A MINI PROJECT REPORT

ON

"EVALUATING E-LEARNING PLATFORMS AS AN ALTERNATIVE IN BANGALORE CITY"

MINI PROJECT SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF

MASTER OF BUSINESS ADMINISTRATION

FROM

BENGALURU CITY UNIVERSITY

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BENGALURU CITY UNIVERSITY
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BE BOUNDLESS

SUBMITTED BY

DANISH BASHIR

Reg. No. MB206212

UNDER THE GUIDANCE OF

Prof. RAVISH B.A

FACULTY OF MANAGEMENT, AIMS

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(2021-2022)

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Place: Bangalore **Prof. DEEPAK SINGH M.C**

Date: **Associate Prof. & HOD**

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Name of the Student: **Danish Bashir**

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STUDENT DECLARATION

I hereby declare that the Project Report entitled **Evaluating E-Learning Platforms as an Alternative in Bangalore City** has been prepared by me under the supervision and guidance of **Prof. Ravish B.A**, during the year **2021-22** in a partial fulfillment of the university regulations for the award of the degree of **Master of Business Administration** by **Bengaluru City University**.

I further declare that this project is based on the original study undertaken by me and has not been submitted at any time to any university or institution for the award of any other degree or diploma.

Place: Bangalore **DANISH BASHIR**

Date: **Reg No. MB206212**

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This Project has been a great learning experience in valuable source of knowledge and information for me, which was only possible through the guidance and help of some eminent people, to whom I would like to, render my deepest appreciation and regards.

I like to thank the principal **Dr. B.A. Anuradha**, other faculty members and the institution itself without whom this experience would have been a distant reality.

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Here by, I express, my deepest thanks to **HOD Prof. Deepak Singh M.C** for his support and guidance to carry on with the Mini Project.

I am also thankful to **Bengaluru City University** for making this Mini Project a part of our curriculum. It has been a wonderful experience which has helped me gain knowledge and practical exposure in the process of the Mini Project.

Last but not the least I present my heartfelt thanks to my family, Friends and well wishers for their help and support.

DANISH BASHIR

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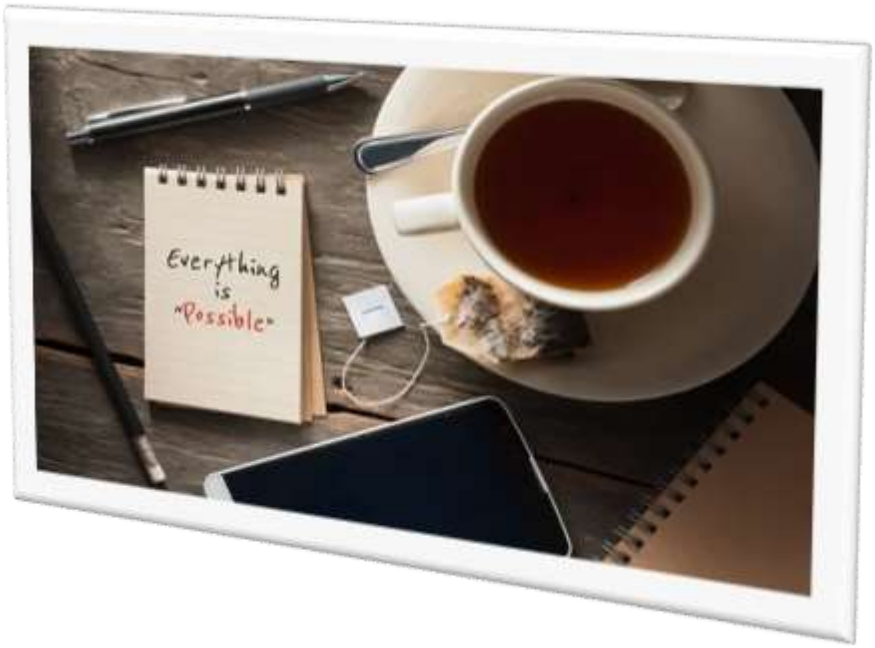
INTRODUCTION



CHAPTER 1: INTRODUCTION

INTRODUCTION ABOUT TOPIC:

➢ INTRODUCTION TO E-LEARNING:

In a society, the student generation must be positively influenced by the imparters of education who have a higher moral, ethical and social responsibility. They have to realize the importance of technology and have to be well aware how to teach the future leaders, they need to be technology better equipped. Annually, the demand for higher education is growing globally and India is no exception to it. In fact, in India, the number of applicants is three to five times as against the number of seats in any institution of higher education. Therefore, need arises for such a system, which will help to reach to the maximum number of learners and 'e-learning' is the solution for it. E-Learning is the experience that is delivered or enabled by electronic technology. The delivery of learning or content can be over the intranet, extranet or over the Internet, via CD-ROM, interactive TV, or satellite broadcast (WAGNER, 2008). With the passage of time, student's number is exploding on university campuses. The universities have been averse to change their programs, both in content and delivery. A challenge is faced from alternative providers of education and training, with more focus on employability; the university professors represent a breed of career academics that remain isolated from the changes in the real world around them.

➢ E-LEARNING IN INDIA:

The e-learning, though reached India late of course, but it is being fast accepted in a big way. The India perhaps has watched the success of west in adopting e-learning and is trying hard to implement it. Over the past few years, the Ministry of Human Resource Development has been trying to achieve the target of making education accessible to every corner of the country. Still there are many parts of the country, which are in darkness about e-learning (MALIK, 2009). Due to the growing Indian economy, India has a chance to become heart of e-learning programs. There are many e-learning classes which are coming to India to build and develop e-learning infrastructure.

