Transformation in Higher Education through E- Learning: A Shifting Paradigm

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Abstract

World is witnessing the 4th industrial and educational revolution which is a time of complete transformation from the earlier practices. Everyone was going with the flow until COVID 19 knocked at the door bringing everything to a standstill. However, education sector made the most out of it by enforcing the E- teaching platform in place of traditional brick and mortar classrooms. There are many challenges including lack of infrastructure and training at both the ends teachers as well as learners, mass education system that seems to fail in leveraging the socio cultural diversity and recognition by the industry to adapt a pool of learners which might be more independent and demanding more autonomy in operations. It is a challenge for the teachers as it demands a shift in pedagogical tools from conventional to virtual and more learner centric. Hence, this study has been carried out to know the perception of teachers and students pertaining to E-learning by collecting primary data through structured questionnaire drafted in two sets along with utilizing secondary sources wherever necessary. The data analysis and interpretation has been carried out with the help of percentages, mean, standard deviation, tables, graphs and figures. It has been found that teachers as well as students positively reacts to Elearning due to its feasibility, rich content, affordability, mobility and improved concentration. Also, they take it as learning opportunity in the current times. However, it suffers from the various challenges like poor internet connectivity, low accessibility to low cost and high speed internet in rural areas, language hindrance and understanding the practical subjects online and cyber security issues. It has been recommended for the measures to be taken to provide hassle-free internet connectivity, more accessibility of internet in rural areas and sustaining teacher-student relationship like conventional teaching.

Keywords: E-Learning, Teachers and Students Perception, SWOC Analysis, MOOC, UGC-HRDC, ICT in Teaching and Learning

Introduction

Learning knows no boundaries to age, identity, geography, class, content and tool. Anyone can learn anything, anywhere, from anyone and by any method. Teaching and learning has its evolution since ancient times from Gurukul to modern universities and virtual learning in present times. There has been a special relationship between a

teacher and taught whatsoever be the method of teaching and learning. However, in education 4.0 learning has turned more student centric in which a teacher must devise ways to give best of knowledge to the learners. It is the time of virtual learning which requires some baseline prerequisites which are still not available even after the IT revolution. These include staff training, variety in online courses, material and other infrastructure at institutional and individual levels. This groundwork is required for the smooth transition from conventional to E-Learning modes. Global pandemic had a cascading effect on economy, business, polity and society and the full impact is yet to be manifest and cannot be predicted accurately as the crisis is still not over. Undoubtedly higher education would also face the unprecedented challenges with the ongoing changes happening globally. It need to be reordered and redefined in unimaginable ways for which we are looking up to the policymakers and the UGC, the apex body for higher education in India. Students may be 20% of population but 100% of future, so deserve all the attention. New interventions of Learning are the need of the hour but quality of learning should not be compromised in this venture. In E Learning the focus should be on learning and E should be the medium of imparting learning. This paper is an attempt to highlight the issues and challenges in E Learning form the students' and teachers' perspective and certainly come out with some suggestions to make it work in the favour of all stakeholders.

Review of Literature

The e-learning system dominates the traditional system in terms of flexibility, self-pacing potential and huge cost savings and hence came into purview to transform the system of education (Little, 2001). It has been opined that success of e-learning lies in the availability of support for convenient, organized and computerized writing in an educational system (Aroyo & Dicheva, 2004). The unification of e-learning and knowledge management is being apparent in the actions of the world that foster a productive, exposed, universal, interrelated, scattered, adaptive, feasible, societal, and reachable array of knowledge (Lytras, Naeve & Pouloudi, 2005). On the basis of hybrid recommendation framework built upon an education evaluation data set, it has been asserted that software developers and end user evaluators escape from recognized drawbacks and the empirical value can be increased by the creators of future evaluation reports, by reporting the used approaches, methodologies, techniques and results in such a manner that it should facilitate the repetition of the evaluation process (Mulwa et al., 2012). The success in using smart technologies may be influenced by cognitive and emotional aspects of individuals as it has

