

THE SCENARIO OF E-LEARNING IN INDIA- CHALLENGES & OPPORTUNITIES

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ABSTRACT

Today, technology is developing at a faster rate. As a result of the broad adoption of technology, it is now easier to obtain knowledge and remote learning is a frequent practise. It boosts a person's capacity for learning as well as their abilities in various aspects of novel subject matter. The finest thing is that it allowed them to learn without really encountering the instructor. E-learning is one of the widely used forms of distance education. With the rapid growth of technology, online education has a long way to go. Like many other nations, India is one of the nations that is evolving around innovative technologies. Because of the lightning-fast pace at which technology is advancing, there will inevitably be some shifts in the educational system. A great deal of study is being done to understand the benefits and drawbacks of online education in comparison to traditional classroom instruction. There is a great deal of competition and potential for growth in the Indian market. Internet-based education. We have recognised internet penetration, the low cost of E-learning, the simplicity of doing course, initiative by the government, employer's acknowledgment, and bridging the gap as the important elements that are contributing to the expansion of E- learning. There are

a number of factors that are preventing the expansion of the industry, including inadequate digital infrastructure, credibility issues, and the language that is utilised in online education. With 1.3 billion people, India has a large population, and smart technology is being adopted at an exponential rate. Particularly with the use of smart phones, 4G & 5G technologies, fast internet, and other cutting-edge technology. Every day, more and more people are getting dependent on technology. The introduction of the World Wide Web has had a significant impact on Indian society in a variety of ways. For instance, using social media, ordering food online, sending money online, learning online, etc. Even while e-commerce dominates the online economy, e-learning is just behind it. The rise in the number of people using the internet in India prompted the authors of this research to investigate the potential that may arise in the field of education in the years to come. This study adequately illuminates the current situation's E-learning landscape, as well as the difficulties faced and anticipated changes in India.

Keywords : E-learning, Online Education, India, Challenges, Opportunities

Introduction

The expansion of technological capabilities has resulted in significant shifts in virtually all aspects of human life. The method of learning has also been changed by the introduction of technology. Over the course of the past decade, there has been a significant shift toward the face-to-face mode of instruction. Even while traditional classroom instruction is still considered to be the gold standard, more and more professionals in management and engineering are open to the idea of taking their classes online. Some of the reasons for the meteoric rise of E-learning include the fact that it can be accessed instantly, anywhere, online, is self-directed, and can be done while travelling.

Because this support is being provided through the Digital India programme. The Indian government, in collaboration with the Ministry of Human Resource Development, has started a programme called SWAYAM with the goal of achieving the three primary goals of India's Education Policy, which are access, equity, and quality in educational opportunities. The primary goals of this initiative are to make high-quality educational resources accessible to all individuals, including those who are financially unable to do so. Swayam is a platform that provides access to about 2000 distinct online courses, and there are approximately 150 million students from all over the world enrolled in these courses.

The Indian Market for E-Learning & Educational Services:

- The market for E-education in India is currently worth \$0.25 billion, but that number is expected to expand to \$1.96 billion by the year 2021, representing a compound AGR of 52 %.
- In 2016, there were 1.6 million people who signed up for a variety of online learning courses. And it is anticipated that this number would rise to 9.6 millions by the end of the financial year 2021.
- It is projected that the cost of physical classroom-wise education is 175% higher; therefore, the cost of E-learning is quite cost-effective than the cost of physical classroom-wise education.
- In India, 48% of the targeted customers fall into the age bracket of 15 to 40 years old. These customers have higher aspirations and expectations but have a lower income. It has been observed that the acceptance of E-channel usage in the younger generation is exceptionally high.

