

Impacts of E-Learning Systems Vis-À-Vis Online Education Systems Are – Boon or Bane for the Learners?

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Abstract

The purpose of this paper is to examine the value and its application how does it affect on traditional methodology of teaching and finding out its use and application how so far friendly and comfortably been accepted? Overall the presentation attempts seizes towards recognition worldwide. Overall paper will be presented descriptive especially in accordance with the secondary sources both published and unpublished. The findings will venture towards its adequacy that how best is being accepted for the users /and how it grows marginally instead of rapidly. The paper advocates the urgency for the traditional institutions to put an impetus on its regulations keeping in view to have its recognition worldwide. Models of e-learning that would blended towards learning will examine the significant potentials both on and off process of learning would suggest its real spirits in terms of gaining advantage for the students in particular and professional learner in general. This paper provides a useful overview of a scenario of Online learning /e-learning in general but will focus on India's credible higher education benefits in present business environment in particular and social and economic in general.

Introduction

With the changing pace of today's education system it is felt very much catalyst that the whole model of learning in this century. Be it for school pupils, university students, for employees, for the ongoing training and development of professionals like doctors, nurses and teachers - in fact for just about anyone who wants to find out something on either a formal or casual basis. Here are eight ways why I think e-learning is revolutionising and it is paving the way to be called as boon for learning. There are quiet some credible examples of e-learning is being witness through its application today. The importance of e-learning is that it is student centered which focuses on students particular needs. It simultaneously authorizes learners of different backdrop to equally access the superlative resources, learning and referral materials, tutoring, and teaching sessions from knowledgeable instructors. Those who are fascinated in using this kind of education know the significance of an e-learning teaching site. Companies that offers e-learning present different learning services like designing and structuring training program, learning through web based programs and online education.

E-learning is crucial especially for those who are sick and needs to be at home or at the hospital at all times. With this new way of teaching, no student will be left out. All lessons can be learned in just one click. This allows any user to be in a live class of any subject that he wants. No matter where the professor is at that moment, students can still learn by the help of the internet. With this arrangement, students tend to learn easily and they are permitted to download whatever study material they want and need. Today, e-learning companies offer a variety of e-learning services such as building and designing training courses, offering web-based programs for learning, online learning and content management Knowledge is one treasure that no one can take away from you. We go to school to learn and gain knowledge which will eventually help us to become professionals. There are different kinds of learning institutions and these are private, non-private, religious, and government owned school or e-learning school. Whichever school you opt to go to, the most important thing is that you are gaining wisdom.

The exploration of e-Learning came through in the form of ICTs which is very much applied through the various core sectors i.e agriculture, healthcare, geographic information system, networking, rural and industrial development. Another major focus of the area can be gauged through the implication of communication convergence, the development of cyber journalism, electronic organizational communication, e-public relations, e-governance and e-democracy which has taken a lead role in the era of globalization.

E-Learning means that any one should no longer need to spend long periods travelling to a location to attend a course; you can now have access to learning when you want it, at the time you want it - day or night, wherever you want it - at home, at work, in your local library. For many students this has opened up a new, much more flexible

and accessible world of learning that was previously closed to them due to disability or family circumstances, or perhaps due to the fact that the course they wanted was on the other side of the world. **E-Learning** makes learning exciting, engaging and compelling. Hard and boring subjects can be made easier, more interesting and appealing with e-learning. As it is matter of fact that learning is a social activity, and e-learning means that powerful and enduring learning experiences can be achieved, not just through content, but through the use of online communities and networks. Here learners are encouraged to communicate, collaborate and share knowledge. In this way, e-Learning can support "learning through reflection and discussion".