The e-learning does not seem to replace the conventional classrooms with black boards but it seems to coexist with the already existing system. This system rather promises to reach too far off rural areas in India where education is still a looming darkness. This objective can be achieved by providing PCs at low cost with broadband connection. The chances of e-learning to strengthen the educational system in India are very high. Furthermore the Government has also come forward undertaking the programs of upgrading the technical quality of the fresh graduates inciting them to gointo research and teaching professions. The e-learning is fast growing and seems to take control of the world because of its educational advantages (SAHA, 2010). The scope of e-learning is much wider in India with many e-learning companies stepping forward in providing the service. Though nothing can actually outrun the popularity of traditional classroom teaching, e-learning only gives more value to the process, independent of the distance factor.

In India, e-learning scenario is still growing and at an experimental stage. The traditional mindsets are changing, with the corporate and business sector leading the way in embracing technology based learning networks. Many institutions have started augmenting teacher-led programmes with content-rich e-learning modules. Government initiatives are not far behind either. The projection for further development of distance e-Learning in India is positive. Several efforts are currently progressing towards providing quality distance learning to more people in urban and rural areas, through the utilization of more effective web resources and practices. The major hindrance to the acceptance of e-learning can be attributed to the Indian mindset that is more inclined to traditional classroom teaching (HANSEN, 2008). The visibility of e-learning is currently limited to IT and educational CDs, but With PC penetration and overall online accessibility increasing in the country, the future of e-learning looks promising, provided the organization of content and delivery is well-structured.

➢ ONLINE EDUCATION SCOPE AND GROWTH IN INDIA:

The scope of open distance education in India is actually much wider. Apart from proper course works, some E-learning portals in India are also conducting ridicule mock tests for various competitive examinations like engineering, medical, management etc. There are many E-learning portals in India which are providing tutorials for school students also. Thus, the reach of E-learning in India has expanded from adults to youth.

The future of E-learning industry in India seems to be vibrant as number of Internet users is growing in the country, at quite a reasonable rate and more, and more reputed players are showing their interest in the e-learning business. The global revenue of world stands about US$36 billion by 2010 and e-learning market in India stands at US$11 million in 2010. The e-learning market in India is in an infant stage and in 2002 it was approximately US$ 4-5 million with an expected four year annual growth rate of 20-25 per cent. Companies such as McGraw-Hill, Digital Think, Skill Soft, and Mentergy are setting up operations in India which is a positive sign for the e-learning segment. In the recently published report 'E-Learning Outsourcing 2009: Advantage India', the estimated growth in the e-learning offshoring industry at a Compound Annual Growth Rate (CAGR) of 15% through 2012 is reaching USD $603 million (it is now US$ 341 million) (BANDUNI, 2008). While the economic recession will impact growth for the next few quarters, the market will recover and grow faster until 2012.

➢ CHALLENGES TO E-LEARNING:

Some of the challenges that e-learning initiatives from the Institutions of Higher Education Management could face are:

- For those Institutions offering online e-learning course, awarding a Recognized Degree for students might become imperative. Most students and their potential employers are happy only when a certifying endorsement is given.
- A fall out of the above could be escalating a number of Online Institutions offering courses with spurious certificates, which may not have any value.
- Since, the e-learning method is self-paced and self-learnt, the attention length of the student may not be enough for him/her to learn a concept.
- Generally the duration of the course also matters in this mode of lecture delivery.
- Lastly, the Legal implications of e-learning come into play. Once again, we should not forget that e-learning over internet is across geographical boundaries. This makes it all the more, tougher for the enforcing authorities to have a global legal framework for the net offender. Measuring the level of success and the Return on Investment would be difficult.
- Measuring the level of success and the Return on Investment would be difficult.

a) **Cost:** While delivery costs of e-learning are significantly reduced compared to costs associated with classroom learning delivery, especially when large numbers of learners are involved (RUMBLE, 2001). The initial development and purchase of e-learning products represents a major barrier to the adoption of e-learning training within organizations. This claim is substantiated by evidence from a survey conducted for the Office of Learning Technologies (OLT) in Canada, which found that cost was the single most important factor preventing employers from investing in e learning (DUGAS; GREEN; LECKIE, 1999). In any case, organization must weigh the initial costs of developing e-learning against savings accrued from economics of scale at delivery time.

b) **Lack of time:** The lack of time as an obstructing factor comes second, after the cost barrier. Long development cycles prohibit many institutions from engaging in production of custom e-learning training. Lengthy time-to-promote is especially true for small institutions who have limited capacities to produce complex, media-rich, highly interactive and customized solutions.

c) **Content Incompatibility and Penury:** Locating appropriate off-the-shelf e-learning material or converting custom e-learning (i.e., classroom-based) material for use on an e-learning platform proves a major challenge for institutions. The difficulty resides primarily in the lack of interoperability between content materials purchased outside the company on the one hand, and both proprietary content and in-house applications.

d) **Human Resistance:** The enthusiasm for e-learning technologies is limited for those who do not have the skills to use the technology, think it is more cumbersome than traditional tools or simply prefer the human interaction provided in instructor-led training. Considerable evidence of the prevalence of e-learning in the workplace was gathered in surveys by Industrial Design Centre (IDC) who found that 70% of respondents preferred instructor-led seminars and training.

e) **Technological Barriers:** Severe limitations of technology infrastructure also serve to hamper enthusiasm and the widespread use of e-learning technologies. These restrictions range from inadequate network speed and bandwidth capacity to incompatibility across different platforms and between different content materials. The bandwidth refers to the capacity of a communication channel to carry information (e.g., text, graphics, audio and videos).

