

Conceptualization of e-Learning Theories and Approaches in the context of Further and Higher Education

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ABSTRACT

E-Learning is an innovative system of learning technology. It's a multidisciplinary process. Because of fast growth of internet technology, educational institutions and universities worldwide are diverting their investment in e-learning technology to support their traditional methods of teaching. It develops learner's experience, knowledge and the action of performing a task or function efficiently. The success of e-Learning depends on two ingredients 1. Technological factor (software and hardware is used to build e-Learning systems). 2. Human factor (Students and Faculty). These e-Learning systems are divided into three interfaces, Student, faculty and institution. E-Learning is technology based educational tool for learning. e-Learning is becoming more prominent in the world of higher and further education. e-Learning is a powerful tool that can help and transform education in many ways. e-Learning is imparting of education through digital media, personal computers, DVDs, mobile phones and the Internet. Through the use of modern technological resources, e-Learning programs make it possible for many students to achieve their educational goals. Most of the countries adopt traditional classroom teaching practice for imparting knowledge, which is fast vanishing. The latest classroom adopts a more interactive environment using e-learning content such as applications of new e-learning software, internet-driven instructors to disseminate more personalized learning experiences to individual student working with laptops, tablets, android mobiles and other electronic learning devices. In this scenario, e-Learning is network enabled transfer of soft-skills and knowledge. E-learning includes computer-based learning, web-based learning, internet-driven software packages, virtual classrooms and digital applications. This study on e-learning is based on secondary data, focuses on history, types, forms, merits and demerits of e-learning to the students and faculty. It also deals with scope, difference between traditional & e-learning and challenges to students and instructors. The study uses swot analysis to conceptualize e-Learning.

Keywords: e-Learning, Technological Factor, Human Factor, Educational goals, Higher and further education

1. INTRODUCTION :

Digitalization and globalization have made the universe more challenging and rapid innovation in computer hardware and software technologies has ensured growth and applications of e-Learning information systems in the field of education. The network and implementation of internet-based e-Learning systems, defined as "the process of extending learning or delivering instructional materials to remote sites (ITC, 1998; Waits & Lewis, 2003), have grown exponentially in the last years, benefitting from the fact that students and teachers can be in remote locations and that this form of computer-based education is virtually independent of any specific hardware platform".

The latest development of digital technology has been a prominent supporting tool for internet-based educational learning and teaching in the recent globalization of e-learning [1]. The saying 'Necessity is the mother of invention', stands right for the education sector in the world today. As Technology-

enabled education advances ground and blended learning becomes the modern normal. The Education area in the world is on a paradigm shift, redefining the part of Educators and opening up new career opportunities. The emphasis on digital learning has brought in plenty of career opportunities for contenders in the education sector. Online education will bring in prospects for online content developers, assessment creators, learning measurability and data analyst, teaching assistants for technology support, customer support executives for education organizations [2]. Digital teaching specialists who can up skill teachers to make e-Learning classes both appealing and effective will, be in demand. There will be chances in the educational software space where, expertise in developing modules for teaching and learning will be essential. Specialists in the field of kinaesthetic and tactile modular kit growth for augment-ted learning and educational game creators will have also be required.

2. LITERATURE REVIEW :

The transition from the classroom to online teaching describes the pedagogical transition that needs to be considered before putting a class online.

Table 1: Review of Related area and its focus

Serial Number	Focus	Reference
1	Effective online teaching focuses on processes of learning rather than outcomes and is consistent with modern principles of learning that emphasize focusing on issues of high interest to learners, teaching students to use skills of active and effective learning, providing prompt feedback & enabling students to establish learning goals & employ alternative paths to achieving those goals.	Joan E Sieber, (2005) [1].
2	Given the varying tasks inherent in online instruction, whether it be guiding student learning or facilitating student connections, the role of the online instructor is neither static nor one- dimensional.	Cassandra C Lewis, Husein Abdul-Hamid, (2006) [3].
3	Advances in technology will continue to alter teaching strategies. The changing paradigm of online education needs further research to advance the science of education.	Norma Cuellar, (2002) [4].
4	Importance is to the faculty members who are currently teaching online courses for, those who are considering a change from the traditional classroom instruction to online pedagogy & for administrators of institution’s who not only want to remain competitive in today’s higher education market but who also earnestly care about teaching & student learning	Robert Orr, Mitchell R Williams, Kevin Pennington, (2009) [5].
5	Teaching. Learning & evaluation in online courses offer unique challenges to instructors. It is necessary to find new teaching strategies in an online environment, but it is also imperative that instructors find ways to facilitate student learning & structure evaluation strategies that support & promote a deeper & more meaningful type of learning	Barbara J Daley, Alberto J Canas, Tracy Stark-Schweitzer, (2007) [6].
6	An examination of the relationship between technology problems & teaching evaluation of online instruction. To encourage faculty members to teach online, universities should examine the relationship between teaching evaluation and technology problems experienced by students in the online environment & adjust the evaluation	William Lan, Mary K Tallent-Runnels, (2003) [10].

