

An Empirical Study on Student's Learning Through e -Learning Modules Offered by Corporate Through Colleges in Mumbai

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ABSTRACT

Higher education plays a vital role in developing a country's human resource. Higher education should be offered in such a way that it should be updated and caters to the requirement of the industry, should be accessible, reachable and easy to learn for the students.

There are a lot of new and innovative initiatives taken up by the corporate sector in tie up with a lot of educational institutions in training and development of college students by offering them e-learning modules with a variety of courses even before they step in to the job industry. Martin Oliver, 2000), opined that e-learning helps in self learning and education can be easily managed. Veneri (2011), Patterson et al, 2012, Means et al, 2013, feel that educational institutions alone can inculcate the habit of e-learning among students. The current study focuses on the challenges of offering e-learning as a part of higher education. The study also tries to ascertain and evaluates the facts pertaining to the effectiveness and successful achievement of its objectives among college students.

Keywords: Higher education, e learning, effectiveness, training and development

INTRODUCTION

e-learning has brought about a complete transformation in the technique of teaching and learning, especially in higher education. It has catered to the requirement of learners in to achieve their objectives by making learning possible without physically being present before the teacher. E learning has made higher education accessible easily and has proved to be an asset. According to Divjak et al; 2006, e learning has proved to be a very effective tool in fulfilling its requirements in terms of learner outcome as it has contributed to the progress of the institution offering the course, learner and also the faculties concerned. Web based learning can be termed as e-learning a blend of internet usage and learning. According to Weslh et al; (2003), el e learning or electronic learning means instruction and contents are provided by technology whose objective is to enhance the knowledge of learner, honing up the productive skills and increasing the subject knowledge of the student across the world. According to Stockley (2003), e learning is a channel to provide training/ course instruction via electronic media. The devices used are, usually, computers or electronic gadgets such as ipad, tablets, computers, smart phones etc to provide study materials to learners. The current study aims at evaluating how powerful a tool is e learning in educating the learner in terms of its content delivery's effectiveness and how successful is it in retaining and the learner till the end and enable him/her complete the enrolled course. The study also has focused in examining the factors that have contributed to learners enrolling in to the course and completing the enrolled course.

BACKGROUND OF THE STUDY

One of India's largest private sector banks had tied up with a lot of colleges across India and one or two institutions in Dubai, UAE and offered an e learning module with over 225 courses for the college students specializing in various disciplines. The rationale behind this was that when the students, after completing their graduation, start working for banks or other corporate, they are familiar with a lot of concepts and get easily adapted to the corporate culture. In short, the bank tried to add to the stock of knowledge of the students provided in colleges as well as bridge "The Campus to Corporate gap" that exists among students.

The courses in the module are interactive and requires them to learn each page sequentially in an interactive way. After completing the course, there is an examination conducted to test the learner's knowledge and once he/she scores the required amount he is jointly certified with college he/she is enrolled from by the bank. A learner can learn a course at his own pace and appear for tests. He may take any number of attempts to get certified. But, of late, the module is losing its popularity among students. Many of them enroll because they are compelled to enroll by the institutions concerned for assignment completion or for any other such reasons. If enrolled, the learners don't learn the contents of the module but only focus on getting certified. Current research is aimed at finding out the factors contributing to the above two aspects.

REVIEW OF LITERATURE

Khan B.H (2002) studied e-learning as an innovative method of offering learning contents in higher education for collaborating and having industry-academia tie-up. Their research proved that these resources are efficient enough as they offer learning throughout from anywhere thus using up the resources of sixty eight digital technologies suitable for open learning in a flexible way as per the institution culture. Zemsky (2004) observed the prospects and challenges faced by e-learning courses offered to students. According to his study, e-learning is an add-on tool to class room learning. According to him, e-learning is beneficial for those students, who look beyond classroom learning, like job prospects.

Nodumo. D (2007), in a research proved that learning was significantly impacted when they use emails, surf the internet for educational purposes. The purpose of the study was to study the attitude of students towards e-learning in Ireland. The awareness level of the students was found to be very high and they had a positive approach towards learning online. Moravec T (2015) studied the contribution of e-learning to students achieving their learning goals by interviewing 200 students across various disciplines of Arts & Science. e-learning as a learning tool had no effect of learning on those students who depended on study material in the classroom by tutors. According to Rubin. B (2010), e-learning courses are not explored enough in colleges. He focussed on the perception of the teachers who followed chalk and board method of teaching in classes. He concluded that there is an association between enhanced visual features and effective content delivery in higher education. According to Jackson (2013), distance in content delivery can be minimised with the help of e-learning module. E-learning can be offered to learners in a variety of methods and can be implanted successfully either solely or as a complimentary to traditional teaching methods.

METHODOLOGY

Source of data:

Primary: A questionnaire was administered to 100 students enrolled in an e learning module with various courses offered to college students by a bank to bridge the campus to corporate gap among college students who will soon be graduating and joining the corporate sector. Purposive sampling technique was adopted. Students enrolled in a college in Mumbai for their first, second and third year undergraduate and first and second year post graduate programs in commerce and Arts discipline were surveyed. the questions were related to their reason for enrolment, the number of courses enrolled in, number of courses completed and certifications received and their experience while learning.

Secondary: M.Phil/ PhD Thesis, Journals and other periodicals.

Period of data collection; March 9,2020 to March 25, 2020

The data so collected was analysed using statistical packages.

A SWOT analysis of the module is also designed to find out amount of enrolment rates in various courses relation to course completion rates and knowledge acquisition and content mastery.

Tools of analysis: frequency analysis, Chi-Square goodness of fit, factor analysis, structural equation modelling.