been observed from the results of the study that visually the young group found to be faster than Junior group, while verbally the young group found to be slower than the adult group (Giacomo, Palmiero and Passafiume, 2013). Elearning has been implemented and backed by developed countries a long ago, however the developing nations like India has started to adapt with the changes and has started being benefitted by the pros of E-learning (Sood and Singh, 2014). Many studies have shown that effective use of elearning could help in enhancing student motivation, involvement and attendance. However, the lack of personal contact between the students and instructor makes it difficult to assess students' motivation towards the online learning. (El-Seoud, et al., 2015). It is important to embrace change, maintain flexibility, enhance intellectual curiosity and being an open-minded individual in order to prepare for cutting edge-technologies in an education world (Lahiri and Moseley, 2015). However, the results of the study on Namibia dictate that there was lack of a guiding approach that could be followed in employing emerging technologies in the areas having little resources. There is a high degree of interest in e-readers but the e-learning suffers from a few challenges in terms of execution (Shehu and Jere, 2016). Hence, the E-learning cannot be considered as a permanent replacement of traditional process of learning but an additional avenue to carry out learning activities (Khan and Kharat, 2015). Consequently, E-learning has been a continuously growing venture in the organizations and in its alignment, the government, companies and professional associations have started emphasizing on the effective and efficient applications and tools for implementation of e-learning (Pande, Wadhai and Thakre, 2016). The growth of e-learning can be ensured by rapidly developing internet connectivity. The strong internet network with the local and global collaborators can pave the way for the growth of e-learning (Gaikwad and Randhir, 2016). The teachers use technology for diverse purposes like personal, management, teaching and learning at various levels and intensity in accordance with their comfort zones, that has been transformed from simple to innovative (Sadeck and Cronje, 2017). It has been assumed that e-learning is an academic blessing for the teacher as well as learners as it saves a lot of time and stress of tedious classes and learning according to own comfort respectively (Makara and RUVN, 2017). The sufficient time and space if provided to student and teacher, help them to learn to accept peer feedback more feasibly and to evaluate themselves more intensely. The students and teachers stated that the collaboration of VLE with their own ability has benefitted them to assess and consider their own performance and behaviour (Strakova and Cimermanova, 2018). Though, it is crucial to assess the software to be used for e-learning in order to ensure the effectiveness and efficiency in knowledge, performance and learning outcomes (Bhongade and Sarode, 2018). It is significant to design learner-centred learning design that enhance chances of active learning leading to increased student interaction and engagement. However, it is required to ensure the user-friendliness of the online education tool as much as it is possible because online distance and blended learning in academics is taking a front seat, hence it is needed to develop the academic staff in alignment with technology oriented learning and teaching (Kerr, Dale and Gyurko, 2019). The institutes are required to adhere with such online tool to impart education which renders flexibility to the students and contribute in enhanced learning. E-learning has been accepted by the students readily as a way for academic enlightenment (Trakru and Jha, 2019). However, the online learning hampers the sense of belongingness among learners for which collaborative activities should be promoted in which the learners work together as it helps in developing peer relationships and encourage feelings of being recognized, signifying and appreciated (Peacock, et al., 2020). The existing definition of blended learning which is based on unification of faceto-face and technology-oriented teaching does not provide suitable foundation for decisions on learning methodologies and technologies. Hence, the suitable definition of blending learning should incorporate context, theory, method and technology to optimize learning and teaching (Cronje, 2020).

Above discussions on E Learning in the international and national context and the sudden rise of using E learning methods in India have motivated us to have a deeper insight to check the potential of it while conventional teaching learning has been the mode of learning since centuries.

Research Gap: Although a good number of studies with respect to ELearning have been conducted at both national and international levels but to the best of my knowledge no study has been conducted on this topic in India during the lock down period. This promulgated us to undertake research on this topic to have better insights and share the experiences of E Learning with all the stakeholders.

Research Methodology:

Research Type and Data Collection: This is an empirical study based on primary data which have been collected through two separate questionnaires from teachers and students respectively. However, wherever it was necessary secondary data from published sources like newspapers, reports and research papers have also been used to support the empirical work.