3. OBJECTIVES :

- To recognize the factors & dimensions of e-Learning.
- To identify challenges of e-Learning to the teaching fraternity & to the students.
- To identify the perceptual gap between Traditional & Digital Learning.
- To Evaluate the concept of e-Learning with business tool named SWOT Analysis.

4. RESEARCH METHODS :

The paper is conceptual in nature. Secondary data is used for the study. The secondary data is collected from various books, journals, websites, articles, publications, newspapers, online thesis, etc. Also, numerous discussions with experts in the area has led to concrete conclusions.

5. DISCUSSION: SCOPE OF E-LEARNING :

5.1 History:

It was Douglas Englebart in 1968, who first created an idea of an interactive computing environment. Englebart has invented some important features of the computer, such as mouse and GUI (graphic user interface). However, it was in 1978 with the invention of the speak and spell electronic gadget that introduced e-Learning. Speak and Spell made by Texas Instruments comprises of a keyboard, a speech synthesizer along with a receptor slot to accept a Read Only Memory (ROM) game [3]. However, it was during the years 1970-1980 that the online learning method developed due to the pioneering work of Roxanne Hiltz and Murray Turoff at the New Jersey Institute of Technology (NJIT). This online learning method was called computer-mediated communication (CMC). CMC was developed before the Internet era and was primarily used as a blended learning model by means of NJIT's own computer network (Hiltz and Turoff, 1978). In the period before 1983 computers were inaccessible and so the major method of training was faculty based. The faculty-based learning helped the students to easily interact with their colleagues and instructors. However, this mode of teaching learning involved high costs, which forced the instructors to search for a better way to train. In the 1980s, a university in the United Kingdom developed Cyclops, a system based on audio-graphics using public telephone system (McConnell, 1983). This allowed the faculty at the university to provide education to long distance students. The period from 1984-1993 is referred to as the Multimedia Era. In this era a lot of technological development occurred in the form of windows 3.1, Macintosh, CD-ROMs, and PowerPoint. To make learning more attractive, some courses were provided through CD-ROM. Due to the 24X7 availability of CD-ROM, there were savings in terms of time and cost, which was not probable in the faculty-led training [4]. In spite of the advantages of CD-ROM course, it failed to detect the interest of the learner eventually since it lacked faculty interaction, making the learning experience indecisive the less engaging for students. The rapid growth of the Internet in the 1990s removed all the limitations and provided the channel for developing e-Learning industry. Further, the increase in Internet bandwidth, computer processing speed and mobile computing has led to amazing growth in education through e-Learning [5].

5.2 Types of E-Learning:

According to the learning devices educational protagonist has suggested the following types of e-Learning [6]:

- (1) Computer Managed Learning (CML) – Also familiar as Computer managed instruction (CMI). According to this system, computer learning is managed and evaluated with the help of information or data. Students must learn through the databases, which contain information along with the number of ranking parameters which is customized according to the choices of each student. The purpose is to identify whether the student has achieved their learning goals. The database consists of lecture, grades, training material, curriculum information, etc. which are used by educational institutions.
- (2) Computer Assisted Instruction (CAI) – In this type of e-Learning, computers are organized with traditional teaching. These methods use a combination of multimedia, such as text, graphics, sound and video to improve learning. It inspires students to become active learners instead of passive learners by, applying various methods such as quizzes and other computer-assisted instruction and testing mechanisms.

(3) Synchronous – It means real time alliance between pupils and trainers through internet. Learners network with trainers and with each other through chat, instant messaging, audio-video conferencing, etc. Also, all the e-Learning meetings can even be recorded and played back whenever necessary. Synchronous training is the most popular in education package, like distance learning programs. Its benefits are following of learning activities; continuous monitoring; universal connectivity with learners and personalization of training.