Table 1: Advantages & Disadvantages of E-learning

Advantages	Disadvantages
Learn from anywhere, at any time	Chances of distraction are very high
Save Money and Time	Fraudulent Online courses
Learn at your own pace	Cannot do courses that require Labs/Workshops
Recognition of online degrees	Lack of transformational power

Challenges faced by online educational institutions

People in India encounter a great deal of difficulty when attempting to participate in E-learning. The following are examples of some of these obstacles that need to be conquered:

1. Inadequate technological support

Even if the Government of India is making efforts to improve digital infrastructure, there is still a significant amount of work to be done in this area. The most significant challenges are obtaining dependable power supplies and high internet speeds. In terms of both download and upload speeds, the internet in India is ranked 89th worldwide. According to a survey from the WEF, only 15% of homes have proper access of the internet, and very few individuals have access to mobile broadband, with only 5.5 subscriptions for every 100 people. In addition, the current reach of broadband is only approximately 600 corridors, the most of which are located in and around the top 50 to 100 cities in India; as a result, rural

areas have poor connectivity. The technology of 5G networks is necessary in today's world since it will enhance the rate at which users can download data.

2. Limited Participation in Social Activities

E-learning can be accessed from the comfort of one's own home or any other location that may be convenient; but, there is very little opportunities for the direct interactions with the instructor or with other students taking the course. According to Dharendra Kumar (2010), there is relatively little peer-to-peer conversation among students, particularly in courses that allow students to set their own pace. E-mail, chat rooms, and online discussion groups are where the majority of the conversation takes place. There is no climate on campus that would promote increased social engagement. Therefore, you are unable to build any social contacts, which is detrimental to the progress of your career.

3. The credibility of degrees is in doubt

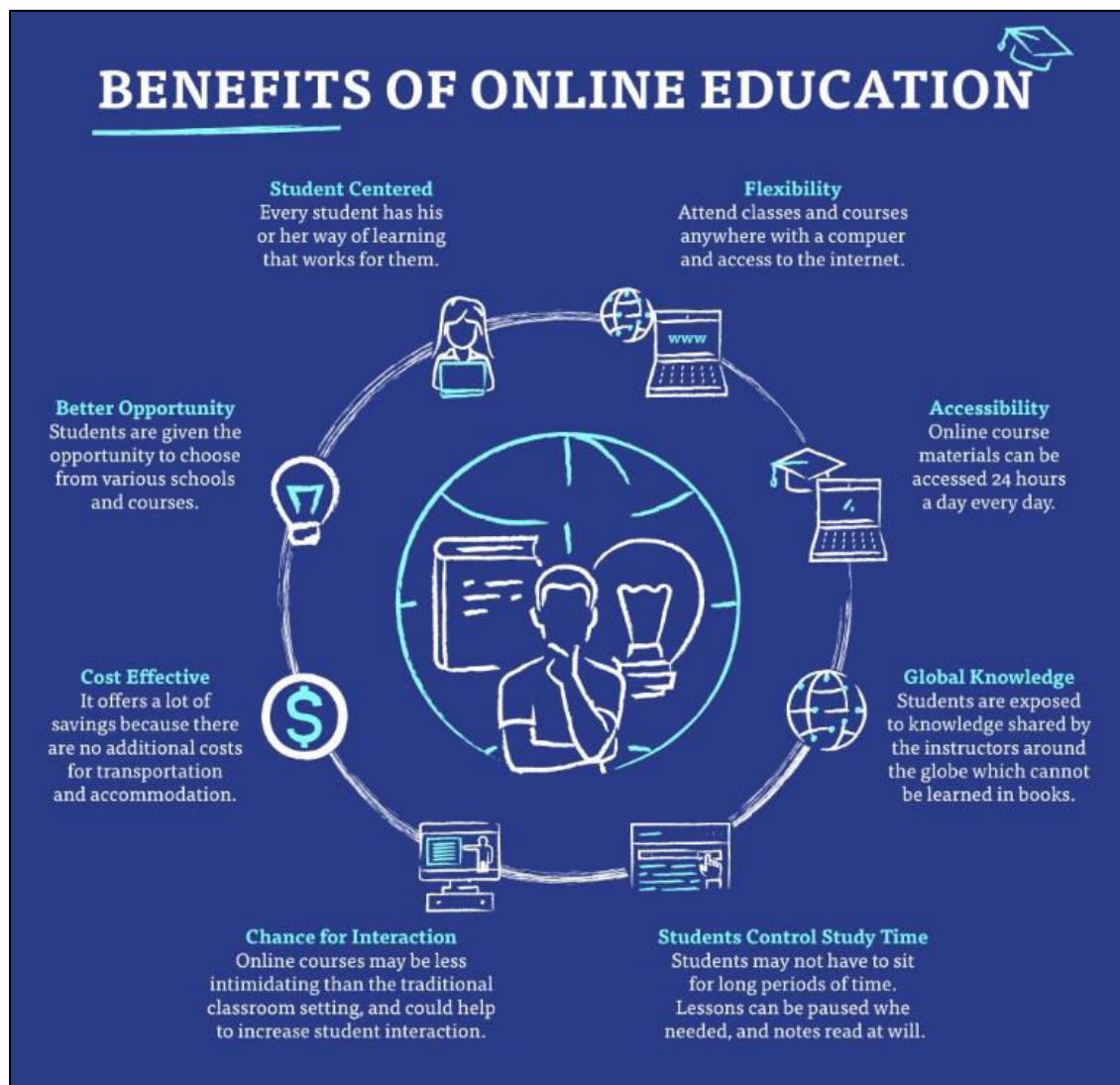
Even though the business world has begun to acknowledge degrees earned online, there is still a large number of questionable and unaccredited degrees available to be earned online. The number of con artists who sell fraudulent certificates that are not backed by any credentials is growing. These certificates are being offered. Not only do these scams damage the integrity of the E-diplomas, but they also undermine the faith that potential employers have in E-learning programmes.