Sampling Method:Purposive sampling method has been

used to collect the responses. Teachers and students from various universities and colleges of northern region were mailed the link of google forms to collect the data.

Sample Size: Sample size of teachers' data has been 100 whereas of students it has been 355. Teachers and students from all the streams have been asked to submit the responses so that a clear picture about E learning in all the subject theory as well as practical can be sought.

Statistical Tools: Mean, Standard Deviation, Simple percentage method, bar charts and pie diagrams have been used for the statistical analysis.

Limitations:

Due to paucity of time we kept the area of study limited to north region whereas it could have been extended to other regions as well. The analysis and findings are purely based on the responses submitted by the respondents.

Objectives:

ØTo know the status of E Learning in India

ØTo know the students' perception on E -Learning

ØTo know the teachers' perception on E-Learning

ØTo know the potential for E -Learning in India

ØTo know the challenges for E -Learning

ØTo come out with recommendations for the effectiveness of E-Learning

Analysis and Findings

Use of ICT in teaching and learning has become indispensable but due to infrastructural shortages all the states and all the institutions from schools to higher education have not been able to adopt the technology backed education system. But the outbreak of COVID 19 has necessitated the need for using E Learning techniques for both teachers as well as students for which probably they were not ready. It could have been a great success if it would had been after a proper training to teachers and learners. So, the results of surveys have been influenced by a mixture of experiences what teachers and students had during lockdown and further depict their preference for the mode of learning in the long run post COVID 19.

Category	Frequency	%
Education		
UG	218	61.4
PG	137	38.6
Total	355	100
Gender		
Female	229	64.5
Male	126	35.5
Total	355	100
Area		
Urban	204	57.5
Rural	151	42.5
	355	100
Having Smartphone	344	96.9
Internet	331	93.2
No Internet	24	6.7
Mobile Data	224	63.1
Wi fi	28	7.9
Both	103	29
Total	355	100

Table 1: Demographic Table

Source: Primary Data

Table 1 reveals that 61.4% respondents are under graduate students and 38.6% are doing post-graduation in various colleges and universities. it may further be analyzed that rate of enrollment is more in UG and they are more affected by using E learning tools. Enrollment rate of girls is more as compared to boys. 57.5% respondents belong to urban areas where infrastructure required for E learning is much better compared to rural areas. It was found in the survey that 96.9% respondents whether boys or girls, urban or rural UG or PG possess a smart phone which enables them to attend online classes. Only 6.7% were found without internet connection. The data also depict that mobile data is considered more reliable, handy and cost effective when it comes to internet connection. This may pose a challenge in E Learning as it requires high speed internet to download bulky files. Internet usage is need based as revealed by data. Further 36.9 % face problems while using internet which is again a challenge in the successful implementation of E Learning methods.



Figure 2:

Figure1

Figure1 depicts the purpose for which students are using internet. It was found that 339 students were using internet

for almost all purposes ranging from entertainment to online shopping and cab booking.



Figure 2 reveals the students' preference towards choosing mode of learning where 51.8% students have given their preference for traditional learning and 43.1% for E - Learning. As far as blended mode we believe they are not much aware.

Two questions consisting various statements to know the

students' perception were designed on 5 point Likert scale. first set of statements were for those who agree that E Learning is an effective way of acquiring skills and knowledge. Second set of statements were for those who said E Learning is not an effective way of learning.

	frequency	percent
Strongly Disagree	12	4.9
Disagree	12	4.9
Neutral	73	29.6
Agree	98	39.7
Strongly Agree	52	21.1
	247	100.0

Table 2: Attitude of students towards effectiveness of e Learning





Table 2 depicts a positive outlook of the students towards effectiveness of E Learning in higher education vis a vis cost, absents, convenience, wide variety of courses etc.

39.7% were found agree whereas 21.1% were found strongly agree which indicates that students prefer to adopt E Learning.

