

UTILIZATION AND NEED OF E-LEARNING CONTENT AMONGST STUDENTS OF HIGHER LEARNING INSTITUTIONS IN INDIA

¹Narayan Patidar, ²Rajendra Kumar Mourya

¹Lecturer, Educational Multimedia Research Centre, DAVV, Indore, India

²Research Scholar, Educational Multimedia Research Centre, DAVV, Indore, India

Abstract: The aim of this research was to study the utilization of e-learning course content amongst students of higher learning institutions in India and also their need towards the structure and nature of content to be delivered via new media. 127 respondents were surveyed randomly. The study revealed the fact that the students of higher learning in India need e-learning course content in the form of multimedia. Students believe that it enhances quick learning, saves time, develops multi-dimensional understanding of subject, reduces the need of buying books and can act as a substitute in absence of teacher but they also believe that such facility can make students dull, inactive, and resistant in classroom and motivates them to bunk classes and reduce participation in classroom.

Keywords: e-Learning course content, Need, Utilization, Bad Effect.

1. INTRODUCTION

E-learning means learning electronically using electronic media and information and communication technologies (ICT). It can be computer based learning, web based learning or internet based learning and distance learning. It is basically learning beyond classroom using new media technology like internet or smart phones and smart television. New media is an important medium used to disseminate educational course content to educate students or support to learn. It has the unique feature of any time access according to student's choice, and thus can be utilized more effectively than classroom teaching. It serves content in multimedia format i.e. audio-visual, text and graphics-animation to educate learners. New media can bring learning contents to the masses in more direct, effective and personal way than other media. Although every medium have some strengths and weaknesses, much more depends on the way of using media.

According to Jain, Patidar and Singh (2012) there are more than 8 crore internet users in the country and approximately 50 crore mobile users. India has more than 50 million internet users and the number is increasing fast. Articles published on Times of India website cited that major section of internet users (85%) are between the age-group of 19-40 years. This shows that the use of internet and mobile is increasing exponentially in India and especially in youth.

Every nation has various types of educational system for their students from classroom based learning to open and distance learning. Classroom learning has their benefits over learning but competition is increasing day-by-day and students want to gain more knowledge. There are so many barriers like communication and affordability, which pull back them from various source of learning. E-learning could solve these problems because it is openly available to all; anyone can access any type of course content available at any time. So it will be a tool which gives access to knowledge. So, investigators decided to study the e-learning content with respect to its utilization and need amongst students of higher learning institutions of India.

1.1 Statement of Problem:

The present study was entailed as- “Utilization and Need of E-Learning Content amongst Students of Higher Learning Institutions in India”.

1.2 Objectives:

1. To study the utilization of e-learning content amongst students of higher learning institutions in India.
2. To know the need of e-learning content amongst students of higher learning institutions in India.

1.3 Sample:

The present study was survey in nature. 127 respondents were selected randomly, in which 83 were males and 44 were females of rural and urban areas. This sample comprises of 64 under graduate students and 63 post graduate students from different institutions of higher learning. 93 percent sample use internet and 53 percent access internet daily while 30 percent access few times in a week.

1.4 Tools:

Utilization and Need Assessment Scale: To know the utilization and study the need of students amongst higher learning institutions of India utilization and need assessment scale were developed by the investigator. Each statement rated on a five point scale from Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD).

1.5 Procedure of Data Collection:

The data was collected adopting random sampling techniques. The tool was given to 127 respondents randomly and collected back after completion of scale.

1.6 Analysis:

The data were analyzed through frequency, percentage and chi- square statistical techniques.

2. RESULTS

The first objective of this research was to study the utilization of e-learning content amongst students of higher learning institutions in India.