Literature Review

Many authors have attempted to understand the reasons for success or failure in an e-learning. As a result, many factors have been proposed as important in determining whether a student will succeed or fail in e-learning system of education either formal or an online distance education course. Alley and Jansak (2001) discuss key concepts in online success but first propose three levels of educational hierarchy. The first is a set of principles that are independent of learning environment or situation. They are the basic concepts that all knowledge transfer is based on. The second level is practice, which is specific to a type of delivery mode such as classroom or distance education. The final level is application specific, which deals with the unique situations in a particular course. My paper discusses general online success factors that are at the second practice level as well as specific application situations and techniques that have proven successful in trying to teach information technology via distance education. One of the more comprehensive studies on online and E-learning success factors was performed by Roblyer and Marshall (2002-2003). Their study was on virtual high schools but many of the concepts of educational success seem to have significant value for all education levels. The results of this survey indicated that successful online students exhibited a number of specific factors. The challenge then is to structure courses and communications to enhance these factors and as a result, enhance the success rate of our students.

These factors include

* High self esteem,* A belief in oneself * An understanding of personal responsibility for learning * Willingness to take risks and make decisions * Technological skill * Excellent time management * High organization skill* Self-discipline.

Tracing past the history of further in this regards, Alley and Jansak (2001) report the results of a multi-year study through primary research with practical experience, factors and summarizes their findings in a list of ten keys to quality for online instruction. The authors note that educational theory suggests that all knowledge is based and constructed upon prior knowledge. They then suggest that problem based learning through Internet based exercises can effectively make use of this educational principle. The existing literature clearly recognizes the need for developing a more systematic approach to E-Commerce/E-learning education; no definitive answers seem to be on the horizon for even basic questions such as: What should be the main goal(s) of E-Learning education? What should be in an E-learning curriculum? Who should teach it? This is not to suggest that nothing can be learnt from the existing literature on EC education. Of course, several researchers have recently put the spotlight on the complexities and challenges of EC education today, and research interest in the area is clearly rising (Rob, M) has narrated the details of a dramatic rise and fall of an E-learning program at one North American university.

Based on a study of 67 E-learning Masters programs, Durlabhjiof Information Technology Management Volume XVII, Number 2, 2006 2 and Fusilier characterize the situation of E-learning education as "ferment in business education," whereas Lightfoot labels it as a dilemma of "fads versus fundamentals." Tomkovick, et al. discuss the need for a cross functional, multidisciplinary, approach to business education in general, and report on how such an approach was used in a pilot EC module at their university.(Dhamija,) et al. have also given a rather detailed account of their experience of teaching EC to a multidisciplinary as well as multi-level class of students.

Student responsibility for learning In order to encourage student responsibility, a clear web based roadmap and targeted competencies are highlighted.

Student motivation – E-learning provides significant challenges for student motivation as much external motivation is not directly visible as in a classroom setting. Here things are being suggested practically to aides an improve communication, ease frustration, and provide time management assistance.

Stidham and Frieden (2002) echo many of the concepts put forth by other researchers. Their success factors focus around the primary areas of content, communications, support, preparation, performance, and low class size. Content should be developed based on knowledge already possessed by an instructor. This may include the conversion of a traditional course to online delivery.

Piercy (2000) studied the concept of teaching gerontology through distance education and found several successful strategies in this educational endeavor. These successful strategies centered on preparation, rapport, communications, and technical support. Piercy along with many other educators found that significant and different preparation was involved in developing and conducting an online class.

McGill, Volet, and Hobbs (1997) studied factors that led to success in e-learning courses. With the above discussion to get the relevance of e-learning can be pointed out to see its needs and urgency. Some points in this regard can be put-up to earmark the Objectives of our study:

Objectives:

- a) To examine the value and its application how does it affect on traditional methodology of teaching which helps the Institutions in particular and organisations in general with their bottom line.
- b) Finding out its use and application how so far it remains friendly and comfortably been accepted?
- c) How does it is improved towards competency and remain faster time to recover the market, and a reduction in learning times
- d) Role playing as a major part in helping and keeping them agile and competitive in the market.
- e) To have a fairly proficient with computers and the Internet too, to benefit from online learning opportunities within the organisations,
- f) To help in succeeding the learning problem in the organisation and expose in maximum the technical infrastructure wherever it deem fit.
- g) Advocates the urgency for the traditional institutions to put an impetus on its regulations keeping in view having its recognition worldwide.