Table 3: Attitudes of students	having Negative	Perception towards	E Learning
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	frequency	percent
Strongly Disagree	33	30.6
Disagree	22	20.4
neutral	28	25.9
Agree	15	13.9
Strongly Agree	10	9.3
	108	100.0

Figure 4:



Source: Primary Data

Table 3 reflects the factors for which students have a negative feeling about E Learning. They have some issues ranging from missing socialization and campus life to lack of connect and problem solving with the teachers. 33.6% strongly disagree and 20.4% are clearly dissatisfied with what they are given in E Learning where as 25.9% stands neutral.

In the last section of the questionnaire students were asked about the cost effectiveness, quality improvement and solving absenteeism problem potential in E learning and the positive responses were received for all the three as 76.3% considered it helpful in solving the problem of absenteeism, 73% agreed that E Learning can improve the quality of higher education as it consists of wide variety of international standard level study material to consult and students can listen and watch the videos again and again for the concept clarity which might not be possible in conventional teaching. 63.1% respondents considered it cost effective as commuting expenses is saved for the students coming from far flung areas. Moreover, the fee structure for online courses is far less than the regular mode.

Students' Perception on E Learning:

- Ø It offers a better delivery of content
- Ø Saves commuting time and expenses
- Ø One can take study anywhere any time
- Ø Affordable for rural folks

Ø Improved performance as the material or lecture is downloaded permanently so can be listened many times to recapitulate which is required in difficult concepts of accounting and taxation.

 \emptyset If a lecture is missed due to some reasons, then it can be rewinded in e learning mode

- Ø It motivates students to explore more related links
- Ø It is an active learning and enhances concentration

 \emptyset Less chances of deviation as compared to the conventional teaching learning methods.

 \emptyset Convenience, commencement dates and variety of study material are the key motivational forces to opt for e learning

Ø Self-paced, pocket friendly and mobility are the

preferred benefits

Teachers' Perception on E - Learning:

As a matter of fact, teaching learning is a system wherein students are not the only stakeholders so it becomes essential to have an opinion of other major stakeholder of the system i.e. teachers. Teachers might be feeling stressed as this pandemic has posed a challenge to be tech smart overnight with the announcement of lockdown. However, online teaching learning was not completely a new thing but until the lockdown it as purely a voluntary effort but it came unprepared with the pandemic. neither the teacher nor the students were well equipped with the training and infrastructure. So, the feedback from the providers being executioner is of vital importance for the policy formulation. For that mattera structured questionnaire was prepared on google forms to determine teachers' attitude towards e-learning as a permanent strategy in daily teaching. The questionnaire consisted of some basic questions and 16 statements connoting positive and negative statements Few items, used in other questionnaire (Muain Jamlan, 2004), have been re-phrased for this study. A five point Likert scale have been used consisting of: 1) strongly disagree; 2) disagree; 3) neutral 4) agree; and 5) strongly agree. Simple random sampling method has been used to collect data from 100 teachers of various colleges and universities of northern India.Descriptive statistics, Mean and Standard Deviation have been calculated by using Microsoft Excel. Statistical findings for the measure of attitude of teachers towards E Learning found in the questionnaire have been reported in the table given below.

Category	Frequency
Age	
25-40	29
41-55	53
Above 55	18
Total	100
Designation	
Assistant Professor	44
Associate Professor	48
Professor	08
Total	100
Area	
Metro	76
Urban	13
Sub urban	07
Rural	04
Total	100

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Efforts for E Learning(Self- motivated)	
Yes	75
No	25
Total	100
Training by	
Institute	
Yes	30
No	70
Total	100

Source: Primary Data

From Table 3 it is evident that 53% of the teachers are in 41-55 years of age which shows that the data have been collected through teachers who have vast teaching experience. Associate and assistant professors have been found to be linked with students and have come up with the suggestions for improvement. 76% of the teachers were from metro cities where they have better infrastructure visà-vis electronic gadgets, hi speed internet etc. 75% respondents have been found to be self-learners who have made individual efforts to upskill themselves and only 25% have been found inactive. It is also clear from the data that only 30% teachers got training from their parent institute whereas a majority has denied it.

