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## **A Study on Awareness & Perception of Graduate Students Towards E-Learning with Reference to Nagpur City.**

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### **Abstract:**

The purpose of this research is to discover the awareness and perception of students towards e-learning, which is an alternative to traditional classroom teaching and learning with the advancement in technology. There are tools provided to make e-learning possible, hence the need to know what students make of the idea of e-learning, as they are the target and the main beneficiaries of this technology enabled learning. The modern developments in ICT tools and emergence of the Internet have brought a gigantic transformation in the method of teaching and learning.

The current study is about the awareness and perception towards the e-learning. The results of the research show that majority of the students are aware of e-learning and they think e-learning is an innovative idea and must be encouraged. It allows teachers to enhance the technological skills as well as strategies for managing the changing classroom environments. Teachers have to develop competence in teaching in the digital world and redefine their role in technology based learning.

The researcher recommends that as students prefer hybrid learning, educational institutions in Nagpur should make more effort to invest in tools that make e-learning possible.

**Key Words: e-learning, teaching and learning method, digital technology**

### **1. Introduction**

The use of electronic media and Information and Communication Technologies (ICT) in teaching and learning process (Naidu 2006) is referred to as e-learning, where “e” denotes “electronic”. It can also be described by many other terms including online learning, virtual learning, distributed learning, network and web based learning. e-learning includes all educational activities carried out by individuals or groups working online or offline through computers and electronic devices.



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Individualized self-paced e-learning - online refers to situations where individual learners access learning resources like database or course content online through Intranet/Internet. Individualized self-paced e-learning - offline is about a learner using learning resources like database/computerassisted learning packages.

Group-based e-learning means where learner groups work together in real time through Intranet/Internet. Groupbased e-learning asynchronously means situations where learners work over an Intranet/Internet with participants exchanges occur with a time delay. E-learning (Markovi 2010) enables higher interactivity among professors and students and study material coverage in both undergraduate/graduate students. Further, all teachers ensure that student's critical thinking is enhanced, and to provide them freedom in discussion, topics choice, exchange of ideas and information, and expansion of knowledge. In the present technological environment, e-learning helps students in their studies in an easy manner and they can have access to learning at anytime and anywhere. E-learning has become popular now a days due to its flexibility and better innovativeness regarding introduction of new and contemporary programs as compared to traditional faculty.

### **1.1 Need for the study**

The present study attempts to assess the online learning awareness and perception among the Graduate students of Arts, Science & Commerce colleges in Nagpur district. It also suggests methods to improveandenhance the Students awareness about e-learning.

### **1.2 Statement of the Problem**

Being future professionals, Graduate students should be made aware of the importance of e-learning in the teaching learning process. In this backdrop, the present study attempts to find out the awareness & perception of students towards e-learning with reference to Nagpur city. It also suggests methods to improve and sustain the student's awareness of on e - learning.

## **2. Objectives of the Study**

The objectives of the study are as follows:

1. To Study about awareness of students towards e-learning.
2. To Study about perception of students towards e-learning.
3. To know about their perceived usefulness and challenges of e-learning.

### **2.1 Hypothesis of the Study**

H0: The students of Nagpur City do have perceived use of e-learning.

H1: The students of Nagpur City do not have perceived use of e-learning.

### **2.2 Research Design:**



The present study is descriptive by nature so normative survey method was adopted. 200 students from various departments of Arts, Science and Commerce Colleges in Nagpur City were chosen as sample by using simple Random Sampling.

### 2.3 Limitations of the Study

Though e-learning is a vast subject, the researcher restricted only to limited area for this study. The investigation is only on Awareness & Perception of e-learning among students of Arts, Science & Commerce colleges in Nagpur district. The researcher has attempted to collect data from only four graduate departments (B.Sc., B.A., B.Com., BBA) from three Arts, science & Commerce colleges in Nagpur district due to constraints of time and money.

### 3. Review of Literature

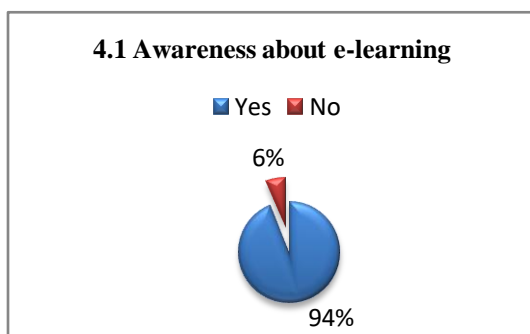
Galbraith and James (1984) are of the opinion that focusing on learning style needs is an essential element to any learning environment.

Allinson and Hayes (1988) point out that an individual's learning orientation is possibly the most important determinant of that individual's educational attainment. For this reason, considerable research has been undertaken in recent years to diagnose learning style preferences (Reynolds, 1997). Identifying the characteristics of individual students is seen as a potential way of improving course design and an individual's learning outcomes (Butler, 1988).

Freeman and Whitson (1992) had reviewed models of learning style, cognitive style and thinking style and made the following recommendations: (1) Style preferences are not unchangeable (2) Style refers to learner's action, not ability (3) Learning should be considered broader than cognitive achievement (4) Teachers should adopt a belated approach in influencing student actions.