4. Motivational Tasks

Some pupils require encouragement to arrive in class. Students who enrol in online courses at their own speed may put off finishing them. Online schooling has a relatively high dropout rate. It takes self-discipline and motivation to finish the assignments and upload them on time. You can have trouble in an online programme if you have trouble working alone, staying organised, and completing deadlines.

5. Language of Instruction

The majority of India's population resides in rural areas, and the country's many languages are spoken there. The language of instruction in the vast majority of online classes is English. Therefore, students who do not speak English have limited access to linguistic resources. Those in the IT industry, education administration, language content creation, and content distribution all have a part to play in ensuring that students fluent in just Indian languages have a viable framework and a shared solution.



Opportunities in E-learning

All parties involved in the E-learning sector, including business owners, educators, and students, are benefiting from the various opportunities presented by technological change.

Some of the elements providing various opportunities in this area include:

1. Mobile Education

According to a survey in Stastia, 320.57 million people worldwide utilised their mobile device to access the internet in 2017. (2018). A total of 462.26 million is projected by 2021. The inexpensiveness of 4G internet and smartphones has contributed to the uptick in subscriptions. The (NTP) 2018 is expected to promote higher-quality data services at more affordable prices and help close the digital divides that discourage internet use via mobile internet in rural areas, according to IAMAI's projections. This is because the NTP 2018

focuses on cutting-edge technologies like 5G. According to a Zenith study, mobile devices will account for 73% of internet access in 2018. That means in the not-too-distant future, the vast majority of students will have access to e-learning via mobile devices.

2. Interest of Investors

Entrepreneurs are investing heavily in E-learning since it is predicted to grow over the next five years as a result of the Digital India campaign, the value placed on education in culture, and the declining cost of mobile data. \$50 million from the Chan Zuckerberg Initiative went to "Byju's, \$8.2 million went to Eruditus from Bertelsmann India, and \$10 million went to Edu-Pristine from Kaizen Management Advisors and DeVry Inc. The Bill & Melinda Gates Foundation, Google, and Netflix" founder Reed Hastings are just a few of the many donors who support Khan Academy's non-profit mission. Sequoia India and SAIF Partners led the \$11.5 million fundraising round for online learning platform Unacademy, and Bertelsmann India Investments contributed \$8 million to executive education programme provider Eruditus Executive Education. Therefore, the online education market will continue to pique the interest of businesspeople and investors and draw in more capital.

3. Combined Model

In the future, traditional classroom instruction and online learning will converge. Blended learning is a concept that mixes traditional classroom instruction with online digital media. Physical presence is required for both the instructor and the student, albeit the latter does have some say in the specifics of where, when, what, and how much they learn. This framework can make use of both online and face-to-face learning strategies. In the future, virtual classrooms will offer courses on practical experience & soft skills to supplement traditional offline pedagogy.