➢ E-LEARNING IN INDIAN LIS-EDUCATION:

The scope of LIS education in India has undergone sea changes with the rapid expansion of research and development activities, particularly in the area of Information and Communication Technology (ICT). For qualitative improvement of LIS education in India, there is a need to introduce new courses based on ICTs in different LIS schools to face new challenges. In fact, technology has not only affected operations of library services but also LIS education itself. There is a need to integrate qualitative changes in LIS education to:

- Increase excellence of LIS students to meet the growing demands in e-environment.
- Face challenges due to the growing influence of ICT and its impact on LIS education.
- Suit ever-increasing demands for trained LIS professionals.
- Amplify career opportunities for LIS professionals.
- Use internet-based e-learning courses which are growing day-by-day.
- Adopt and promote e-publishing which is being fast accepted by the users.
- Transform traditional and habitual mode of LIS education in India.

The appropriate utilization of technology for imparting LIS courses can produce better results. It has now become indispensable to consider the utilization of online learning environment in LIS education. The main objectives for providing LIS education in online environment must be:

- To cover broad perspectives of the core principles of Library and Information Science and its applicability in the new milieu.
- To understand the managerial activities of Library and Information systems in present context.
- To comprehend the principles of knowledge organization, management, retrieval and delivery.
- To develop practical skills in new online virtual environment to countenance the challenges.
- To meet the demands of new digital era.
- To educate learners in the tune of market demands.
- To offer online information skills.

The education and training in LIS in the digital environment shall contribute to accomplish the following:

- Extensive theoretical and practical knowledge of information management and Business.
- Behavioral attitudes and understanding and information needs of individuals and institutions
- Financial and quantitative methods of analyzing organizational information
- Problem solving methodology
- Analytical abilities and critical thinking expertise
- Research theories and practices
- Human resource management and quantitative practices and management
- Competence in information handling
- Online information skills
- Expertise in the use of electronic information
- In depth understanding of information organization, marketing and using information retrieval systems
- Analytical abilities to access information and to understand the principles of the organization of knowledge
- Practical experience in information retrieval, indexing, cataloguing and classification of information resources

➢ SOME MAJOR INDIAN INITIATIVES:

In February 2009, India launched a National Mission on Education through Information and Communication Technology (ICT), which is a billion dollar enterprise.

It will provide internet connection to about 20 thousand colleges and other educational institutions. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is intended to play a significant role as a global clearing house of ideas and to foster the growth of knowledge based societies. They wish to offer sharing the e-learning materials prepared by India under this national mission by 3 the Indian Institutes of Technologies (IITs) so that all those around who wish to access quality knowledge can do so freely (ASVINA, 2009).

The E-Gyankosh, a National Digital Repository of learning resources, project was started by Indira Gandhi National Open University, in 2006. The repository was developed using DSpace open source software, which ideates to store, index, preserve, distribute and share the digital learning resources of open and distance learning (ODL) institutions of the country. A support to a large aggregation and integration of learning resources in different formats such as self-instructional study materials, audio-video programmes, and archives of radio and television-based live interactive sessions is supported by it. The Library and Documentation Division of Indira Gandhi National Open University (IGNOU) has started making efforts to take higher education to the doorsteps of the hitherto un-reached through its diverse modes of Information and Document Delivery Services.

NODLINET (National Open and Distance Learners' Library and Information Network) is one such recent initiative taken up by IGNOU to provide a podium for libraries and information centers of the open and distance learning system of the country that will provide access to all electronic and digital resources from the leading publishers and vendors across the globe to its stockholders from anywhere at any time using sophisticated technologies to enhance the quality of education at par with the conventional education system (ARORA, 2007). Inter University Consortium for Technology-Enabled Flexible Education and Development (IUC-TEFED) is the latest initiative of IGNOU which works as a nodal point to undertake all types of collaborative activities involving Open and Distance Learning, new knowledge creation, e-learning, appropriate technology, etc. The structure of Inter University Consortium is on the lines of Pan-African e-Network and the existing consortia of University Grants Commission (UGC), Association of Indian Universities (AIU), etc. All the open universities in the country can be its founding members while conventional universities as its associate members.

The Non-Governmental Organizations (NGO) and organizations involved in the development of Education and Training, Industry, etc. can also be invited for alliance and partnership. The consortium is expected to facilitate convergence and sharing of knowledge through judicious mix of media and technology (IGNOU IUC Report, 2008). The UGC had established the Consortium for Educational Communication (CEC), in 1993, which is an inter-university center for electronic media with the following laid down objectives:

- Close coordination, facilitation, overall guidance and direction to the activities of the Media Centers set up by the UGC in various universities.
- Dissemination of educational programmes, through both the broadcast and non-broadcast modes.
- Production of educational programmes (especially video and audio) and related support material and setting up of appropriate facilities for this.
- Research related to optimizing the effectiveness of the programmes.
- Providing a forum for the active involvement of academic and other scholars in the creation of appropriate educational programme.
- Studying, promoting and experimenting with new techniques/technology that will increase the reach and/or effectiveness of educational communication.