Table I: Utilization of e-learning course content

S.no.	Statement		SD	D	UD	A	SA	Chi ² value
1.	E-content helps in quick learning.	F	5	6	16	66	34	102.488*
		%	3.9	4.7	12.6	52	26.8	
2.	It is easy to access and saves time.	F	2	8	12	82	23	166.898*
		%	1.6	6.3	9.4	64.6	18.1	
3.	It helps in multidimensional understanding of subjects.	F	1	10	17	72	27	121.15*
		%	0.8	7.9	13.4	56.7	21.3	
4.	Video and audio course content on internet motivate student to study it.	F	1	6	17	70	33	121.622*
		%	0.8	4.7	13.4	55.1	26.0	
5.	It is easy to add, modify, update e-content according to latest studies by experts.	F	5	5	19	58	40	84.614*
		%	3.9	3.9	15.0	45.7	31.5	
6.	It can only help in better understanding of concepts but cannot replace teacher.	F	4	11	16	55	41	73.748*
		%	3.1	8.7	12.6	43.3	32.3	
7.	It can be easily understood compared to classroom lectures.	F	1	14	41	49	22	60.52*
		%	0.8	11.0	32.3	38.6	17.3	
8.	Better presentation of course content on internet makes learning interesting.	F	3	15	10	70	29	112.173*
		%	2.4	11.8	7.9	55.1	22.8	
9.	It helps student to recover and cope up with syllabus when they are not able to attend classes.	F	2	8	18	57	42	85.795*
		%	1.6	6.3	14.2	44.9	33.1	
10.	Online availability of content reduces the need to buy and manage books.	F	2	8	16	72	29	122.961*
		%	1.6	6.3	12.6	56.7	22.8	

*significant at 0.01 level

From the above table, it is clear that the chi-square values of all the above statements are significant at 0.01. Further more than 75% respondents agreed that e-content course content helps in many ways like quick learning, easy to access and time saving, better understanding of subject and concept. And also because of internet and audio-visual content motivate students and makes learning interesting. Although they also agreed that it cannot replace teacher but only 55% respondents stated that it can easily understood compared to classroom lectures.

Above finding clearly shows that e-learning course content is utilized by students in many ways but it cannot replace teacher rather it supports students to learn outside the class.

Table II: Bad effect of e-learning course content

S.no.	Statement		SD	D	UD	A	SA	Chi ² value
1.	All the content available on internet may not be authentic and verified.	F	1	16	27	51	32	54.535*
		%	0.8	12.6	21.3	40.2	25.2	
2.	online learning increases dependency of students on technology	F	3	9	25	57	33	71.937*
		%	2.4	7.1	19.7	44.9	26.0	
3.	Online learning reduces concentration among students while learning	F	5	21	20	58	23	60.362*
		%	3.9	16.5	15.7	45.7	18.1	
4.	It reduces the participation of students in classroom discussions on subject.	F	5	22	20	58	22	60.283*
		%	3.9	17.3	15.7	45.7	17.3	
5.	easily available course content on internet can motivate students to bunk lectures	F	4	27	18	52	26	48.157*
		%	3.1	21.3	14.2	40.9	20.5	
6.	Liberty to learn in unrestricted environment as on internet usually distracts students from actual learning	F	3	25	19	50	30	46.031*
		%	2.4	19.7	15.0	39.4	23.6	
7.	It makes students ignorant and dull during classroom studies.	F	5	31	20	51	20	45.717*
		%	3.9	24.4	15.7	40.2	15.7	
8.	Online learning reduces reading and writing habits in students.	F	6	22	20	50	29	40.756*
		%	4.7	17.3	15.7	39.4	22.8	

*significant at 0.01 level

From the above table, it is clear that the chi-square values of all the above statements are significant at 0.01. Further more than 60% respondents agreed that e-content course content may affect student's learning negatively like reduce in reading and writing habit, concentration and less interest in class and discussion, and increase dependency on technology. However more than 60% also agreed that they may be bunk lectures because of easy availability of content.

Above finding suggests that e-learning course content may affect students learning in negative way by distracting them from classroom learning which is more important for them.

Table III: Need of e-learning course content amongst student of higher learning in India.

S. No.	Statement		SD	D	UD	A	SA	Chi ² value
1.	Online content should be available without any terms and conditions for access.	F	7	13	10	65	32	92.173*
		%	5.5	10.2	7.9	51.2	25.2	
2.	Online content should be provided by all the universities.	F	1	10	0	71	45	98.732*
		%	0.8	7.9	0.0	55.9	35.4	
3.	e-content should have pre-designed tests and assignments for practice	F	4	16	0	71	36	81.157*
		%	3.1	12.6	0.0	55.9	28.3	
4.	It should provide extra knowledge beside classroom learning	F	1	2	16	62	46	117.921*
		%	0.8	1.6	12.6	48.8	36.2	
5.	The difficulty level of content should be according to common student	F	3	8	13	66	37	107.921
		%	2.4	6.3	10.2	52.0	29.1	
6.	The content should have ability to teach in absence of teacher.	F	7	18	0	64	38	59.236*
		%	5.5	14.2	0.0	50.4	29.9	