4. New Programmes

Today, IT-related courses are the most sought-after ones in E-learning, covering topics like big data, cloud technology, and digital marketing. But in the future, there will be a greater demand for a variety of courses in uncommon fields like culinary management, photography, psychosocial development, digital forensics, cybersecurity, etc.

Review Literature

The term "online learning" can be interpreted in a variety of ways. The term "E-learning" was coined by Khan (1997) to describe educational content created and delivered to a remote audience over the World Wide Web. According to Elaine Allen and Jeff Seaman

(2011), "online courses" are ones in which at least 80% of the course content may be found online. The term "face-to-face instruction" refers to classes where the online component accounts for less than 30 percent of the total curriculum. Over the past decade, the number of online educational options has grown dramatically, as cited by Stack, Steven Dr. (2015). He found no statistically significant difference in outcomes between students who received their education in a regular classroom setting and those who received their education online. Dr. Fahad N. Al-FAHAD also performed research into how 186 college students from different institutions felt about the value of mobile learning in their education. Students see mobile technologies as a useful tool that can enhance their communication and education, according to their research. A study by Herman, T., and Banister, S., compared the price of traditional classroom instruction to that of online education while also assessing the quality of the students' knowledge acquisition. Their research indicates that attending classes online has several benefits for both students and universities. "According to a report published by Google and KPMG, the online education market in India was valued at \$247 million at the end of December 2016, and is projected to reach \$1.96 billion by the year 2021". In addition, after the United States, India is the largest market in the world for online education. According to the conclusions of the poll, the number of paid consumers for online education services is predicted to expand by at least six times by the year 2021, which is equivalent to roughly 9.6 million people.

Objectives of the Study:

- To analyze theoretically the E-learning market in India.
- To examine the various challenges and opportunities of E-Learning in India.
- To highlight the future scenario of E-Learning in India.

Research Methodology

This essay examines the concept of e-learning. Consequently, a qualitative research approach was used. (M. Saunders et al., 2003) He outlined the importance of conducting a literature review on the chosen subject before conducting an in-depth analysis and drawing conclusions in conceptual research. It is always possible to incorporate the survey and make the required adjustments in qualitative research that is subject to the market. (Ader et al., 2008), According to him, qualitative research is experimental in nature and does not contain independent or dependent variables. For this reason, the current study is entirely grounded in the qualitative technique. To gather data for this study, numerous sources were used. A

structured questionnaire with 150 randomly selected respondents from HEIs serves as the primary source. Secondary information was gathered from a variety of manuals, articles, Google searches, and official government websites. The study's authors narrowed down their most valuable responders through a poll. This research was carried out in the Maharashtra city of Pune.

Hypothesis of the study

H01: There are no positive opportunities associated in E-learning.

H01: There are positive opportunities associated in E-learning.

Ha2: There are no positive challenges associated in E-learning.

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H03: There is no positive acceptability of E-degrees.

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Result and Discussion

Demographic Analysis

Table 2: Demographic Analysis

Demographic Analysis			
Gender		Frequency	Percent
	Male	60	40%
	Female	90	60%
Age	25-30	70	46.7%
	30-35	30	20%
	35 and above	50	33.33%

Marital Status	Married	125	83.33%
	Unmarried	25	1.333%
Education Level	Graduation	20	13.33%
	Post-Graduation	75	50%
	Others	55	36.67%

Table 3: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Program Design for Online Programs	150	1	5	4.27	.834
Trustworthiness of online degree programmes	150	1	5	4.36	.797
Learning Experience using Constructivism in Synchronous Online Environment	150	1	5	4.02	.922
Technical Problems	150	1	5	4.12	.804
Comparisons Between Traditional Classroom versus Asynchronous Learning	150	1	5	4.29	.838
Students and the teacher serve as discussion facilitators	150	1	5	3.98	.948
Valid N (listwise)	150				