OBJECTIVE

1. To examine the factors contributing to motivate students to pursue e learning courses
2. To study the perception of students one learning courses offered to them by the colleges.
3. To identify the challenges faced by the students in pursuing the e learning courses
4. To identify the problems faced by colleges in offering such courses to the students as a part of their curriculum

Current study has investigated, if the e learning module offered to college students as a part of their curriculum in higher education has achieved its objective of bridging the “Campus to Corporate” Gap that exists among students.

RESULTS AND DISCUSSIONS

H0: The is no significant association between age, gender and enrolment in e learning courses among college students.

Fig1 Age-wise gender classification of the respondents

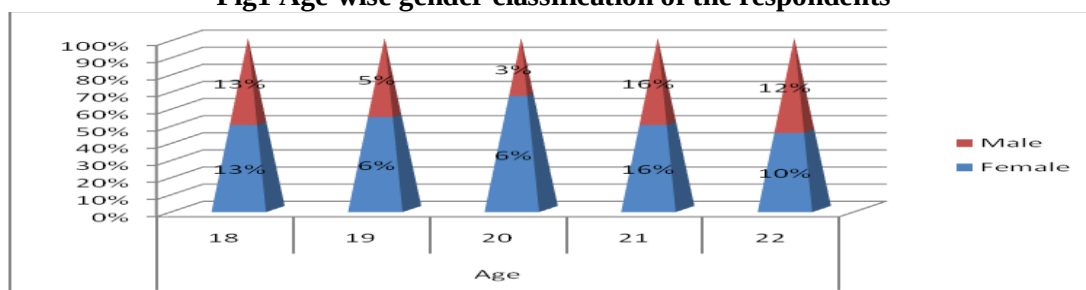


Table 1 Chi- Square test results

Value	1.233
Df	4
Sig.	0.003

Fig 1 shows the demographic classification of the respondents. A significant amount of the respondents (32 percent) were of the age 21 pursuing their post graduation or final year under graduation. And also, twenty nine per cent of them were 18 years age pursuing their graduation first or second year

From the above results of Chi Square test at 5% we are unable to accept the null hypothesis and conclude that age and gender of the students do not play a vital role in the enrolment of college students into e learning courses.

H0: There is no significant association educational level of the respondents and their enrolment in e learning module offered in college among college students. between gender-wise education level and enrolment in e learning courses among college students.

Fig-2: Gender-wise classification education Level of enrolled Respondents

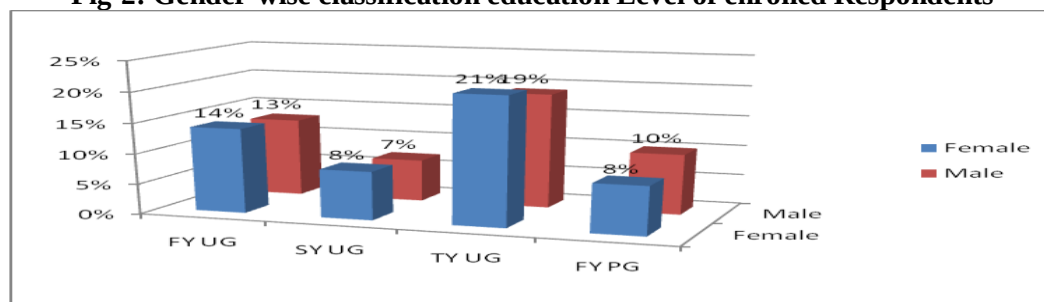


Table 2 Chi-Squared Test Results

Value	.386
Df	3
Sig.	0.943

Figure 2 above shows the gender wise educational level of the respondents. Majority (40 percent) of them were pursuing their third year Undergraduate programmes. From table 2, showing results of chi-squared test conducted 5% significant level the researchers are unable to reject the null hypothesis and conclude that There is no significant association educational level of the respondents and their enrolment in e learning module offered in college among college students. between gender-wise education level and enrolment in e learning courses among college students.

H0: The is no significant association between purpose to pursue e learning course and students enrolling into the module among college students

Fig 3 Reason for pursuing e learning course

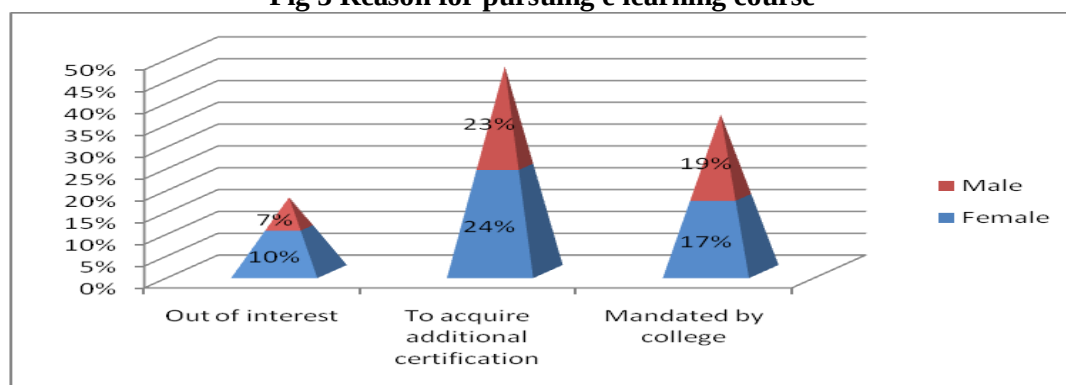


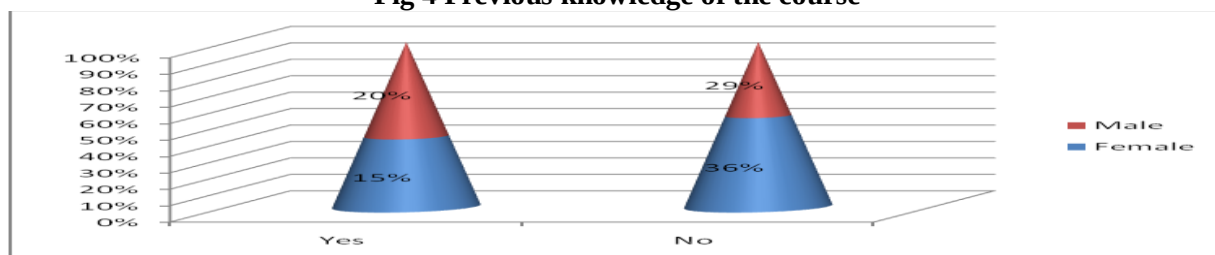
Table 3 Chi-Squared Test Results

Value	.622
Df	2
Sig.	0.733

Figure 3 shows the reason for respondents pursuing e learning courses offered in modules. Majority of them (forty seven percent) pursued the course to acquire additional certification. While only seventeen per cent of them pursued out of interest to learn something new in a new way.