## 4. Data Analysis and Interpretation

### 4.1 Awareness of e-learning



4.1 Table Showing awareness of e-learning				
Yes		No		Total
No.	%	No.	%	
187	94%	13	6%	200



Source: Primary Data

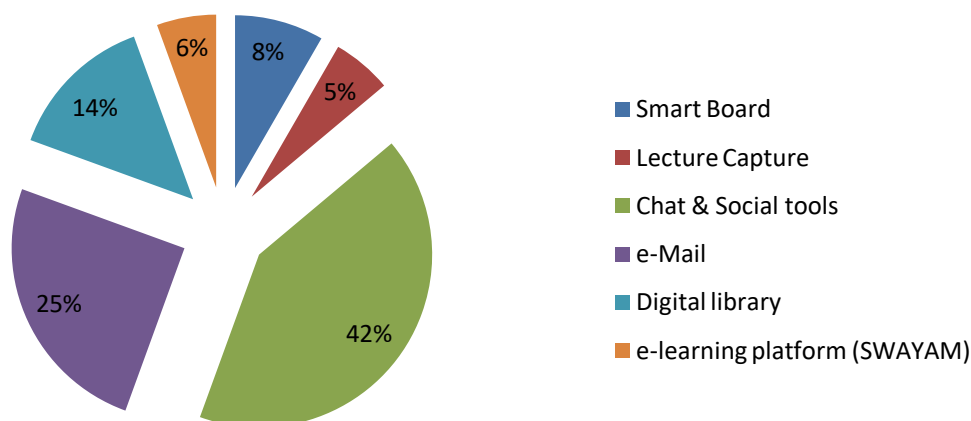
### Interpretation:

From the above graph it is clear that majority of respondents i.e., 94% are aware about e-learning and only 6% of respondents are unaware.

### 4.2 Table showing the awareness of students towards e-learning resources

Parameter	No. assigned	%
Smart Board	30	8
Lecture Capture	20	6
Chat & Social tools	150	42
e-Mail	90	25
Digital library	50	14

**4.2 Graph showing awareness about e-learning resources**



e-learning platform (SWAYAM)	20	6
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Source: Primary Data

### Interpretation:

From the above graph it is obvious that maximum students i.e., 42% are aware of chat and social tools such as websites followed by email with 25%, e-library is 14% and remaining resources are less aware among students.

### 4.3 Descriptive statistics Showing Perception about e-learning



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Statement	N	Mean	S.D	S.E
e-learning is user friendly	200	3.96	1.15	0.08
Easier to become skillful	200	4.30	0.83	0.06
Easy to share ideas with colleagues	200	4.50	0.62	0.04
Easy to understand the lesson/content	200	4.76	0.43	0.03
Provide flexibility in time	200	4.22	0.95	0.07

Source: Primary Data

**Interpretation:**

To examine the opinion regarding the perception of students about e-learning, the researcher has developed 5-point scale and survey of respondents indicated their perceptions using the scale, with 5 = strongly agree, 4= Agree, 3= Neutral, 2= Disagree and 1 = Strongly Disagree. General Descriptive statistics were calculated using Ms-Excel (Data Analysis) and from the above table it is clear that the mean value is above 2.5 which is average, so we can say that the students perception about e-learning is positive and so should be encouraged.

**4.4 Descriptive Statistics Showing Perceived usefulness about e-learning**

Statement	N	Mean	S.D	S.E
It would improve performance	200	4.53	0.59	0.04
Enable to accomplish the task faster & easier	200	4.52	0.56	0.04
Ease Handling and simpler	200	4.43	0.61	0.04
Can get feedback from others	200	3.78	1.06	0.08

Source: Primary Data

**Interpretation:**

To examine the opinion regarding the perceived useful of e-learning, the researcher has developed 5-point scale and survey of respondents indicated their perceptions using the scale, with 5 = strongly and 1 = Strongly Disagree. General Descriptive statistics were calculated using Ms-Excel (Data Analysis) and from the above table it is clear that the mean value is above 2.5 which is average so, we can say that the students find that there is use of e-learning to improve their overall performance.



#### 4.5 Descriptive Statistics Showing Perceived challenges for e-learning

Statement	N	Mean	S.D	S.E
Irregular internet access	200	4.27	0.80	0.06
Lack of technical know how	200	4.66	0.47	0.03
Lack of Mentor	200	4.73	0.52	0.04
Lack of feedback from peers	200	4.55	0.82	0.06

Source: Primary Data

#### Interpretation:

To examine the opinion regarding the perceived challenges for e-learning, the researcher has developed 5-point scale and survey of respondents indicated their perceptions using the scale, with 5 = strongly and 1 = Strongly Disagree. General Descriptive statistics were calculated using Ms-Excel (Data Analysis) and from the above table it is clear that the mean value is above 2.5 which is average, so we can say that the students find that there will be challenges for e-learning regarding technical process so need to aware the students through awareness programs such as seminar and workshops.

### 5. Findings

- The study is descriptive so normative survey method was used and after the survey of 200 respondents it is clear that maximum students are aware of e-learning.
- The perceived usefulness of e-learning is also maximum as it could be useful to them to enhance their performance and cope with the current global competition platform.
- The students have positive perception towards e-learning as it is user friendly to share and express their views and to clarify the doubts if they have and also provide flexibility in time.
- The study also reveals that apart from the advantages of e-learning there are some challenges too as the students are aware of e-learning resources but they are unaware of technical know-how and also the e-learning platform such as SWAYAM. So need to solve the technical problems if any and to make them aware of e-learning platforms and to groom them for the competitive environment.

### 6. Conclusion:

This study has examined the awareness and perception of e-learning in the context of students as users and established factors which are significant to their awareness and





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perception about learning process. The findings tend to suggest that students are, on the whole willing to accept e-learning tools for their learning process. While most of the students use computers for a variety of purposes, they use them very heavily for social networking and communication purposes, especially with the evolving technologies developed for social network sites such as Facebook, Instagram and Twitter. However, the result of this study is hoped to contribute in developing an understanding of important factors influencing awareness and perception of students towards e-learning. This could be achieved by organizing more workshops and seminars for promoting the usage of e-learning tools. These workshops and seminars are important approaches but such programs are also effective if lecturers and students are willing to use and adopt these e-learning tools in their teaching and learning process.

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