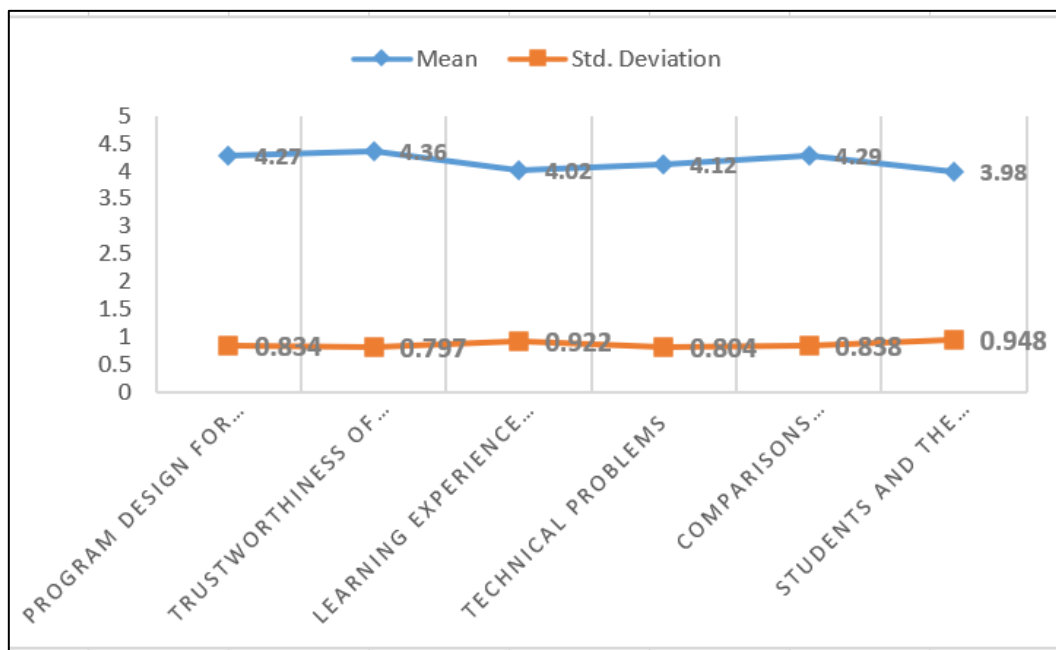
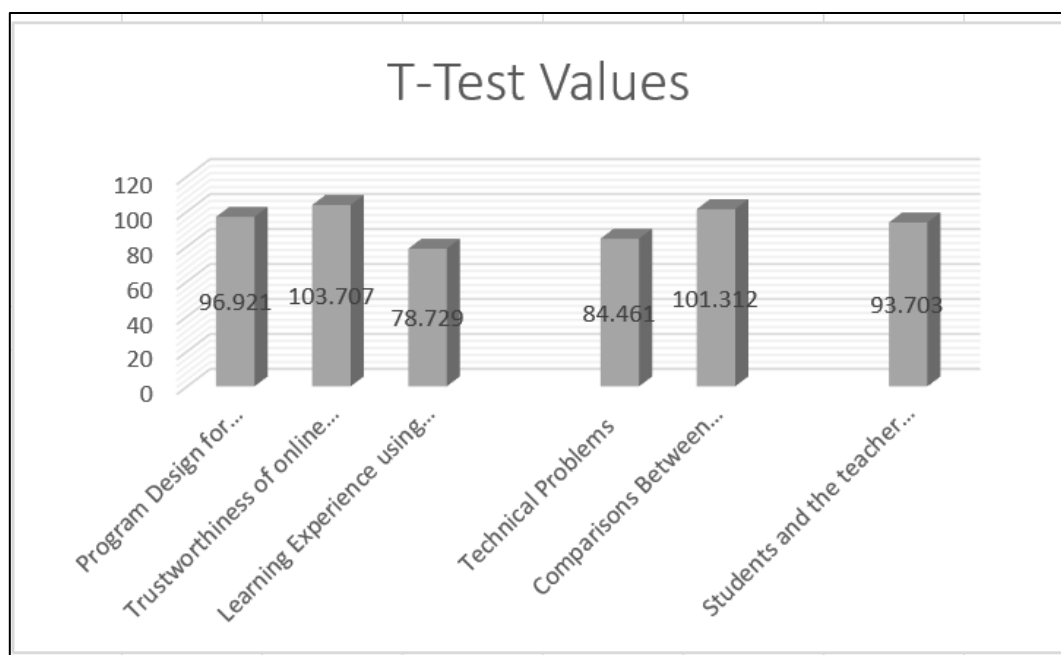