Based on the Chi Square results obtained, the researchers are unable to reject the null hypothesis and conclude that there is no significant association between purpose to pursue e learning course and students enrolling in to the courses offered by the module among college students

Fig 4 Previous knowledge of the course



The above figure4 shows the respondents level of prior knowledge of the module and the courses in it. This was imparted through an orientation. Majority of them (65 percent) had no prior knowledge about the course.

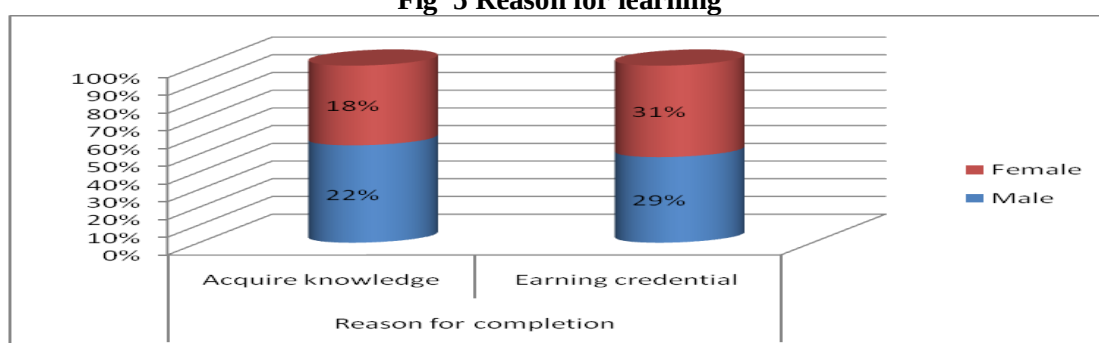
H0: There is no significant association between prior knowledge about the e learning courses and their pursuing the courses among college students.

Table 4 Chi-Squared Test Results

Value	1.429
Df	1
Sig.	0.232

From the above results of chi squared test obtained, the researchers are unable to reject the H0 and conclude that There is no significant association between prior knowledge about the e learning courses and their pursuing the courses among college students.

Fig 5 Reason for learning



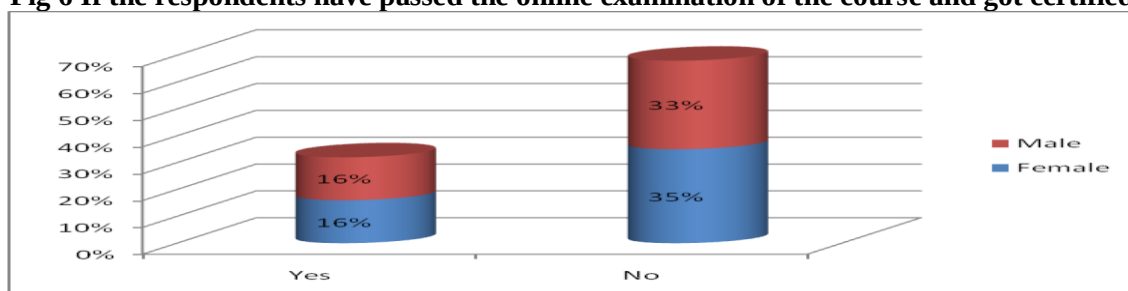
H0: There is no significant association between college students pursuing the e learning course and the purpose of their completion

Table 5 Chi-Squared Test Results

Value	.427
Df	1
Sig.	0.514

From the above Chi Square test results obtained at five percent significant level, it can be said that the researchers are unable to reject the null hypothesis and conclude that There is no significant association between college students pursuing the e learning course and the purpose of their completion

Fig 6 If the respondents have passed the online examination of the course and got certified



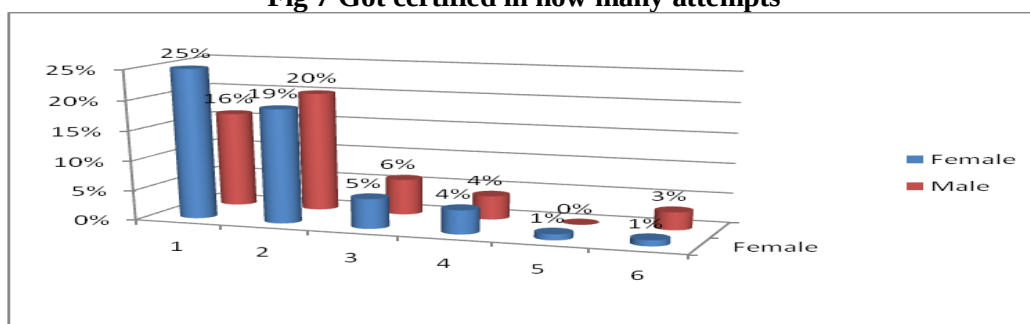
Ho: There is no significant association between gender and the enrolled e learners completing their course and getting certified among college students.

Table 6 Chi-Squared Test Results

Value	19
Df	1
Sig.	0.891

Chi Squared test results show that there is no significant association between gender and the enrolled learners passing their examinations and getting certified. The researchers are unable to reject the null hypothesis.