(4) Asynchronous – It means not at the same time. In this type of learning, the learners have the freedom to finish the online training at their own speed and without collaboration with faculty. It is exactly accessing information whenever required by the learner. In contrast to synchronous learning, learners do not need to set their time in advance for the learning sessions.

(5) Fixed e-Learning – No alteration in the information used during the learning process from its original condition and all the participating students receive the same information as the others. The materials are prearranged by the teachers and do not adapt to the student's liking. This type of learning has been the standard in traditional classrooms for a long period, but it's imperfect in e-Learning environments.

(6) Adaptive e-Learning – A latest and innovative type of e-Learning which adapts and redesign learning resources for each individual learner. Taking many parameters such as student performance, aims, abilities, skills and features into consideration, adaptive e-Learning tools allow education to become more customized and student-centered than ever before.

(7) Linear e-Learning – In this type of e-Learning, information has a one-way communication, where it passes from the sender to the receiver. It does not allow two-way communication between teachers and students. This type of e-Learning has its place in education, although it's becoming less appropriate with time. Training resources are sent to students through television and radio programs are classic examples.

(8) Interactive online Learning – It is a two-way communication channel between the parties involved whereby senders become receiver and vice versa. From the messages sent and received the educators and students can make changes to their teaching and learning methods. For this reason, interactive e-Learning is substantially more popular than linear, as it lets teachers and students to communicate more freely with each other.

(9) Individual Online-Learning – In this type of e-learning student themselves contributes toward achieving their learning goals instead, of student-oriented study material. This type of e-Learning is not ideal for evolving communication with other students to communicate more freely with each other. Therefore, more modern approach is necessary to replace the communicational of skills and abilities.

(10) Collaborative online Learning – It refers to the group of student learning and achieving their study objectives together as a group. Students must work together and practice teamwork to achieve their common learning aims. This is done through the formation of effective groups; where each individual student must consider the strengths and weaknesses of each other's. E-Learning enlarges on the idea that knowledge is best developed inside a group of individuals where they can interact and learn from each other. This type of e-Learning is more often used in traditional classrooms than in online courses.

5.3 Forms of e-Learning:

Electronic learning has become famous tools for teaching and learning in business and educational institutions. There are many e-Learning situations and forms available to use in educational institutions, each with their own returns and applications. The best answer would be a combination of technologies depending on the particular need and learning environment [7]. Electronic learning includes all educational instructions, which may be either online or offline, synchronous or asynchronous, individual or in the group. The following are forms of e-Learning:

(1) Individualized Self-Paced e-Learning online – In this case an individual learner is obtaining his learning materials or course content by using internet or intranet. It refers to any learner undertaking his study himself or conducting research for his self-coaching.

(2) Individualized self-paced e-Learning offline – Here an individual learner is acquiring his learning materials or course content by using software-learning package, which is offline unconnected to internet or intranet.

6. BENEFITS OF e-LEARNING :

Rapid growth of digital technology has revolutionized imparting education and learning. Electronic-learning has become the default mode of education due pandemic crisis. It provides a large number of opportunities and benefits to the learner. The benefits of e-Learning are :

6.1 To Students:

(1) Easily accessible to the learners – Due to the advancement of digital technology learners can access their study material or content, lecture, tutorial classes, web-based information either online or offline [8]. Depending on the convenience of the learner information can be accessible anytime and anywhere. Electronic learning is customized according to the needs of the learner.

(2) Students oriented – As learner or student are the most prominent part of e-Learning. Resources and content of e-Learning system is designed and planned according to the interest and requirements of the students. The educational goals of the students are given utmost importance while planning e-Learning content.

(3) Maximizes Retention – The involvement of excessive digital media devices for imparting knowledge in e-Learning, subject content retention is strengthened. This helps in depth understanding of the course content compared to traditional methods of learning.

(4) Independent Platform – Due to availability of information in an easily accessible platform such as windows, UNIX, apple, http, web-sites. Learning through the internet or intranet is convenient.

(5) Quick impart of lessons – Students need not travel to retrieve information, as it is finger touch devices that provide the learner to grasp the required knowledge about the subject. Time is also saved as e-learning devices have speedy delivery of information. Compared to traditional learning it is certainly faster & easier.

(6) Boost in academic performances – Lessons are imparted according to the requirements of students individual grasping capacity. Thereby enabling the student to increase his grades compared to traditional learning system. Thereby boosting his academic performances through e-Learning systems.