An initiative was launched by CEC known as Learning Object Repository (LOR) which is an Open Courseware initiative having educational resources in different subjects like Archeology, Biology, Botany, Chemistry, Commerce, Computer Science, Economics, Education, English, Fine Arts, etc. The users have the facility to browse the LOR by using various options such as topic, subject, learning object, keywords, etc. The system has grown to 17 (seventeenth) Educational Media Research Centers and Audio Visual Research Centre (EMMRC). The CEC runs a 24hr higher education channel known as Vyas Channel on Gyan Darshan Bouquet which is now also available on Direct-To-Home (DTH). National channel also telecasts these programmes for 1/2 hour daily. The first mission of this channel is to find out knowledge need of the people through research and address the same by developing 'knowledge resources' with the help and support of research facilities available in the universities and colleges of the country.

The second mission is to bridge this gap making quality knowledge packages delivered by the best teacher available to those who desire to get benefit from it. The third mission of the channel is to make knowledge free and seamlessly available to all those who need it. The CEC is also having a Media Tape Library with a total collection of about 16.000 (sixteen thousand) educational video programmes on betacam cassettes consisting of the categories of collections mentioned below and is available both in English and Hindi and adds about 1.000 (one thousand) video programmes on various subjects and topics to its collection every year from the Multimedia Research Centers spread throughout the country.

In an another initiative by government of India, a project undertaken by the The National Council of Educational Research and Training (NCERT) in the form of online textbooks showed that e-learning can reach to maximum. The NCERT publishes school textbooks and it has initiated a step towards making school textbooks freely available on the internet for students and teachers through its website. This portal provides easy navigation to textbook chapters by title/subject of the book for a particular class. The textbooks available there are written in English, Hindi and a few in Urdu (SARMA; MAJUMDER, 2008). An E-Learning Portal for Awareness Raising on Information Literacy was launched by the Indian Society for the Advancement of Library and Information Science (SALIS), in collaboration with UNESCO in 2006. This project has its genesis in recommendations of a UNESCO supported Workshop on Information Literacy Competency Development for Information Professionals and Special Educators organized in November 2006 by SALIS in Chennai, India, and subsequent Information Literacy sensitization workshops held in Delhi and Nagpur in December 2006. The e-learning portal will cover a number of self-learning modules, such as:

1) Information communication technologies (ICT).
2) Information literacy.
3) Information literacy models and standards.
4) Lifelong learning and development of life skills.
5) Information literacy assessment.
6) Information services for disabled people.
7) Freedom of information/Right to information.
8) Sample Information Literacy Programmes for School library:
    a) University library/Academic library.
    b) Special library.
    c) Public library.
    d) Communication information centers.

The Portal aims to raise awareness, sensitize and enhance information literacy competency skills of common information users as well as information professionals and educators in the South Asian sub-region. Its objectives are fully in line with UNESCO's mandate to bridge the digital divide and UNESCO's vision of knowledge societies.

The Indian digital library experts, in collaboration with their German counterparts, have developed the content of these modules. Another open education initiative is Ekalavya, launched by Indian Institute of Technology, Bombay in 2004. In this project, content developed in various Indian languages is distributed over the Internet. The OSCAR provides a platform for student developers to create animations based on ideas and guidance from instructors. The funding for the Ekalavya and OSCAR project comes mainly from private industry. The Tamil Nadu government announced an IT policy as early as 1997, to put smile to prosperity on the face of every citizen of Tamil Nadu by leveraging information technology (IT) to create value and wealth for a knowledge-based society. The objectives for their IT policy are:

- To establish Tamil Nadu as the destination of choice for IT investments.
- To upgrade the quality of life for the citizens through e-governance and IT applications in government.
- To empower people in rural areas so as to bridge the digital divide.
- To develop Research and Development initiatives.
- To promote use of information technology in Tamil Nadu.

It has also laid emphasis on IT services being provided in local languages. State government has also organized an international conference on the standardization of Tamil code and keyboard. The government has already given rights to 3 (three) companies to establish broadband network infrastructure. Tamil Nadu's vision is to consolidate its leadership position and firmly establish its preeminent position in IT. The large base of engineering institutions in the state is a significant asset. They will be encouraged to interact with industry, centers of excellence so as to have the best match of Industry-Academia. Sufficient mechanism will be created to implement cyber laws. Software piracy, intellectual property rights (IPR) issues and violation of cyber laws will be curbed. In short, the policy will make Tamil Nadu as the 'Destination of Choice' for IT investments globally (ELCOT, 2002). In 2002, deliberations of various committees were held that led to the setting up of the UGC-INFONET towards the end of 2004. The UGC also joined this crusade of introducing e-learning. Wholly funded by UGC, UGC-INFONET provides electronic access to scholarly literature available over the Internet in all areas of learning to the university sector in India.

The UGC plans to link all Indian universities and Research and development institutes together with a strong intranet network, which will ensure smooth and quick dissemination of information and will be a big step towards Educational Development in the country (UGC). The Uttar Pradesh government planned to achieve 100% IT literacy among government employees by 2002. In the hill districts, Very Small Aperture Terminal (VSAT) will be used in the future. In July, 2005, the agreement signed between the US and India, 6 (six) leading American Universities representing the US and the Indian Space Research Organization (ISRO), the Department of Science and Technology (DST) along with Amrita Vishwa Vidyapeetham representing India, will participate in a project designed to enhance higher education and research in India through a satellite e-learning network. The 6 (six) major engineering disciplines have been covered in this project so far at the undergraduate (B.E./B.Tech) level. The educational goals set by the MHRD are:

- To make video lectures in a format appropriate for broadcasting that would provide quality content through the Technology channel named the Eklavya channel by the previous Honorable Minister for Human Resource Development in recognition of the first student of distance education named in the great Indian epic Mahabharata thousands of years ago.
- To create web-based (e-learning) material and make it available in the form of a Portal/DVD that would be tailored to meet the needs of engineering students across the country.
- To create a website for NPTEL activity.
- To make e-learning material available in the web for the video lectures to supplement class room teaching.