Fig 7 Got certified in how many attempts



H0: The is no significant association between gender and the number of attempts made in completing the e learning courses and getting certified among college students.

Table 7 Chi-Squared Test Results

Value	855
Df	5
Sig.	0.153

The is no significant association between gender and the number of attempts made in completing the e learning courses and getting certified among college students as revealed by Chi Squared test and hence are unable to accept the H0 and conclude that most of the female students complete their certification in the first or second attempt.

Fig 8 Gender wise response of number of courses completed

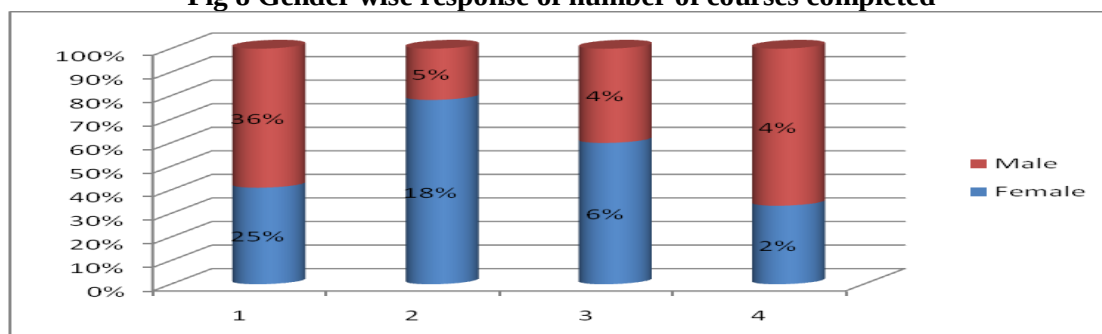


Figure 8 shows that majority of the respondents (84 per cent) have completed a maximum of only one or two courses.

H0: The is no significant association between gender and the enrolled learners' amount of courses completed among college students.

Table 8 Chi-Squared Test Results

Value	10.362
Df	3
Sig.	16

The results of Chi Squared test above show that there is no significant association between gender and the enrolled learners' amount of courses completed among college students and hence the researchers are unable to reject the null hypothesis.

Fig 9 Gender-wise report of amount of content actually learnt

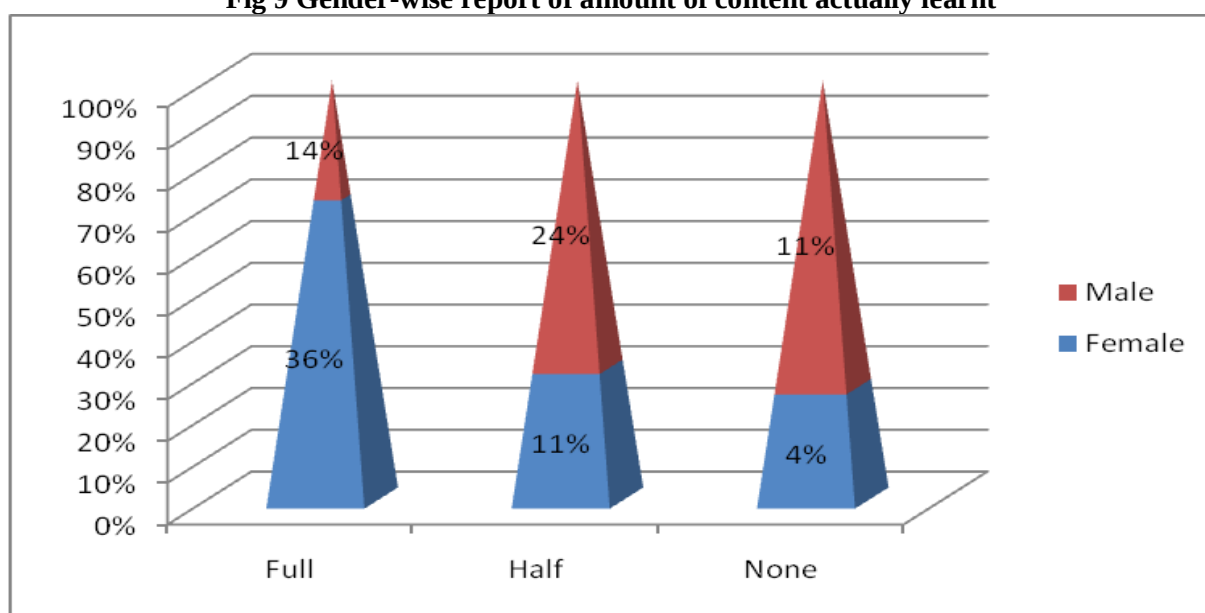


Figure 9 shows the gender-wise amount of content actually learnt by the learners. 36 percent of the female students have learnt the contents fully while it is only fourteen percent for the male students and twenty four percent of the male students have partially learnt the content of the course they are certified in.

H0: There is no significant association between gender and the amount of content actually learned from the course among college students.