(7) Supports Learning – Learning through electronic system by browsing various e-content information, websites, educational packages etc. supports the main academic curriculum course making it more attractive and challenging to the learners [9]. Compared to the traditional system, which is boring to current tech-savvy learners.

(8) Saves cost - As e-Learners have easy accessibility to all the course materials and content, they needn't pay for transportation, accommodation and other related expenses. Compared to the traditional method of training e-Learning saves lot of expenditure.

(9) Nature friendly – Due to Global warming of the universe it is essential on our part to save our planet by not cutting trees for manufacturing papers. e-Learning saves a lot of paper work as the information is saved digitally in the computer memory. Pollution is also reduced as Learners needn't travel from one place to another. Thus, e-Learning increases carbon footprints in an eco-friendly environment of learning digitally.

(10) Improves Literacy – Developing countries like India, mostly rural students can easily access to e-Learning information through the internet without traveling to urban cities. Higher education becomes flexible and inexpensive for rural students.

6.2 To Faculty:

(1) Creativity – Compared to the traditional method of teaching, e-Learning is challenging to the instructors. They must undergo training and should equip themselves with the latest development in the digital technology. They must use various online resources for attracting their students that enable them to be more creative and innovative.

(2) Self-Development – To make e-Learning more effective and versatile teacher should be expertise in the field of preparing e-content, ppt presentation of each chapter, use of audio and video. So that

- teaching could be made more effective for online classes. This leads to the development of the faculty.
- (3) Feedback – During online presentation of class faculty can obtain online comments from their students relating to their style of teaching, body language, the audibility of their voices, presentation. This feedback helps the faculty improve their performance in the online teaching performance.
 - (4) Connecting – On an online teaching platform teacher could easily communicate outside the campus and solve students doubts and problems [10]. By exchanging videos, teaching notes, tutorial materials etc. teachers could stay connected to the students anytime and anywhere.
 - (5) Saves time and cost – By avoiding unnecessary commuting time and cost e-Learning saves lot of time and cost of travel, accommodation other related expenses of the teaching fraternity.
 - (6) Accessibility and versatility – There are no limitation to the time and place to imparting knowledge by the teachers, as online platform is easily available and can be altered according to the whims and fancies of the faculty.
 - (7) Parents are well-informed – Parents play a prominent role in the growth of their wards. They are given the right information about the progress of their children by the faculty through online platform. This help to build a strong bond between parents and teachers.
 - (8) Strong teaching fraternity – Teachers worldwide connect with each other through their online teaching presentation and tutorial, which helps them gain more knowledge, ideas and information. World itself becomes a single classroom through e-Learning.

7. LIMITATION OF e-LEARNING :

Every coin has two sides. Similarly, in spite of numerous advantages e-Learning carries its own drawback [11]. Compared to the traditional method of learning, e-Learning suffers from limitations, which are enumerated as follows:

- (1) The lack of basic infrastructure – For smooth conducting of e-Learning basic hardware and software is essential. Computer, desktop, laptop, android mobile phones and other digital accessories along with high-speed internet connection, electricity is required for conducting online classes. Developing countries where rural population lack basic infrastructures, e-Learning cannot be implemented. The absence of basic infrastructure is a major hurdle for the success of e-Learning.
- (2) Deficiency in IT skills – Educators and students must empower themselves with IT skills by undergoing computer training courses. Unless an individual undergoes appropriate training and development of computer skills, online teaching is a challenging task.
- (3) Health Hazards – Continuous browsing and attending online classes have an adverse effect on the health of the users. Students and faculty face lot of health problems such as back pain, shoulder ache, headache, eyesight. Compared to the traditional method of teaching, e-Learning contributes to several health hazards.
- (4) Boredom Feeling - Since learners and teachers needn't be physically present, most e-Learning occurs in an isolated environment. Due to isolation without any supervision online teaching leads to boredom feeling. This boredom leads to a lack of motivation among the students and teachers.
- (5) The lack of willingness – For smooth functioning of online teaching, teachers must undergo training. Since most of the faculty are addicted to the traditional method of teaching, they lack willingness to undergo training in computer skills. For successful implementation of e-Learning lack of willingness among the faculty creates problems.

