

## **SYNOPSIS**

Title: **A STUDY ON E- LEARNING**

**ABSTRACT:** The intricate construction of online educational systems lies within three principal activities: Design, Implementation and proper Post-implementation Assessment. There is not enough knowledge or experience in those aspects. Efficient execution of these three major activities necessitates the use of design and educational models to achieve the cost and time efficiency, as well as high academic quality. Utilization of online educational systems would benefit from a structured approach to design, implementation, and student's assessment. We propose a general formulation of model as well as a framework for finding such patterns, so that it can improve the online educational systems for both teachers and students – allowing for more accurate assessment and more effective evaluation of the learning process.

## **Introduction**

We live in the era of Information Technology. We have to learn where we are? And equip us suitable to the changing scenarios. There is no end for the learning particularly to the academicians. 'Learning that is supported by I LEARNING POINT is the new technology. Every academician must be aware of this. E-learning is, not limited to 'digital literacy' (the acquisition of IT competence) but may encompass multiple formats and hybrid methodologies, in particular, the use of software, Internet, CD-ROM, online learning or any other electronic or interactive media.'

E-Learning is defined as all forms of electronic supported learning and teaching, which are procedural in character and aim to effect the construction of knowledge with reference to individual experience, practice and knowledge of the learner. Information and communication systems, whether networked or not, serve as specific media to implement the learning process.

E-learning is essentially the computer and network enabled transfer of skills and knowledge. E-learning refers to using electronic applications and processes to learn. ELearning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. It is used by the educational Institutions to enhance and support the class room teaching and offering courses to a larger population of learners across the Globe. It can be self-paced or instructor led and includes media in the form of text, image, animation, streaming video and audio.

### **NEED OF THE STUDY**

There is little argument that e-learning can be more cost effective to deliver than classroom based training especially for larger organizations. E-learning is more cost effective because there becomes a reduction in training time (known as learning compression). This is because the single largest cost of training in organizations is the

cost of staff attending the training course, rather than the direct delivery costs in terms of trainers, course materials, travel and accommodation. E-learning can deliver benefits by reducing the time it takes to train people because:

- Learners can study at their own pace and not that of the slowest member of the group
- There is less social interaction time and unnecessary chat
- Very often in classroom training, time is spent on questions/topics which are irrelevant to needs of the individual learner
- It takes less time to start and wind up a learning session
- Learners learn what they need to learn, they can skip elements of the subject matter that they don't need to learn
- There is less travel time to and from an event

Training time and costs can be greatly reduced with e-learning!

## **OBJECTIVE**

Other goals and objectives include the following:

- To reduce the need for classroom training
- To track employee progress
- To track training effectiveness (or absorption)
- To link training with Knowledge Management
- To reduce time away from the job
- To improve job performance
- To support business objectives
- To make learning available anytime, anywhere

## **Methodology**

Model used for Online Education Systems

The model used for online education systems are shown in Figure 1. This is partly due to the institutions' need to rationalize the operation to handle the growing

number of online students and courses, and partly due to the fact that the users are increasingly expecting more sophisticated services.

## **Model for Online Education Systems**

This model includes Customer Relation Management (CRM) systems and prospective systems to show the need for integration with marketing and sales related systems. It also includes logistics systems to show that it could be necessary to integrate systems that handle shipment of textbooks and other physical material to distance students.

### **1. Target Population and Sample Size to be covered**

A study conducted in Hyderabad College students at different areas in Hyderabad district and found that students attending survey come to college with most of them owning computers, having internet access, having studied computers in high school, and considering themselves to be intermediate computer users. These numbers indicated growth from similar studies conducted previously at minority institutions but were still lower than what has been reported in the studies conducted at majority serving institutions. Therefore, the survey can claim to give a more comprehensive view about e-learning in the Hyderabad District and its rate of development than has been available up to now.

## **2. Method of Data Collection**

Students collected data in 4 levels. The methods for collecting data for Level 1 (reaction) and Level 2 (learning) can be built into the process much more easily. Because e-learners can be remotely located, some of the methods of data collection are more difficult to use, such as focus groups and direct observation.

### **3. Changes in skills (applied the learning to enhance behaviors)**

4. Effectiveness (improved performance because of enhanced behaviors)

Figure 2 shows the block diagram for method of data collection.

### **3. Sources of the data**

The data used for the study are obtained from several sources:

- (a) headquarter and field interviews;
- (b) surveys among the Faculties, students, students' supervisors, managers of training centers
- (c) module content analysis;
- (d) document reviews
- (e) Learning Management System (LMS). LMS is a management tool used at each training center to register new students, create a customized course menu, and obtain standard student enrolment/performance reports.

#### **Primary Data:**

Primary data is that which is used empirically, that is, analysis of this data leads directly to particular themes or conclusions. The primary data is that which was specifically sought for the purposes of the research. They are Interview records, discussion board messages, Message statistics, access data, and questionnaire statistics.

#### **Secondary Data:**

Secondary data is that which is used to support the findings of the primary data. The secondary data is that which a "by-product" of the research was; that is, it was not specifically required for the research. They are Email messages, tutor's log, Access data for email and tutors log.

The following research questions were put forth to about 50 people:

1. Features.
2. Keeping track of grades on assignments and tests online

3. Online access to sample exams and quizzes for learning purposes.
4. Online syllabus
5. Turning in assignments online
6. Online readings and links to other text based materials.
7. Taking quizzes and exams online.
8. Getting assignments back online with instructor comments and grades.
9. Online sharing of materials among students.
10. Online discussions.

### **SCOPE**

The scope of online learning in India, to put it simply, is huge – we have barely scratched the surface right now. I call on all students, academicians, and parents who have not experienced the power of online education to do it now. All it needs is a computer with a good net connection, and I'm sure those are things you already have easy access to

### **LIMITATIONS:**

- The analysis is made on the online training activities carried out in “I LEARNING POINT”.
- The data is collected from the Primary and Secondary sources so the study will
- Have slight variation than what the study includes in reality.
- The study is limited to current time period.
- The study is purely for academic purpose.
- Most of the information collected for study is acquired from secondary source.

## CHAPTERISATION

**Detailed/final Project Report will include the following chapters**

### **CHAPTER –I**

- Introduction
- Significance of the study
- Need of the study
- Objective and scope of study
- Methodology
- Limitations
- Scope

(Details of methodology used in studying and collecting the data and issue will be described)

### **CHAPTER –II**

- Literature review
- Theoretical study

### **CHAPTER –III**

- Industry & company profile

### **CHAPTER –IV**

#### **Analysis of the topic & Interpretation**

(Descriptive work on the topic, this chapter will include analysis and interpretation of data tabulation and categorization)

### **CHAPTER –V**

- Recommendation
- Bibliography
- Appendix

## References

- [1].Karrer, T , “What is eLearning 2.0: Elearningtech”.blogspot.com,2006
- [2]. Karrer, T, “Understanding eLearning 2.0. Learning circuit”,2007
- [3]. Downes, S,” E-Learning 2.0”, Downes.ca,2005