7.	It should be available in video format like documentaries, lectures	F	5	13	0	67	42	76.055*
		%	3.9	10.2	0.0	52.8	33.1	
8.	Online content should be available in mother language	F	19	21	0	53	34	23.142*
		%	15.0	16.5	0.0	41.7	26.8	
9.	All the e-content should have download facility	F	7	9	4	47	60	107.449*
		%	5.5	7.1	3.1	37.0	47.2	
10.	E-content should contain graphics and animation	F	1	8	0	68	50	99.425*
		%	0.8	6.3	0.0	53.5	39.4	
11.	Content should be available in audio format also	F	10	15	0	76	26	86.449*
		%	7.9	11.8	0.0	59.8	20.5	
12.	Content should be available in text format with practical examples	F	3	4	7	68	45	173.685*
		%	2.4	3.1	5.5	53.5	35.4	
13.	Online studies should be designed by multiple experts	F	8	11	0	64	44	68.811*
		%	6.3	8.7	0.0	50.4	34.6	

*significant at 0.01 level

From the above table, it is clear that the chi-square values of all the above statements are significant at 0.01. Further more than 75% respondents declared that all universities should provide e-content course content without any term and condition and should have pre-designed tests and assignments for their practice, and should have ability to teach student in the absence of teacher which should be designed by multiple experts. They also need this content in multimedia format i.e. text, audio-visual, graphics and animation with practical examples and should have download facility. And 69% agreed that content should be prepared according to the level of common student in mother language.

Above finding shows that all universities should provide e-content to students without any restriction and should have quality to teach in the absence of teacher but the difficulty level should not be high it should be at the level of common student. It should be in multimedia format having download facility.

3. FINDINGS AND DISCUSSION

Finding 1: The e-learning course content is utilized by students in many ways but it cannot replace teacher rather it supports students to learn outside the class

Finding 2: The e-learning course content may affect students learning in negative way by distracting them from classroom learning which is more important for them

Finding 3: Universities should provide e-content to students without any restriction and should have quality to teach in the absence of teacher but the difficulty level should not be high it should be at the level of common student. It should be in multimedia format having download facility

The research finding strongly approves the utility of e-learning course content amongst students of higher learning. The student believes that it enhances quick learning, saves time, develops multi-dimensional understanding of subject, reduces the need of buying books and can act as a substitute in absence of teacher. The student finds its utility in completing the syllabus, adding value in class room studies. Student also needs learning content other than classroom because some student may have some problems like communication; language etc. and some may need extra content to learn. Therefore it can be utilized in better way if learning content will be designed in such a way that it can fulfill student's needs.

Although finding also suggested that e-content facility may have negative impact, like it can make students dull, inactive, and resistant in classroom and motivates them to bunk classes and reduce participation in classroom.

Findings of this study may be helpful for the researchers, higher learning institutions, teachers and students of the higher learning institutions and the e-learning course content developers for the higher education.

REFERENCES

- [1] Singh, A.K., Jain, R., and Patidar, N. (2012). "Need, Awareness and Utilization of Open Courseware Technology in Institutions of Higher Learning in India", Journal of School of Pedagogical Sciences ISSN 2229-7618 Pedagogics September 2011 Vol.IX No.1, Mahatma Gandhi University, Kottayam
- [2] Caswell, T., Henson, S., Jensen, M., and Wiley, D. (2008). "Open Educational Resources: Enabling universal education", International Review of Research in Open and Distance Learning 9(1).
- [3] Dobrovolny, J. (2006): "How adults learn from self-paced, technology-based corporate training: New focus for learners, new focus for designers". Distance Education, 27(2), 155-170.
- [4] Klemencic, M. and Fried, J. (2007): "Demographic Challenges and the Future of Higher Education", International Higher Education (No 47), Spring 2007, ISSN:1084-0613. Retrieved on 15 October 2007 from http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/Number47/p12_Klemencic_Fried.htm
- [5] Kobayashi, T. & Kawafuchi, A. (2006b): "Recent Moves in Promoting e-Learning in Japanese Higher Education with a Focus upon OER". Paper presented at European Association of Distance Teaching Universities, Tallinn, Estonia. Retrieved on December 18, 2008.
- [6] <http://elearning-india.com/E-learning-Articles/need-for-e-learning.html> retrieved on 21.05.2013 at 11:53 am.
- [7] Article (August, 2010) accessed at http://articles.timesofindia.indiatimes.com/2010-08-08/delhi/28_297083_1_social-networking-internet-users-new-mail at 5:17 pm on 29.05.13