudspeaker. To maintain social distancing, students take part in the class from their homes. This is the brainchild of Satyanarayan Sharma. He runs a school in Jhamri village, which is a part of the Jhajjar district of Haryana. His innovative method ensures that education is unaffected by the presence or otherwise of internet connectivity. Sharma explains the reasoning behind his unique method of teaching. According to him, the main aim is to ensure that students do not drop out of schools. He has arranged for a loudspeaker to be attached to a cart. Teachers take turns to give lessons in this mobile classroom. Usually the cart is parked at a location from which maximum students can take part in the class. It might not be absolutely foolproof, but it ensures that students do not lose touch with schools.

### **Public Announcement System :**

Janan village in Gujarat is blessed by another innovative teacher. Ghanshyambhai has started to use the public announcement system of his village panchayat to impart education. He shares stories and songs via the PAS, and also guides parents on the best ways to deal with children during lockdown. He also teaches about the importance of exercising and maintaining a healthy lifestyle. Ghanshyambhai believes that his system ensures that children's learning is not disrupted totally. He is aware of the fact that it is impossible to explain complicated subjects like mathematics over a loudspeaker. But his system keeps children in touch with their education. This angel in disguise also announces the date and time when he would be at the panchayat, so that parents and students can have further discussions with him if needed.

**Review of Literature :**

According to Deepali Pande, et al (2016) with respect to e learning, poor quality procurement practices (in all sectors but especially in the public sector) are a barrier to growth and adoption. So it is necessary to make a thorough evaluation when it comes to choose an e-learning software for education in order to improve the knowledge of learners, the learning outcomes, the performance outcomes, the business and policy impact and in order to value the money spent. Hardik Patel, et al (2014) Using E-Learning Tools you can tremendously improve learning process and earn learn in very easy hassles free environment. Another major benefit of the E-Learning is that you can make learning always ON. E-Learning is not restricted to any place and environment; you just need to connect with group or community, after you will receive all updates. Deep shikha Aggarwal (2009) The social implications of online learning center around one primary requirement that students need to feel a part of the class, regardless of where they are located physically or geographically. The missing of connectionl to the other students in the class and with the institution can impact the success of an online student. Bottom line: the Indian market is still young, but it will continue to adopt the concept of e-learning in order to meet its communication needs and seize business opportunities.

**Research Methodology :**

This research paper is basically descriptive and analytical in nature. In this paper attempt has been taken to analyze the importance and need for empowerment and entrepreneurship through higher education for women in India. The data used in it is purely from secondary sources according to the need of this study.

**Challenges :**

- Lack of Infrastructure and hardware facilities which hamper reliability of e learning.
- Lack of policies, strategies, schemes, monitoring and control that ensure cross sector and multi stakeholder involvement .
- Lack of awareness about E-learning material usage and services offered.
- Lack of citizen (user) focus in G2C2G initiatives. i.e. services which listen and change as per
- people expectations. Products with a focus would develop a sense of “ownership” in local rural governance.
- Problem in finding willing skilled manpower to training illiterate rural areas of India.
- No computer based courses/skills taught to students in primary schools to increase their
- knowledge about ICT importance in rural development.Lack of skills in trainer or kiosk operators.
- Community based participation (which fully understands and delivers the user needs) is not
- encouraged.
- Content development is not relevant and participatory.

- Services delivered to rural areas are not available using local language and this will affect
- their long term sustenance due to low interest in their usage.
- Capabilities are not adequately transferred to end user. This prevents them from using the
- applications independently.

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