Question	Statement	Mean	Standard
			Deviation
5	E learning is convenient for both teachers and students	3.23	1.17
6	It is a time saver for students	3.38	1.15
7	It saves the time of teachers	2.94	1.31
9	It helps teachers to have access to wide variety of study material	4.0	1.01

Table 4: Mean and Standard Deviation

14	100% E Learning is more effective	2.45	1.18
15	Blended learning is the best solution	3.86	1.01
8	Requires infrastructure at both ends i.e. teachers and	4.21	1.19
	students		
10	It makes the teaching generalized	3.48	1.04
11	Evaluation of assessment is critical	3.55	1.04
12	It is unable to inculcate team spirit among students	3.55	1.29
13	100% conventional teaching is more effective	3.6	1.28
16	E learning will create unemployment in education	3.52	1.24
	sector		
17	Teaching task will be outsourced to IT solution	3.48	1.18
	companies		
18	It is difficult to develop better communication with the	3.72	1.24
	students		
19	Institutional recognition is required in case of	4.03	0.90
	certificate courses		
20	Both teachers and students should undergo training for	4.05	0.99
	E Learning		

Source: Primary Data

Results shown in Table 4 are indicative of positive opinions of faculty members towards E learning. A very small portion (2.45%) tend to hold negative attitude towards E Learning and that too for 100% E Learning. The spread of Standard deviation also appeared to be small for most of the items which also supports that faculty members have same opinions towards the statements for E Learning. when respondents give similar responses in answering the statements the standard deviation tends to be small which is reflected by the table. So, overall attitude of teachers about E learning has been found positive.

Almost all the teachers have recommended that more FDPs on MOOCS and E Learning should be conducted in alliance with UGCHRDCs to impart hands on training to teachers. To solve the infrastructure related problems and to improvise E -Learning there is a need to offer subsidized internet plans for both students and teachers. pedagogy should be developed to engage the students while online teaching and for that training is a must on delivery, and reception. there is also a need to develop sense of adaptation among teachers and students failing which all efforts may go futile, instead of a complete shift from conventional to digital classroom a blended mode is most recommended.

SWOC Analysis of E -Learning

Strengths: As India is potentially the second largest knowledge economy of the world, it has the second highest no. of course enrolments with more than 1, 55,000 students from the country. Out of a total around 1.2 million students, worldwide 32% are from US and 15% are from India. E-Learning has the potential to overcome the non-availability of well qualified teachers in rural India, live online tutoring, streaming videos and virtual classrooms like zoom, google meet are some of the solutions that can be addressed by E-Learning. School, college dropouts can be taught. Divyang students can learn at home. Transgenders, transmen and transwomen can get the education they desire as they are unable to attend school and colleges due to social stigma or their identity crisis.

E learning industry in India is growing at 25% every year and is projected to be a \$1.96 billion industry by 2021 (Aurum equity survey). Technology has revolutionised the scope of learning at the ease of home, time and money. As per report by KPMG and Google the size of e learning market was \$247 million comprising 1.6 million users in 2016 which is expected to grow 8 times to reach \$1.96 billion and growth in user base at 44% to 9.6 million users by 2021 (Aurum equity survey). India's e learning market is second largest after US, which has been forecasted to grow by 15.64% and may exceed \$48 billion by 2020. Hence, potentially a huge market with almost having all the drivers of growth. Government has launched several programs under the initiatives such as 'Digital India' and 'Skill India' to spread digital literacy, create a knowledge-based society in India, and implement three principles 'access, equity and quality' of the Education Policy. Among the various initiatives e-Basta, MOOCs, Nand Ghars, Swayam, Arpit, Swayamprabha, India Skills Online, LMS, National Optical Fibre Network have been launched for better connectivity and e learning. Moreover, there has been an exponential increase in the average annual expenditure on private education for general courses up to post graduation and above.

Opportunities: Further growth in internet and smartphone usage has proved that India is going to replace China to have the second largest user of internet and smart phones after US. It is expected to reach 730 million by 2020 (Aurumequity survey). A level playing field has been set to prove its mettle over the virtual battlefield where Knowing is going to win.