Table 3 depicted the descriptive analysis and identify that majority of respondents focusing on Trustworthiness of online degree programmes (Mean=4.36 and standard deviation=.797) followed by Comparisons Between Traditional Classroom versus Asynchronous Learning (Mean=4.29 and standard deviation=.838). Where, Program Design for Online Programs (Mean=4.27 and standard deviation=.834), Technical Problems (Mean=4.12 and standard deviation=.804) & Learning Experience using Constructivism in Synchronous Online Environment (Mean=4.02 and standard deviation=.922) have also adequate impact on e-learning challenges. The least values of mean falls in Students and the teacher serve as discussion facilitators (Mean=3.98 and standard deviation=.948). Therefore, findings of the study stated that for E-degree courses people are much interested but challenges must be incorporated.

Table 4: One-Sample Test
One-Sample Test

One-Sample Test						
Test Value = 0						
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper

Program Design for Online Programs	96.921	150	.000	4.213	4.24	4.27
Trustworthiness of online degree programmes	103.707	150	.000	4.309	4.33	4.38
Learning Experience using Constructivism in Synchronous Online Environment	78.729	150	.000	3.717	3.96	4.01
Technical Problems	84.461	150	.000	4.110	4.02	4.21
Comparisons Between Traditional Classroom versus Asynchronous Learning	101.312	150	.000	4.245	4.22	4.38
Students and the teacher serve as discussion facilitators	93.703	150	.000	4.213	4.06	4.13



Above table 4 depicted the t-test and identify that majority of respondents want major satisfaction through Trustworthiness of online degree programmes ($t=103.707$) followed by Comparisons Between Traditional Classroom versus Asynchronous Learning ($t=101.312$). Respondents then more focused about Program Design for Online Programs ($t=96.921$). Therefore, findings of the study stated that for E-degree courses people are much interested but associated challenges must be incorporated.

Hypothesis Testing:

The findings of t test analysis stated that majority of respondents prefer that Trustworthiness of online degree programmes is necessary and therefore, the null hypothesis is automatically rejected & alternative hypothesis is accepted.

Conclusion

With the advent of e-learning, which made education accessible even in rural areas, the face of education has transformed in emerging nations like India. As a result, the literacy rate has dramatically improved day by day, further fostering economic progress. This is true for countries where technical education is more expensive, there are economic inequities, and resources are scarce. For these nations, the e-learning market is starting to boom. Although a hybrid model (online and offline) will likely not completely replace traditional education, it will gain popularity in the near future. Undoubtedly, a three-step procedure involving access, distribution, and high-quality content will be the best design for e-learning. Thanks to satellite technology, the costs of network connection through various electronic devices have decreased significantly, enabling students to remotely access information or topic content and explore prospects throughout the world to pursue better jobs. The Indian online market is still in its infancy, but it still has a long way to go by carefully concentrating on the necessary technology and infrastructure that further increases chances in a variety of commercial disciplines.

If it can be implemented in cooperation with business, academic institutions, and the government, E-learning has the potential to completely alter the future of education. To close the gap and ensure that graduates are prepared for the workforce, significant curriculum reforms are needed. Technology needs to be used to change the educational process and make it more useful. Additionally, courses should be created in many languages to broaden their appeal and provide additional opportunities for young people in rural India. Designing strategies to improve the social skills of E-learners requires innovation.

Future research on E-learning

Online education is booming thanks to the proliferation of resources like "Swayam, Edureka, Coursera, and Udemy", among others. However, most people do not believe that technology can totally replace conventional classroom teaching. Therefore, in the near future, a model that incorporates both contemporary and conventional educational approaches will rise in favour. More and more digital learning apps will be developed to satisfy the needs of students, and digital classrooms will grow in importance as they gradually replace the traditional classroom setting. To meet the expectations of the future of education, the education industry must develop hybrid models and E-classrooms that are more practical for better implementing E-learning.

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