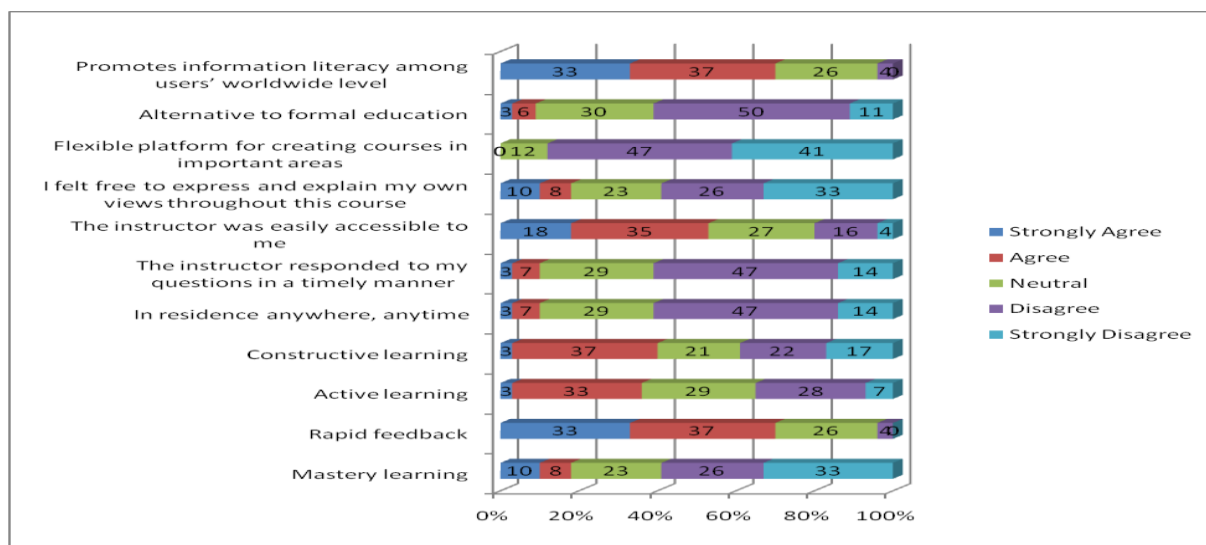
Table 9 Chi-Squared Test Results

Value	17.742
Df	2
Sig.	0

The chi squared results above reveal that there is significant association between gender and the amount of content actually learned from the course among college students. Hence the researchers are unable to accept the null hypothesis.

SWOT Analysis of e learning course offered by corporate to bridge the Campus to Corporate Gap to college students pursuing arts and commerce courses in UG and PG Classes.

Fig 10 Strengths the courses designed in the module offered as opined b the respondents



From the above figure 10, it can be said that as opined by 70 percent of the learners who strongly agree and agree on the fact that these courses promote information literacy among users at a global level. These courses have the instructors who are readily available to resolve queries raised by the learners. This is opined by fifty three percent of the learners. Many of the respondents (40 per cent) also felt that its a constructive way of learning and is an active or interactive learning tool, as viewed by thirty six percent of the respondents.. To seventy percent of the respondents, the course provided rapid feedbacks.

Ho: There is no significant association between strengths of the he module and content learning by the students

Table 10 Association between content learning and strength shown by Chi Square Test Results

Sr. No	Factor proving to be a strength for the modules	Value	df	Asymp. Sig. (2-sided)
1	Mastery learning	19.361	8	.013
2	Rapid feedback	10.046	6	.123
3	Active learning	20.820	8	.008
4	Constructive learning	24.904	8	.002
5	In residence anywhere, anytime	21.678	8	.006
6	I felt free to ask questions throughout this course	20.820	8	.008
7	The instructor responded to my questions in a timely manner	20.820	8	.008
8	The instructor was easily accessible to me	10.046	6	.123
9	I felt free to express and explain my own views throughout this course	19.361	8	.013

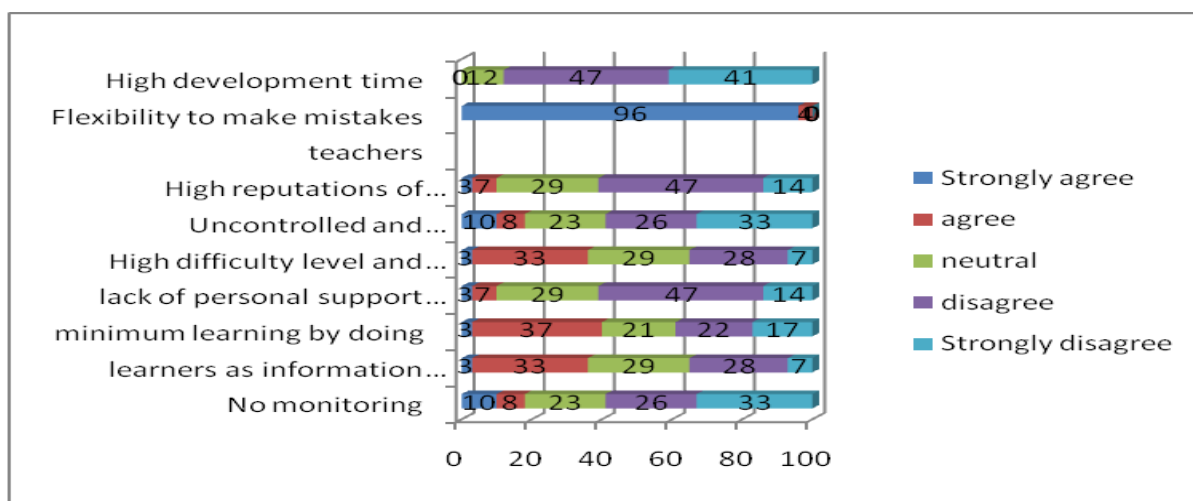
10	Any qualification,	16.555	4	.002
11	Any age	16.555	4	.002
12	Opportunities for mobile learning	19.361	8	.013
13	Flexible platform for creating courses in important areas	18.217	8	.020
14	Alternative to formal education	10.046	6	.123
15	Promotes information literacy among users' worldwide level	19.361	8	.013
16	Enthusiastic and self motivated learning	10.046	6	.123

Ho: Chi Squared test is conducted to test if there is any significant association between the factors considered to be strength of the module and the amount of content actually learnt are associated.

We are unable to reject the null hypothesis in cases of content mastery, feedback friendly, active learning, anytime/anywhere learning, doubt clearance as and when required, easy accessibility of the administrator, a good alternative to formal education, information literacy and enthusiastic and self motivated learning below given factors

We can conclude that the like constructive way of learning, no age, educational level factors have not significantly contributed to content learning of the learners

Figure 11 Weaknesses of the courses designed in the module offered as opined by the respondents



The above figure, Figure 11 shows the weaknesses, as perceived by the enrolled learners of the courses offered in the module.