Figure 5

Source:http://.aurumeguity.com/the-online-education-industry-in-india-present-and-future

There has been an exponential increase in the average annual expenditure on private education for general courses up to post graduation and above. As per a survey, parents spend Rs 36,000 (Aurumequity survey)on secondary education in government schools for six years as compared to Rs 3, 96,000 in private schools. So, E learning provides a cost-effective solution to this problem.





Source: http://www.aurumequity.com/the-online-education-industry-in-india-present-and-future

Government is intending to raise the gross enrolment ratio to 30% by this yearend but for that existing infrastructure is neither sufficient nor well equipped to accommodate this additional capacity. So, E learning can work as a supplement to the conventional model to bridge the gap to meet ends.

		Educational	Infrastructu	re			
Schoo	ls (K-12)	College:	s: 35.539	Vocational Training C	Centers		
1	5 mn	Universit	jies": 751	22,000			
Govt.	Privatø	Govt. Private		Private Govt. ITI: 2.571 Pvt.ITI 28,283 Polytechnics: 9,900 9,673			
11 mn	0.4 mn	8,000 28,283					
No of Students: 260mn Annual Intake 18 mn		No of Stud	No of Students: 29mn		No of Students: 4.5mn		
		Annua 5	al Intake .mn	Annual Intake 3 mn			
Additional Caj	bacity Required	Additional Cap	acity Required	Additional Capacity R	Required		
4	0 mn	20) mn	20 mn			
Additional Requirement for		Additional Requirement for		Additional Re	quirement for	Additional Requirement for	
Teachers- 2 mn		Teachers- 2 mn		Faculty	/= 1.7 mn	Trainers- 1 mn	
Additional Resources US\$60 bn		Additional	Resources 100 bn	Additional Resou US\$40 bn	irces		

Figure 7:

Source: http://www.aurumequity.com/the-online-education-industry-in-india-present-and-future

One collateral benefit of the global lockdown is that India can transform its image from sending market to a retaining market. There is a silver lining amidst the deadly pandemic crisis. India's leading Higher education institutes are now able to absorb all those students who were planning overseas education at UG level. over the last decade there has been a spurt in the number of students from middle and upper middle class for the overseas education. in the year 2010 there were approximately 2.1 lakh Indian students pursuing degree programs abroad and by 2018 this figure has reached to 7.5 lakh making India second largest sending market after China. Statistics also show that 72% Indian students headed for five leading nations namely USA (2,11,703 as on July 2018), Canada (1,24,000), Australia (87,115), Saudi Arabia (70,800) and the United Arab Emirates (50,000). due to uncertain global environment and increasing use of ICT enabled education will motivate Indian students to take up UG degrees in India. It will contribute to the bigger cause of transforming India from sending to retaining and ultimately receiving market for foreign students. (TOI,June 22, 2020 C Raj Kumar, Sreeram Chaulia).

Weaknesses: The digital divide between India and Bharat cannot be ignored. The census 2011 data registered only 3.1% of Indian households own a computer and laptop with an internet connection, number of smartphones users is an exception though. But all ELearning cannot be acquired through smartphones, the rural population featuring this bracket is just 0.7% whereas approx. 65% population resides in villages.

One size fits for all is not going to work anymore in the education sector. What Delhi University is following (Open Book Exams) others can't be forced to follow considering regional disparities.

There are concerns for the mental and physical wellbeing of the faculties and students both as screen time has increased.

Cyber security is yet another weakness in E learning. Hackers may hack the systems and may steal the data and there may be data leakage problems from the internet service providers.