➢ FUTURE OF E-LEARNING IN INDIA:

Compared to an almost 80% literacy rate in urban India, that in rural areas is only 56%. Further, the average teacher: student ratio at primary level is 1:58 in rural regions (CHOUBEY, 2009). The perfection and improvement of connectivity is another area of concern. India needs to increase penetration in terms of PCs and communication lines for any e-learning project to be successful. The soaring cost of ownership, which proves to be a hurdle, needs to be lowered. Following steps could help in arresting the above problems:

- The Service providers, including the Government need to cut the tariff levels. As the field becomes more and more competitive, this is bound to happen.
- The government needs to stimulate a learning culture and e-learning must become a policy issue.
- Use of open source software will not only be cost effective but can also meet the localized demands for the vast linguistic diversity of India. Further, open source software can also be used on old hardware.

STATEMENT OF THE PROBLEM:

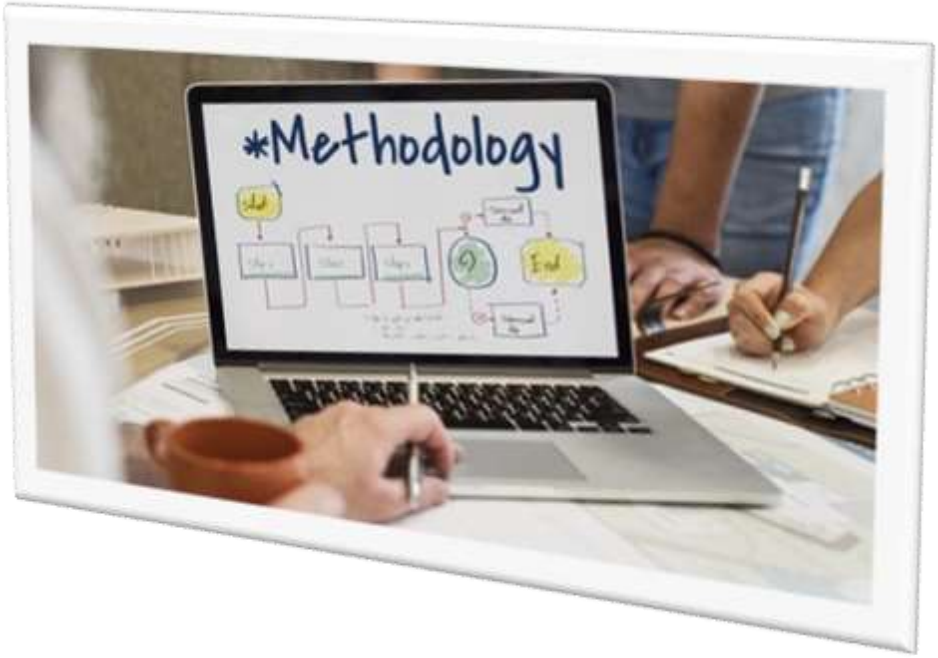
E-Learning is as an approach to instruction and learning that utilize Information and communication technologies to communicate and collaborate in an educational milieu. This includes technological expertise that supplements traditional classroom training with web-based components and learning environments where the educational process is experienced online. Some of the major Indian initiatives and the target segments covered by the online education have also been detailed in this article. Emphasizes the importance of perception in relation of information technologies and communication, so that futures leaders will be better prepared regarding these technologies. The study presents future perspective in relation to e-learning in India, where demand within higher education is no different from that seen in developed countries.

NEED AND RELEVANCE OF THE STUDY:

E-learning activities are important for the development of any country. In modern era everybody is thinking about growth and Educational development. If it is planned properly then proper results will come. In this research paper development through E-learning in India is observed. If it planned properly then proper results will be affecting positively. In this research paper, we observed that E-learning is an effective tool for development of educational sector in India. E-learning is learning, utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online.

CHAPTER: 2

METHODOLOGY



CHAPTER 2: METHODOLOGY

REVIEW OF LITERATURE:

Internet learning are frequently named as a device which will scratch Learning measured more alternate engrossed, imaginative and surprisingly versatile. Network based learning is fluctuated as "learning proficiencies in coordinated or offbeat airs that is related with courses utilizing various gadgets ('e.g. cell phones, workstations, and so forth') with network induction". "In these conditions, understudies are frequently anyplace (autonomous) to discover and coordinate with instructors and different deputies" "(Singh and Thurman, 2019)". It simultaneous erudition climate organized classified the rationale deputies show up live talks, there are constant associations among teachers and disciples, and it is a criticism, with the help of bizarre learning exospheres not well controlled. "In such a learning area, erudition satisfied is not reachable esoteric the kind of live talks or periods; it's predominant at changed culture characterizations and deliberations. Instant input and instant answer are not plausible in such a environment "(Littlefield, 2018)". Matched learning could give huge loads of events to societal association "(McBrien et al., 2009)". "In the focus of this terminal contagion spread such online platform are essential where (a) video conferencing with at least 40 to 50 deputies is achievable, (b) reflections with deputies are regularly done to remain classes invigorate, (c) network associations are acceptable, (d) discourses are open in cell headsets additionally and not simply workstations, (e) viewpoint of assessing effectively itemized talks, and (f) rapid response from deputies are frequently refined and responsibilities are often taken "(Basilaia et al., 2020)".