Rationale of the Subject

The rationale of e-Learning is out of personal interest but organization wide uptake will be driven by the views and actions of those who are in a position to influence and organize. If managers and teaching staff are critical of e-Learning, it may be down to awareness, training and poor personal experience. The problems can be diagnosed and action by senior leaders to promote a more positive attitude towards the situation can be taken.

Today E-learning is basically known as a form of Education via the Internet, network, or standalone computer. E-learning is essentially the network-enabled transfer of skills and knowledge. E-learning refers to using electronic applications and processes to learn. E-learning 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 The advent of eLearning in education today has been felt in high expectations that it would transform the organization and delivery of higher education.

E-learning has been prompted as significant investments in starting up with new virtual universities in Europe Asia and the United States including New York, Columbia and Cornell Universities and the US Open University. Numerous Virtual Universities such as the UK e-University, the Digital University in the Netherlands, the Bavarian Virtual University, the Virtual University in Finland, the Net-University in Sweden and the African Virtual University were launched.

Definition:

“E-Learning can be defined as 'learning facilitated and supported through the use of information and communications technology'. It can cover a spectrum of activities from the use of technology to support learning as part of a 'blended' approach (a combination of traditional and e-learning approaches), to learning that is delivered entirely online. Whatever the technology, however, learning is the vital element.”

What does the ‘e’ in ‘e-learning’ represent?

We are often asked this and the answer is that the ‘e’ used to represent ‘electronic’ but nowadays it merely signifies the use of technology. In some circles within the education sector, some refer to the ‘e’ as ‘enhanced

Benefits of e-learning

An immediate potential benefit of considering implementing e-learning is that it can be seen as an additional avenue with which to support teaching and learning practice. E-learning covers such a wide sphere that it is difficult to point out any benefit as a given, so any benefits should initially be termed 'potential' benefits. However, many cite the following as broad benefits that e-learning supports:

- The ability to provide distance learning (learning not on campus)
- A blended learning/teaching approach (using face-to-face and technology)
- The use of technology to support a wide range of educational activity

Does E-learning is a boon for the learners?

Citing with the description of the E-Learning, it is an important to see the reality of its application through the ages how does it has been affected so far?

The delivery system for higher education has been a classroom setting with a professor giving a lecture and students listening and writing notes. Interaction between the professor and student has been viewed as an essential learning element within this arrangement (O'Malley and McCraw, 1999), often referred to as the "sage on the stage." Technological improvements such as printing machines, postal services, telephone, radio, television, and more recently the Internet, have been a driving force yielding new delivery methods and platforms. These new learning methods used to deliver E-learning are proliferating exponentially in various learning programs, and leading some experts to predict that the "residential based model," in the form of students attending classes at prearranged times and locations, will disappear in the near future (Blustain, Goldstein, and Lozier, 1999; Drucker, 1997, as cited in O'Malley, 1999). The term "E-learning" has been used to describe the process of providing education where the instructor is online (geographically separated) from the student (Gallagher and McCormick, 1999), or any instructional arrangement in which the teacher and learner are geographically separated to an extent that requires communication through media such as print or some other form of technology (Moore and Thompson, 1997, as cited in Spooner, Jordan, Algozzine, and Spooner, 1999; Perraton, 1988; Keegan, 1986; Garrison and Shale, 1987, as cited in Sherry, 1996).

E-Learning through Technology:

Continued growth of E-learning has much to do with the advent of radio, television, and other media, which allowed for learning at a distance. This growth accelerated significantly during the 1990s with the use of computer-mediated learning technologies, e.g., two-way interactive video; two-way audio and Web-based asynchronous communication; and online or offline Internet Web-based instruction (Phipps and Merisotis, 1999; Ponzurick et al., 2000; Sherry, 1996; Wernet et al., 2000; Setaro, 2000). Advancements in increasingly flexible technology have enabled the Web's visual, interactive nature to transform the traditional campus classroom-instructor system into a variety of different and innovative forms of instructional dissemination and to decentralized locations (Hall, 2002; Ponzurick et al., 2000).