Challenges: An online degree is often undervalued by the potential employers and will further cripple the incumbent's ability to repay the debt incurred. There are differing opinions like E LEARNING IS AN INTERIM EMERGENCY MEASURE and this method would not succeed in the long run in India and some people call it desperate times call for desperate measures. However, there is big question mark whether it is a desperate dealing with the crisis by the polity and policymakers who were waiting for this time to implement the long pending policy wherein it was supposed to get maximum resistance by the parents, teachers and students. In July 2016, the UGC brought in a set of online learning courses regulations empowering the universities to offer MOOCs if there in non-availability of suitable teaching staff for running a course. Recently UGC has given approval to 100 Indian universities to online courses and students have been permitted to pursue two degree programmes at a time i.e. one in regular mode and other in online mode. Apparently, it seems the suitable time for the govt to sell and monetize the readymade online teaching material by outsourcing at the will of Govt.

One more problem of so called digital education is being faced by the students of vocational courses like hospitality and physical education where most of the courses are application based with limited theoretical learning. Physical presence of learners is required for training and field visits. Students will remain devoid of internships which is a crucial part of these courses. Sports training and culinary art training cannot be delivered though E Platform (TOI, June21, 2020)

Apart from above cited challenges some observations have also been made by students and teachers which need to be considered.

• Developing low cost and high-speed internet systems accessible for all is a prerequisite for the growth of e learning. As cited by most of the respondents that internet is the biggest problem while learning electronically.

• Language is another hassle as majority of the content is available in English and not in regional languages. So, content should be developed in regional languages too.

• India lives in villages and rural area still is devoid of good bandwidth internet connections and no internet in many of the areas.

• E learning platform does not fare better when it comes to interaction with teachers and feedback. Sometimes student is hesitant is asking questions and at times teacher is not available to solve doubts. Therefore, some strategies should be developed to have better connect with teachers like conventional teaching learning.

• Better for learning theory concepts but for numerical problems in accounting and finance students face difficulty.

• Some of the respondents also cited the cyber security concerns. Personal information can be misused. Proper training to the learners and the teachers is required here to protect them from any sort of cybercrime.

• E learning should be enabled in offline mode such as recorded lectures, radio channels like swayamprabha so that requirement of internet can be curtailed to minimum where it is problematic.

Production can be robotic but education cannot be made automatic as cited by UGC vice chairperson Dr Bhushan (The Indian Express, June 26,2020) as human connectivity is very essential part of learning and experiencing while sustaining a give and take relationship between a teacher and student.

To be successful in this e venture we need to be agile, adaptive and innovative in our approach and a transformation of mindset is a prerequisite.

In the words of Rabinder Nath Tagore, "A candle which is not lit, cannot light others. A teacher which is not learning cannot teach others.

Conclusion:

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn

and relearn"-Alvin Toffler.

It may be concluded from the above discussion that this is high time that the policymakers need to redefine and redesign the education system w.r.t the delivery, reach, assessment and outcome. The age-old system of rot learning should be scrapped that has increased the gap between what is learnt and what should be learnt. The exponential growth in knowledge should be rightly channelized without a dilemma of how it has been acquired. future will assess the outcomes and not the modes operandi. There is no denial that a special relation of teacher and taught would remain intact and no technology can replace that. E learning should be treated as a tool to learn and impart by the teachers and the students but at the same time it should not be a compulsion as "knowledge acquired under compulsion, obtains no hold on the mind -Plato".

Let's come together to reboot the conventional, harness the modern and adapt the new normal.

पुराणमित्येवनसाधुसर्वं।नचापिकाव्यंनवमित्यवद्यम्। सन्तःपरीक्ष्यान्तरद्भजन्ते।मूढःपरप्रत्ययनेयबुद्धिः।।

कालिदास द्वारा रचित मालविकाग्निमित्रम्से साभार

पुराणमि...

पुराने होने से ही न तो सब अच्छे हो जाते हैं न नए होने से सब बुरे हो जाते हैं समझदार लोग तो दोनों के गुण-दोषों की पूर्णरूप से विवेचना करके उनमें से जो अच्छा होता है उसे अपना लेते हैं और जिनके पास अपनी समझ नहीं होती है उन्हें तो जैसा

दूसरे समझा देते हैं उसे ही वे ठीक मान लेते हैं

"Everything is not good simply because it is old; nor a poem should be condemned simply because it is new; the wise resort to the one or the other after (proper) examination; (only) a fool has his mind led by the judgement of another."

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