- **Mohammed Ouadoudet al. (2016)** used software engineering and pedagogical engineering approach to evaluate the quality of platforms used for e-learning. The analysis is based on the characteristics like usability, functional suitability, compatibility, portability etc. The paper has presented a comparative analysis of four freely available e-learning platforms in qualitative approach. Study was aimed to measure the degree of competence between technology and the pedagogy. The objective was to present this study as a recommendation system for selected free e-learning platforms.

- **Gopal Sakarkaret al. (2012)** article has provided comparative study of various architectures of e-learning platforms. This study has focused on research challenges and design issues in improvement of intelligent e-learning architecture system in providing online classrooms. Authors have suggested to use Semantic Web technology and intelligent software agents for learner's personalization in e-learning.

- **Păduraru Monica, Elisabeta, Mihăilă, Robert Alexandru (2018)** compared 5 popular e-learning platforms present in the market. The comparison is done on the basis of user's profile, price, free trials, platforms used, facilities offered, technical and documentation support etc.

- **Adekunle I. Obasaet al. (2013)** studied MOODLE as asynchronous platform while the Elluminate is synchronous platform for e-learning. This study involves the comparative analysis of online learning system platforms.

- **Yılmaz S., Erol İ.E (2019)** presented a comparative content analysis of popular platforms preferred by universities in Turkey. The study as carried out to examine how online education is transformed into a more effective structure with the help of developing technologies. This study has determined that Augmented Reality and Virtual Reality make significant contributions to the instructor control, interaction and the experiential learning.

- **According to f Laurillard's (2006)** research "e-learning as the use of any of the new technologies orapplications in the service of learning or learner support", and it has been considered as operational definition of e-learning. According to Marc Prensky's research different learning outcomes are best learning through particular types of learning activities. He says that we all learn -a) behaviors through limitation, feedback and practice. b) creatively through playing c) facts through association, drill, memory and questions d)language through imitation, practice and impression e) reasoning through puzzles, problems and examples. These studies focus on the changing era and the implications of E- learning in near future. Also supporting to say that E-earning is the wheel for new innovations

OBJECTIVES OF THE STUDY:

- To study the Concept E-Learning in Bangalore City.
- To study the Scope and Growth of E-Learning in Bangalore City.
- To know the Issues and Challenges faced by E-Learning Platforms in Bangalore City.

SCOPE OF THE STUDY:

The research of the present study covers the scope which is limited to the demand trends of newly launched FMCG with reference to study the Issues and Challenges faced by E-Learning Platforms in Bangalore City. The study enables the students to develop independent critical thinking skills and it can be utilized by the juniors as reference material for their relevant research study.

METHODOLOGY OF THE STUDY:

The study is descriptive in nature. It has been carried out with the help of secondary data taken from various journals, text books, newspapers, magazines, internet sources and online research reports.

SOURCES OF DATA:

- **SECONDARY DATA:**

Secondary data is a data which is readily available. The data for the present study covers the secondary sources such as magazines, websites, journals, newspapers, various books related to the topics and other references were made.

LIMITATIONS OF THE STUDY:

- Time constraint is one of the major limitation.
- In depth research was not made.
- There might be bias in the secondary information.

CHAPTER: 3

SWOC ANALYSIS

CHAPTER 3: SWOC ANALYSIS

STRENGTHS:

- It is a process in full actional agreement with some of the defining characteristics of learners in the third millennium.
- It is characterized by flexibility.
- It provides considerable customization of learning related to the needs of the learner.
- It offers a great diversity.
- It provides a specific intuitive character.
- It offers interactivity to the process.
- It achieves a collaborative learning.
- It is motivating.
- It provides focus on the learner.

WEAKNESSES:

- Insufficient compatibility between the technological design of the service and the psychological component of the learning process.
- The flexibility and autonomy in learning are relative and fragile and can generate traps for both the learner and for the one who designs and operates the activity both to specific groups of service users in certain contexts, and teachers.
- The limited, inadequate or unattainable character of the learning customization.
- A possible superficiality in learning induced by a wide variety of methodology, tools, processes, due to imbalances between: training activity that develops digital competence and the one that develops academic skills.
- A certain kind of reduction of the relations between learners, between them and the teacher.

OPPORTUNITIES:

- Expansion of technology causes the latter to become a perfect environment for expression and development of e-learning educational services.
- Radical transformation of all aspects of education (from access to obtaining diplomas, from final to results, from process to infrastructure, from teaching to evaluation, from teacher to students) as a result of technology dynamics.
- Increasing interest for different categories of beneficiaries for e-learning educational services.
- Increasing market demand for e-learning educational services appears as a natural result of the evolution of services and the amplification of their need. Statistics highlight the phenomenon of increasing market share for digital learning in conjunction with a corresponding decrease in demand for traditional training.
- Relatively lower costs of e-learning services – studies.

CHALLENGES:

- Exaggerating the positive role of technology generates negative effects such as: the danger of ignoring the student.
- Contradictory effects produced by transforming contemporary education on recipients of e-learning educational services manifests through a psychological dimension of the beneficiaries correlated with the level of their training.
- Insufficient motivation for engaging in e-learning and its support - numerous studies, correlating the degree of financial support for these services with the level of economic development of different countries.
- High dropout rate of students – The flexibility and autonomy of e-learning are not always the guarantee of student performance.
- Expenditures on e-learning educational services are not as small as they seem.
- Insufficient existence of a normative and legislative base on e-learning and digital learning resources.