Table 11 Association between content learning and factors considered as weaknesses of the module shown by Chi Square Test Results

Factor proving to be a weaknesses for the modules	Value	df	Sig.
No monitoring	19.361	8	.013
Learners as information viewers, or collectors rather than active users	20.820	8	.008
Minimum learning by doing	24.904	8	.002
Lack of personal support and human intervention	21.678	8	.006
High difficulty level and lack of self-motivation	20.820	8	.008
Uncontrolled and undisciplined environment.	19.361	8	.013
High reputations of university and teachers	21.678	8	.006
Flexibility to make mistakes	4.266	2	.118
Drop rates of users	16.555	4	.002
Possible lack of authority and quality	21.678	8	.006
High development time	16.555	4	.002

Ho: Chi Squared test is conducted to test that there is no significant association between the factors considered to be weaknesses of the module and the amount of content actually learnt are associated.

From the above table showing the Chi Square test result of the hypothesis Content learning has no significant association with the weaknesses of the module, it can be said that we are unable to reject the null hypothesis and conclude that except the two factors, minimum learning by doing and dropout rates of the users, factors considered to be weaknesses of the courses offered has a vital role to play with their content mastery or learning.

Figure 11 Opportunities the courses designed in the module offered as opined b the respondents

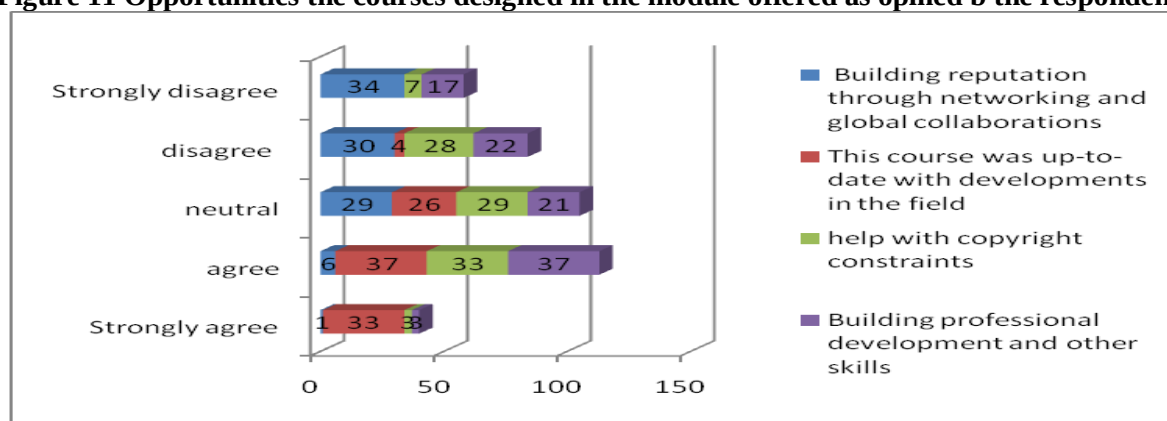


Table 12 Association between content learning and factors considered to be opportunities shown by Chi Square Test Results

S.No	Opportunities	Value	df	Sig
1	Building reputation through networking and global collaborations	22.531	8	0.123
2	This course effectively challenged me to think	22.531	8	0.123
3	Implementing e learning in college help other academic departments	22.531	8	0.123
4	Provide access to free content	22.531	8	0.123
5	This course was up-to-date with developments in the field	10.046	6	0.004
6	Help with copyright constraints	10.046	6	0.004
7	Building professional development and other skills	24.904	8	0.123

Ho: Chi Squared test is conducted to test that there is significant association between the factors considered to be opportunities of the module and the amount of content actually learnt

From the above table (12), we are unable to reject the null hypothesis and say the there is no significant association between the factors considered to be opportunities and the content learnt in the case of factors like building reputation through networking and global collaborations, making students think, to help other departments when implemented and building professional skills.

But in the cases of the above mentioned factors “This course was up-to-date with developments in the field” and it “helps with copy right constraints”, the researchers were unable to accept the null hypothesis and say that there is significant association between content learning from the course and the mentioned two factors.

Figure 12 Threats the courses designed in the module offered as opined by the respondents

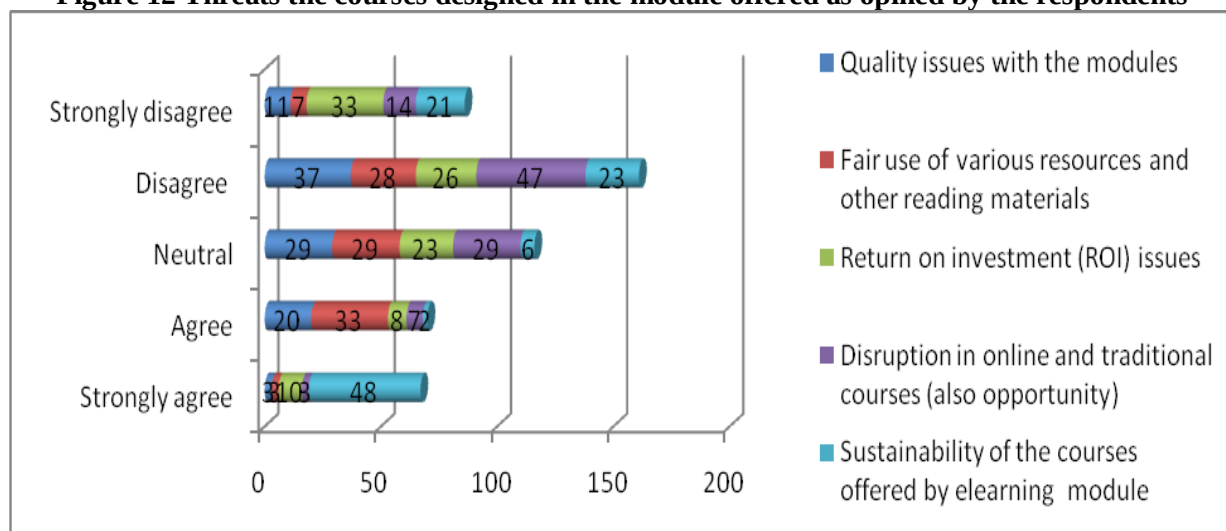


Table 14 Association between factors considered to be threats to courses offered by the module and learners' content learning shown by Chi Square Test Results