8. DIFFERENCE BETWEEN TRADITIONAL LEARNING AND e-LEARNING [12] :

Table 2: Relative distinction between Traditional and e-Learning:

DIFFERENCES	TRADITIONAL LEARNING	e-LEARNING
Classroom discussion	The teacher usually delivers information and the student receives it.	The students and teachers both get the chance of delivering and receiving information.

Learning process	The learning is conducted within a class room with all the students in it. Group or individual study is almost absent.	The learning process occurs in groups or by the individual student as well.
Subject matter	The teaching is conducted according to an existing curriculum. The study is based on the information provided in books.	The curriculum is decided by students so subject matter varies according to course content, e-content, videos, etc.
Emphasis in the learning process	The teachers and students are concerned about completing the prescribed syllabus. The main thrust of the learning process is to learn “what” and not “how”	The learning includes a research study that encourages the student to seek information from various sources. The main thrust of the learning process is to learn less “what” but more “how”
Motivation	The students’ motivation is low as it has a teacher-centered approach.	The students’ motivation is high as it has a learner-centered approach.
Teachers role	The teacher’s role is authoritative.	The teacher’s role is facilitative.
Location of learning	The learning occurs in a classroom and within the boundaries of the school	The learning occurs anywhere and there is no permanent location.

9. CHALLENGES :

Every change brings along with it hurdles or obstacles which challenges the use or effective implementation of the e-Learning in the following ways:

- (1) Ambiguity of e-Learning – There is a lot of confusion about the concept of e-Learning. There is no clarity about various software packages used for e-Learning by the students and teacher fraternity [13].
- (2) Non-acceptance of e-Learning by students – Students are reluctant to adopt online teaching methods. They find traditional method interesting and understanding as e-Learning must be done in isolation without personal contact. Many problems are faced due to lack of internet speed, electricity, network, etc.
- (3) Non-acceptance of e-Learning by Teachers – Since most of the teaching faculty belong to non-digital generation, they resist adapting to new learning system. They mostly prefer face-to face interaction with students, as classroom teaching has its own charm, which is lacking in online teaching [14]. The electronic learning system has its own critical factors for which teachers must undergo rigorous training. Most of the teachers are not willing to undergo training, which poses a challenge to e-Learning.
- (4) Lack of accessibility of e-Learning websites – Due to non-availability of required internet speed, network issues students find it difficult to access to e-content, website for course content and information. Educational institution also has to play an important role in providing e-learning materials and websites to the students.
- (5) Inability to adjust to change management - Most of the students and teachers are in favor of the traditional system of learning, hence resist to the new system of online teaching. Teaching fraternity and students resist changing management. This creates a challenge in successful implementation of e-Learning.

(6) Misutilization of social platform - Most of the teachers use social platform such as what Sapp, Facebook, Twitter, Instagram, etc. This social platform provides e-Learning platform, which can be easily accessed by students [15]. Since it is open to public, there is danger to the user of misutilization of social media.

(7) Developing countries lack e-Learning content – Due to economic problem faced by the underdeveloped and developing countries, it is difficult for implementation of e-Learning system. Most of the population resides in rural places where internet connection and availability of electricity is a problem. For most of them digitalization of learning is a luxury.

(8) Need for basic training – Anyone pursuing e-Learning should undergo computer skill training. In the absence of such training and willingness by an individual, e-Learning becomes a challenge.

10. STRATEGIES FOR e-LEARNING SUCCESS :

Modern technological developments that have introduced e-Learning have altered education. Globally, there exist millions of e-Learners who belong to different social, cultural and educational circumstances. Many of them are employed people seeking higher education to enhance their job prospects. However, e-Learning is not meant for everyone as it is unlike traditional classroom learning. The following strategies are required to be an effective-learner [16]:

(1) Self-Driven and Self-Discipline: e-Learners must assimilate the learning time into their busy schedules. For successful e-Learning experience, the students need to be motivated and self-disciplined to keep up with the course and complete it within the specified time.

(2) Essential to Define Goals and Plan for Success: Principles of management stresses on planning in advance for achieving the goals and objectives. Without chalking out the outcomes it becomes difficult to set standards for measuring performances [17].

(3) Needs Good Reading and Writing Skills: Since activities in e-Learning involve reading, understanding and writing answers, the e-Learner should have the skill to read well, understand the instructions and write properly.

(4) Want More Time and Commitment: Although e-Learning is a suitable method to receive education, it is not easier than the traditional education process. In fact, it often requires more time commitment [18].