CHAPTER: 4

OUTCOMES OF THE STUDY

CHAPTER 4: OUTCOMES OF THE STUDY

OUTCOMES:

The traditional learning system had been used in India and was sustainable for long. But the educational needs are changing and a global education standard is imposing itself and forcing the Indian education system to undergo many changes. The concept of e learning is definitely gaining popularity in the country but at a slow pace as compared to other countries. The Indian Constitution resolves to provide quality education to all and in an effort to fulfill the educational needs of the country specifically for the diverse societies and cultures of the country the government has chalked out different educational categories: Elementary education, Secondary education, Higher education, Adult education, and Technical and Vocational education is nothing but the development of the whole individual and nurturing the potentials inherent traits. E-learning is a useful medium through which India can attain the goal of reaching the unreached in rural areas, motivating the learners for higher education as well as woman empowerment through their education.

In the current super fast era and globalised world, education needs to meet the additional demands of present time such as creating globally competent work force. Due to globalization, the whole world has become a global village. Now, education can be used as a useful tool to raise awareness of environment, peace, culture, social diversity, increased competitiveness and the concept of a global village. In the present world, education is being used as a means of becoming a global citizen. In order to work in this more competitive world, one has to be competent enough to survive. Education gives us that powerful tool by which we can live a life of worthiness. It is only through improving the educational condition of a society that the multi-faceted progress of its people can be guaranteed. E-learning is the best option available to achieve these goals. E-learning is also a powerful medium to improve inclusiveness of education in our country. If an educational institution is committed to give high quality education, it should be built on values and ethics, and be innovative in offering its teaching programmes. E-learning is not a single strand but is multifaceted, covering a wide range of approaches and methods.

Online learning gave an astounding procedure for material transport liberated by time or territory considering transparency the track at whatever opinion from wherever. Understudies track down the online environment a beneficial technique to fit guidance into their clamoring lives. There specific benefits of using online acquiring from specific investigators. A bit of the essential advantages of electronic learning fuses (Stem): convenience, redesign learning it extended plan clearly content, more critical discussions, highlight on making capacities, advancement capacities, and crucial capacities like time the load up, self-rule and self -control evening out of the landmark, Connection (it will extended understudy to teacher and understudies to understudies collaboration and discussion, the understudies more unique than uninvolved), Imaginative Educating (OL focused in on understudy centered where it extended collection and creativity of learning works out), Improved Organization (Time to investigate understudy work even more out and out; ability to report and record online affiliations; ability to manage assessing on the web), Reserve reserves (Oblige more understudies; expanded understudy fulfillment), Exploit Physical Capitals (Reduce appeal on skillful parks framework; falling-off obstruct close and space garages), and Outreach (Give doubles changes; arrive at new substitute bazaars; request to current alternatives in this way evolving armaments.

E-Learning platforms allow instructors to coordinate their work, focus on learners and receive constant feedback from them. Designing of regular student activities are significant for student's engagement and to keep them on task. Gamification increases the student engagement and knowledge acquisition by incorporating fun, rewards, collaboration and competition in various activities. Activities carried out at e-learning platforms can be categorized as Synchronous and Asynchronous activities. Synchronous activities take place in real time when people from both sides are present at a given time. Video and audio conferencing, online chatting, white boarding, application sharing and instant messaging are some the examples of synchronous activities. Self-paced courses, forums, blogs, messaging, streaming audio and video, sending e-mail etc. are asynchronous activities which are time-independent (Bailie, 2009). In e-learning environment student assessment can be done through online quizzes, tests, postings in bulletin-board, projects, participation in chat/discussion forum, proctored tests etc. (Beaudin,2016) The table below, illustrates types of Online learning activities and Learning Outcomes based on Bloom's Taxonomy.

- Inverse relationship between students and teachers. They both have little bit different perception for the online learning.
- The impact of students & teachers interaction quit less while online learning. The relationship between students and the teachers is not good for study better.
- Online learning is not effective as compare to offline learning. Majority participant or respondent sample according online is not better learning.
- Online learning is prefect for mental focus and concentration. Teachers also disagree for the online learning they want to offline study for proper knowledge.
- Due to COVID- 19 situation is better option for study continuation and avoid the study gap. But not the effective.
- Physical knowledge and skill is only better while offline study not online learning.
- According to students and teachers online learning and study is seriously source for the knowledge.
- Higher education students respond the online study while COVID – 19 situation totally wastage of money but help in continuation.
- Online exam and sessional is not good option there is student are cheating and not proper exercising their mind for the study.

SUGGESTIONS:

Online learning is effective and better impacted for the technical skill most of courses are available that help to student in time saving and also create interest for the particular system. Online learning is not good every situation but it is very effective would be the student who is serious for their goals. But if the student do not serious for the particular things there is online learning is wastage of time. In COVID – 19 pandemic situation, online learning is best option to deal with students that helpful to avoid the gap in the study. The best benefits of the internet taking in alternate can essences from any area that they need. Each replacement has a divergent scholarship endeavor and a different learning style. A few alternates are pictorial pupils, while a few alternates like to learn with the succor of sound. Internet learning requires educators have less conception of utilizing unconventional types of erudition. However, this isn't the case constantly. Every now and again, educators have a decisive grasp of improvement. "Here and there they don't have the substantial monies and expedients to exhibitions online modules". Web based learning is ideas for instructors a proficient method to relocation calisthenics to deputies. E-Learning schooling has an amount of diplomacies like – "recordings, pdfs, webcasts, and educators" can exploit all of the strategies same like a constituent their isometrics systems. Better understanding in online learning if the skill and practical project would be provided by the teachers that let it will be the effective learning according to the feedback that is our recommendation for the online learning.