S.No	Threats	Value	Df	Asymp.Sig. (2-sided)
1	Quality issues with the modules	19.361 ^a	8	.013
2	Fair use of various resources and other reading materials	21.678 ^a	8	.006
3	Disruption in online and traditional courses (also opportunity)	19.361	8	.013
4	Sustainability of e learning modules	21.678	8	.006

Ho: Chi Squared test is conducted to test that there is significant association between the factors considered to be threats to the courses offered by the module and the amount of contents actually learnt .

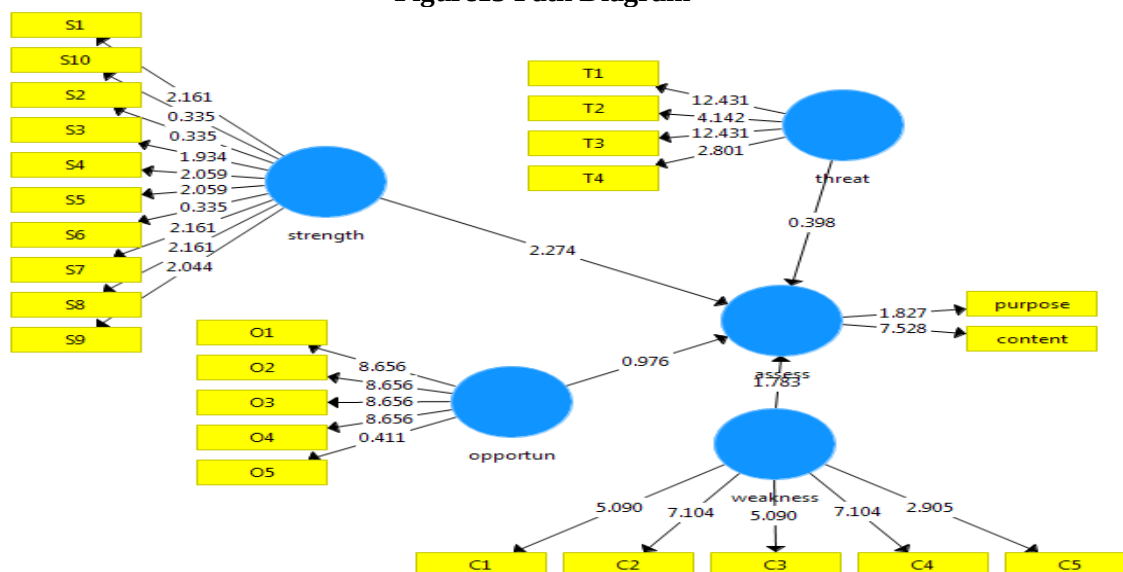
From the above table (14), the researchers are unable to reject the null hypothesis and conclude that these factors that pose a threat to the courses offered by the module have a significant association with the enrolled learners' content learning or mastery.

STRUCTURAL EQUATION MODEL

For the further analysis and evaluating the variables under strength, Weaknesses, Opportunities and Threats and the students questionnaire contributing to the outcome of attempts to get certified structural equation analysis is adopted. Structural Equation Model has been developed to integrate and design precisely the possible factors addressing the need. In order to achieve the correlation, the suitable conceptual model is developed. It also helps to reveal the most influential factor in determining aspects related to content mastery of a course and purpose of enrolment which directly is related to number of attempts to get certified in a course. The selected variables under strengths namely, Mastery learning, Rapid feedback, Active learning, anywhere, anytime learning, freedom to raise doubts, bug fixing immediately, freedom to express views , opportunities to mobile learning and an alternative to formal education are subjected to correlation analysis. Similarly, the variables of weaknesses, viz., No monitoring, lack of human support and intervention, high level off difficulty, feeling of demotivated, uncontrolled and in disciplined environment, lack of authority and quality which proved to be a weakness of the module, were also tested. Similar tests were conducted for factors clubbed under opportunities (Building reputation through networking and global collaborations, makes students think, free access to the contents, help all the other academic departments and building professional skills) and factors considered to be threats of the module (Quality issues of the module, fair use of resources, disruption in online and traditional courses and sustainability of the module. Factors connected to number of attempts that took a learner to be certified in a course was also put to correlation test with content mastery and reason for enrolment.

The figure 13 shows a structural equation model fit to in a module whose relationship with reason for enrolment in the course and amount of content learnt are explained

Figure13 Path Diagram



Ass—Number of attempts get a certification

Purpose – Reason for enrolment

Content – Amount of content learnt

Analysis of factors contributing to studying the factors contributing to purpose of enrolment of a student in to E learning course, amount of content learnt and number of attempts it takes for the respondents to be certified...

