

# E-Learning in Education

Prof. Deepali U. Patil<sup>1</sup> and Prof. Swati A.Chandankhede<sup>2</sup>

Assistant Professor

Kamla Nehru Mahavidyalaya, Nagpur, Maharashtra, India

deepali.kalbande2014@gmail.com<sup>1</sup> and swatiachandankhede@gmail.com<sup>2</sup>

**Abstract:** *E-learning fulfills the thirst of knowledge and offers online content that can be delivered for the learner at anywhere, anytime and any age through a wide range of e-learning solution while compared with traditional learning system. It also provides the rapid access to specific knowledge and information. With the rapid growth of voluminous information sources and the time constraint the learning methodology has changed. Learners obtain knowledge through e-Learning systems rather than manually teaching and learning. In this research paper proposes the e-learning management system with web services oriented frame work and SOA. This system supports the cross browser and fully integrated with different databases. This system focused around the several features namely Content Management, Content Protection, Learning Management, Delivery Management, Evaluation management, Access Control, etc., and mainly focused on integrated platform needed for e-learning and managements. E-learning has been introduced to empower learners to get basic schooling and enhance skills. Also, they can obtain a degree certificate, without actually attending school or university or any other institution. It is a great source of earning, wherein anyone can teach from anywhere in their preferred time. Applying e-learning to all levels of schooling helped to ensure students grasp the lessons adequately at a faster place. According to psychology, the audio-visual method of teaching leads to a disciplined learning environment. There are effective tutor and student engagements. One of the importance's of e-learning in education is that tutors and participants both can develop advanced learning skills. For example, creating and selling EBooks is one such advancement. E-learning has worked towards bringing learners, tutors, experts, practitioners, and other interest groups to one place. Thus, there is a good practice of knowledge sharing followed through different online platforms. This is important in current times as competition is rising and the world is also growing. Hence, quick information helps in the better growth of an individual. The emergence of Covid-19 pandemic undoubtedly resulted in devastating socio-economic challenges across the world. In attempt to manage the contagion, many countries have implemented restrictive measures to reduce social gatherings and to promote social distancing. This meant the closure of higher learning institutions and a major shift from traditional classroom-based teaching and learning to virtual approach. While higher education may have transformed and moved to online due to Covid-19, it is unknown whether this transformation produces positive teaching and learning outcomes. This literature review is conducted to elicit relevant evidence on E-learning and E-teaching outcomes, challenges and opportunities in the era of Covid-19 pandemic. A comprehensive literature search was conducted on 16 databases for relevant studies published in the year 2020. In addition, reference lists of studies identified from the initial search were used to retrieve additional relevant studies. The search terms used were Covid-19, corona virus, online learning, E-learning, E-teaching and higher education. An inclusion and exclusion criteria was developed to select the most relevant articles for final review. Studies were eligible for inclusion if they addressed higher education E-learning and E-teaching outcomes, challenges and opportunities in the era of Covid-19.*

**Keywords:** Productivity E-learning, Self-improvement, Medical Courses, Healthcare Professionals, Online Courses ,Online Home Schooling, ICT, Global School Curriculum

## REFERENCES

- [1]. Akyol, Z., & Garrison, D. R. (2011). Understanding cognitive presence in an online and blended community of inquiry: Assessing outcomes and processes for deep approaches to learning.



**IJARSCT**

Impact Factor: **6.252**

**IJARSCT**

ISSN (Online) 2581-9429

**International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)**

**Volume 2, Issue 2, November 2022**

- [2]. British Journal of Educational Technology, 42(2), 233-250. Bates, A. W. & Poole, G. (2003). Effective teaching with technology in higher education: Foundations for success. Indianapolis, IN: Jossey-Bass.
- [3]. Duffy, T. M. & Kirkley, J. (2004). Learner-centered theory and practice in distance education: Cases for higher education. Mahwah, NJ: Lawrence Erlbaum Associates.