CHAPTER: 5

LEARNING EXPERIENCES AND CONCLUSION

CHAPTER 5: LEARNING EXPERIENCES AND CONCLUSION

LEARNING EXPERIENCES:

- Opportunity to learn new concepts.
- Opportunity to get explore new insights.
- Added value to the learning.
- Learned professional communication.
- Learned to collect relevant information.
- Learned to be persistent to complete the task.
- Learned to create a balance between collaborative and individual work.
- Learned to work independently.
- learned about the methods and issues.
- Learned about the concept E-Learning.
- Gave an insight on recent development in E-Learning.
- Studied about the scope of and growth of E-Learning.
- Studied about the issues and challenges faced by E-Learning platforms.
- Studied about future of E-Learning in India.

CONCLUSION:

From the study it can be concluded that the rapid increase in internet connectivity is an important catalyst for the growth of e-learning. A robust internet ecosystem, with a multitude of local and global players, will help online learning make further inroads. In underdeveloped and developing countries, e-learning raises the level of education, literacy and economic development. If the agricultural industry targeted through E-learning, the growth rate will defiantly increase. E- Learning and E-commerce can be developed through proper investigate and plan of action. It is proved that the developing wave of adaptive learning will help higher education, women, government. E-learning is increasing the percentage of literate population in the total population of India. E-learning plays a vital role in educational development as a wheel of growth in education sector. It is expected that if India and developing countries proceed as joint venture and work mutually on the issue of e-learning, it will be beneficial for the development of educational sector. Through E- learning lot of opportunities can be captured and speedy development will possible. It is expected that if India and Malaysia act as joint venture together work out on this issue for development, it will be beneficial for educational sector. The e-learning is emerging as the future trend of learning in India would be dominant in the times ahead. E-Learning has created new dimensions in education, both within and beyond the curriculum and is still looking at further opportunities of becoming more practical. A word of concern at this juncture would serve good, though, the e-learning seems to be a solution for an absent teacher, deploying such an atmosphere would be requiring much thought. Both the instructor and the learner need to shift their methods of teaching and learning. Educational Institutions need to have suitable strategies in place for successful deployment of the e-learning process.

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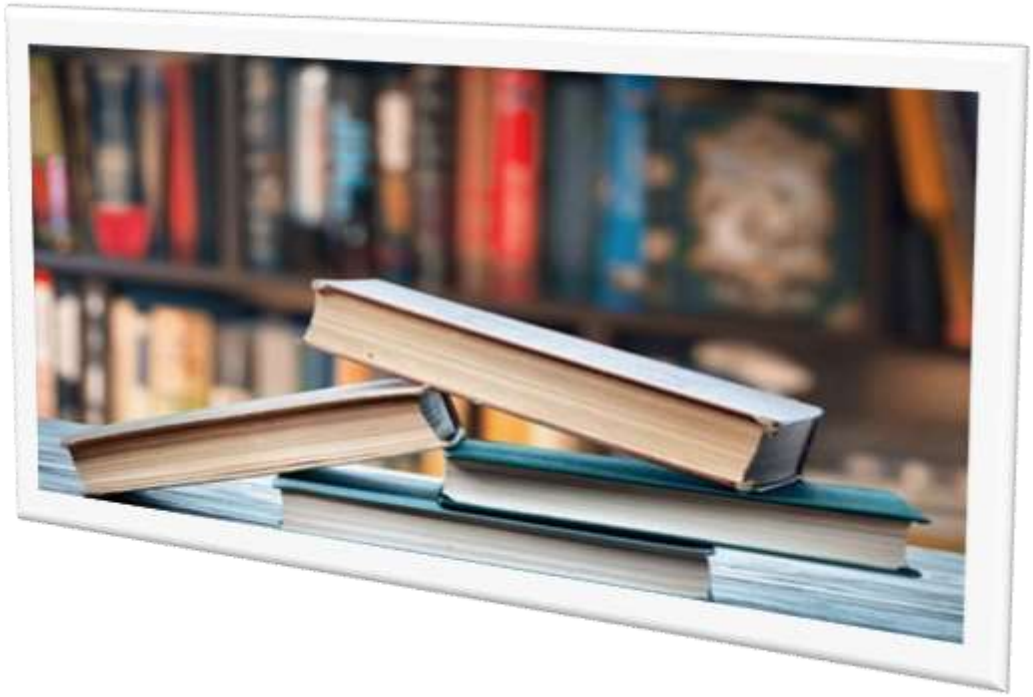

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WORK DAIRY

DATE OF MEETING WITH GUIDE	TOPICS DISCUSSED	SIGNATURE OF GUIDE
10-Nov-2021	Discussion of title of the study, objectives of the study, statement of the problem, and need of the study.	
16-Nov-2021	Discussion of research methodology, tools for data collection and limitations of the study.	
25-Nov-2021	Discussion of E-learning, issues and challenges faced by E-learning companies, scope and growth of E-learning in India, and SWOC analysis.	
05-Dec-2021	Discussion of outcomes of the study, learning experiences and conclusion.	