Hypothesis

H1: Opportunities has no impact on number of attempts that took a learner to be certified in a course

H2: Strength factors has no impact on number of attempts that took a learner to be certified in a course

H3: threat has no impact on number of attempts that took a learner to be certified in a course

H4: weakness has no impact on number of attempts that took a learner to be certified in a course

Table 15 Result of Path Coefficients

Hypothesis	Sample Mean (M)	Estimate mean	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Results
H1	0.213	0.211	0.217	0.976	0.330	Not Supported
H2	0.942	1.259	0.554	2.274	0.023	Supported
H3	0.321	0.284	0.712	0.398	0.691	Not Supported
H4	-1.030	-1.229	0.689	1.783	0.075	Not Supported

Hypothesis 1, 2, 3 and 4 postulate the associations between attainment of certification of the course with that of strength, weakness, challenges and opportunities factors. Table 15 evident that only the strength factor has the impact on the attainment of while the rest certification weakness, challenges and opportunities impact is not significantly ($p > 0.05$) influenced by any of the Predictors of their dimensions. The strength factors depicts its impact of $\beta = 1.259$ which had significant certification impact on E learning at 5% level of significance.

Table 16 Results of Observed Variables

Latent construct	Observed variable	H	β	SD	T V	P V
Weaknesses	No monitoring	H5	0.760	0.149	5.09	0.00
	Lack of personal support and human intervention	H6	0.789	0.111	7.104	0.00
	High difficulty level and lack of self-motivation	H7	0.760	0.149	5.09	0.00
	Uncontrolled and undisciplined environment.	H8	0.789	0.111	7.104	0.00
	Possible lack of authority and quality	H9	0.407	0.14	2.905	0.00
Opportunities	Building reputation through networking and global collaborations	H10	1.000	0.115	8.656	0.00
	This course effectively challenged me to think	H11	1.000	0.115	8.656	0.00
	Provide access to free content	H12	1.000	0.115	8.656	0.00
	Implementing e learning in college help other academic departments	H13	1.000	0.115	8.656	0.00
	Building professional development and other skills	H14	-0.075	0.182	0.411	0.68
Strength	Mastery learning	H15	0.716	0.331	2.161	0.03
	Rapid feedback	H16	-0.098	0.291	0.335	0.74
	Active learning	H17	-0.555	0.287	1.934	0.05
	In residence anywhere, anytime	H18	0.769	0.373	2.059	0.04
	I felt free to ask questions throughout this course	H19	0.769	0.373	2.059	0.04
	The instructor/ bug fixing team responded to my questions in a timely manner	H20	-0.098	0.291	0.335	0.74
	The instructor/ bug fixing team was easily accessible to me	H21	0.716	0.331	2.161	0.03
	I felt free to express and explain my own views throughout this course	H22	0.716	0.331	2.161	0.03
	Opportunities for mobile learning	H23	0.758	0.371	2.044	0.04
	Alternative to formal education	H24	-0.098	0.291	0.335	0.74
	Quality issues with the modules	H25	0.915	0.074	12.43	0.00
Threats	Fair use of various resources and other reading materials	H26	0.573	0.138	4.142	0.00
	Disruption in online and traditional courses (also opportunity)	H27	0.915	0.074	12.43	0.00
	Sustainability of E-learning modules	H28	0.429	0.153	2.801	0.01
	Content – Amount of content learnt	H29	0.879	0.117	7.528	0.00
certified	Purpose – Reason for enrolment	H30	-0.508	0.278	1.827	0.07

To study the degree of relationship between the weakness and its dimensions.

H₅-H₉: There is no significant association between the selected variables viz., towards the influence of Weakness on course outcomes.

The result depicts that all the factors like lack of monitoring, ,personal support and human intervention, self-motivation, authority and quality, undisciplined environment and difficulty level are closely associated with the weakness dimensions

To study the degree of relationship between the Opportunities and its dimensions.

H₁₀-H₁₄: There is no significant association between the selected variables and Opportunities gained from E learning.

The result presents that Building reputation through networking and global collaborations, access to free content, Implementing e learning in college and effectively challenge for mind has a association with opportunity factor.

To study the degree of relationship between the Strength and its dimensions.

H₁₅-H₂₄ There is no significant association between the selected variables strength towards E learning.

Under the Strength factors the respondents were highly confinement were on the variables of rapid feedback, enjoying learning anywhere, anytime, easy accessible of instructor/ bug fixing team, opportunities for mobile learning have significant association with the content learning to get certified.

To study the degree of relationship between the Threat and its dimensions.

H₂₅-H₂₈ There is no significant association between the selected variables Threat towards E learning.

Threat has the association with the variables of Quality issues with the modules, fair factors, disruption in online and traditional courses and sustainability of E-learning modules

To study the degree of relationship between the Number of attempts to get certified and its dimensions.

H₂₉-H₃₀ There is no significant association between the selected variables No of attempts to get certified towards course completion.

The certification of courses and the amount of content learnt and reason for enrolment has exposed a significant result from the table 16.

To conclude, it can be said that there are some advantages that have been observed by the researchers in the adoption of e learning in education, obtained from review of literature includes the following:

It is flexible when issues of time and place are taken into consideration. Every student has right of choosing the place and time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information.

E-learning enhances the efficiency of knowledge and qualifications via ease of access to a huge amount of information.

It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners.

E-learning motivates students to interact with other, as well as exchange and respect different point of views. E-learning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery

E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings. Deepali Pande et al, International Journal of Computer Science and Mobile Computing, Vol.5 Issue.2, February- 2016, pg. 274-280 © 2016, IJCSMC All Rights Reserved 279

E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.

E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.

The use of e-Learning allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It therefore increases satisfaction and decreases stress (Codone, 2001; et al);

But, these benefits can be reaped effectively only if the learners are oriented effectively to learn the courses along with classroom support in the initial period. As pointed out by Deepali Pande et al(2016), in their study on "E-Learning System and Higher Education" e-learning system lacks interaction and students get isolated with no personal contact with the instructors or teachers as opposed to traditional teaching methods.

Also in some cases, there is lack of infrastructure, a laboratory equipped with high speed internet connection which makes the student lose interest in the system and hence affects their enrolment adversely or do not learn the contents offered in the courses as expected of them.

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