11. SWOT ANALYSIS :

Every invention carries pros and cons along with it. Critical evaluation of e-Learning provides a kaleidoscopic outlook to teachers and students, as it has its own strength, weakness, opportunities and problems [19-20]. This can be summarized as below:

(1) Strength - Teachers needn't be physically present, they can impart instruction to their students at their convenience. This helps the faculty save time and cost of traveling. They can prepare teaching material, e-content, schedules etc. at their own convenience. Students too can get training and education at their place. The faculty can take up other assignments and jobs hence, can increase their income.

(2) Weaknesses – Most of the experienced teachers prefer the traditional method of teaching, as e-Learning requires training and digital skill. Since online teaching lacks personal interaction, students get demotivated in online learning. Basic infrastructure such as internet connection, electricity, accession to various websites is essential for e-Learning. In the absence of basic facility e-Learning can lead to fatigue for the user.

(3) Opportunities – e-Learning open up the scope of opportunities for the students and teaching faculty. Students can complete various other interested courses, which are essential for their advancement of their career. In case of the traditional method of learning, it is impossible to complete various online courses. Teachers can enhance their earnings by undertaking various other assignments and projects, thus increasing their standard of living.

(4) Threats – Any change in the management of education, lead to resistance from teachers and students. Most students and teachers prefer the traditional system of learning since, it has personal interaction,

motivation to instructor and learners, absence of irritation due to lack of basic facility. There is also a danger of misusing of social platform, hacking of confidential data, danger to personal information, etc.



Fig. 1: Diagram representing SWOT Analysis of e-Learning

12. SUGGESTIONS :

To further enhance the data in the discipline under focus, some suggestions are put forward for future research [21-23]:

- (1) The major challenge faced by e-Learning is that it cannot substitute human beings. Hence, it is necessary for the online learning creators to realize that the learners are not isolated. The policy makers of higher education can endorse e-Learning as a supporting medium to mainstream education and to the present methodologies of teaching and learning. They can take reactivity's to support Blended learning. Blended learning is a combination of traditional face-to-face learning and online learning in such a way that the one compliments the other. It provides learners with the chance to enjoy the best of both the methodologies.
- (2) Course syllabus is the backbone of teaching online to the students. During the start of the course, e-Learning could be effectively implemented, if the course syllabus is available to the students. This will help the teacher prepare lesson plan, e-content for their students.
- (3) Two-way communication should be established between the students and teachers. Social media should be avoided as much as possible by the users of e-Learning. There should be clarity about the means or mode of communication between the students and faculty.
- (4) There should be no ambiguity on e-content, course details, syllabus, as it should be planned effectively before putting into action. Students should get their lesson plan in advance, so that they could prepare their learning without any confusion.
- (5) The technical skill and network issues relating to browsing of various websites, e-content, course material etc. should be designed and solved in advance. In case of any disturbances in accessing any websites or e-Learning contents, online learning will not be effective.

- (6) There should not be any restriction on the use of different learning methods used for e-Learning. There should be flexibility and versatility in adopting various learning design and styles.
- (7) Teachers should undergo thorough training in e-Learning systems before imparting education to students through various online platforms. They should plan, organize and coordinate the various software and hardware systems essential for conducting efficient online classes on their students.
- (8) To enable tech-generation learners, Higher education policy should adopt technology-based training methods such as weekly three days traditional classes, weekly two days online classes, weekly one day skill-based online classes, etc.
- (9) Latest technology such as Artificial Intelligence (AI) should be adopted in e-Learning so that all types of students will have the opportunity to interact with different forms of e-content such as presentations, audio, video, etc.
- (10) Online learning systems should be blended with interaction between teachers and students so that learning system actively engage the students.

13. CONCLUSION :

Make your hay when the sun shines. Technology based education is gaining firm ground opting for e-Learning platform and techniques, redefining the role of educators, accelerating digital learning to a new level. Peter Drucker remarked “we need more and more knowledge workers who are skilled in problem solving, collaboration and learning. Collaboration is making a deep impact on corporate training environment”. To expand the scope of learning, every country should collaborate with digital technology or e-Learning.

As technology-enabled education advances ground and blended learning becomes the novel normal the educational sector is on a paradigm shift, redefining the part of educators and opening up new career opportunities. COVID-19 has been the catalyst for the alteration in educational institutions to nurture and opt for platforms and techniques, they have not used before, thereby hastening a digital-anchored pedagogy.

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