E-Learning through Research Studies:

A substantial body of research on online education vis-à-vis e-Learning, conducted between 1952 and 1992, showed that E-learning outcomes were not that different from those achieved in traditional classrooms (DeSantis, 2002). In their review of E-learning programs, Phipps and Merisotis" (1999) reported: With few exceptions, the bulk of these writings suggest that the learning outcomes of students using technology at far off places are similar to the learning outcomes of students who participate in conventional classroom instruction. The attitudes and satisfaction of students using E-learning also are characterized as generally positive. Most of these studies conclude that, regardless of the technology used, E-learning system of education courses can be compared favorably with classroom-based instruction and enjoy high student satisfaction. Russell (2002) also examined numerous studies and similarly reported further support of the "no significant difference" phenomenon. On the other hand, numerous research studies have presented a different picture and therefore conflict with the conclusions cited above, creating a mixed and confusing situation (Dellana, Collins, and West, 2000).

E-Learning Systems of Education – Quality / Effectiveness Factors

A major concern about online education continues to be its quality compared to traditional classroom education. This concern has spurred extensive research into the factors that affect the quality of these programs. In many cases, "broad" measures of the effectiveness of E-learning have been examined as shown in figure.1

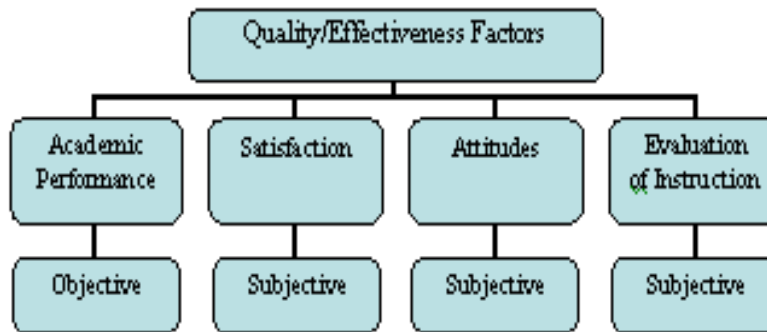


Figure 1. Quality / Effectiveness Factors

The above Quality effectiveness description can be measured through objectivity vs. subjectivity measurements.

Objective vs. Subjective Measurements

Measurement of such factors may be divided into two methods:

1. **Objective Measurements** of the academic performance factors. Operationalization of these measurements is based on course grades, tests, and exams. Scores are presented in quantitative measurements: points, percents, or letter grades that can be transformed to numeric values by a common transformation table. (Although course grades may carry some assessor subjectivity, they may be regarded as “more objective” than other factors.)
2. **Subjective Measurements** of the attitudes, satisfaction, and evaluation of instruction factors. Most researchers operationalize these variables using surveys and administering questionnaires with Likert type scales, making comparability of results across different studies problematic.

Uses of e-learning:

In the **real** world e-learning provides many opportunities including large scale online delivery. Each practitioner will have their own goals and so providing an exhaustive list of possibilities is difficult. However here are some uses of e-learning to get started. Uses for those very new to e-learning include engaging your students to use the web as:

A source of research material (whilst also building critical literacy skills) is being delivered to support study modules and courses. Hence The term ‘e-learning’ therefore is an essential aspect, covers the use of computers and technology as a vehicle for knowledge exchange within teaching and learning. E-learning is a form of digital device creates cultures connect, and what this means for the ways in which we conduct education is called Education online or e-learning .The e-learning system does not do anything without device rather, it is a tool of called an invitation to view online educational practices through a particular lens – that of popular and digital culture.

Identifying Innovation and Success Factors in Higher Education eLearning Strategies

Concerning E-learning description claims its exposition through European universities, whose plan was meant to “expand the use of learning (BBC News, 2005) and that more students are signing up for it (OECD, 2005) However, as the time as the time gets closer when virtually all Higher Education Institutions (HEIs) have some kind of Virtual Learning Environment (VLE) (e.g. Jenkins, Browne & Walker, 2005), it is not at all clear what kinds of institutional strategies are associated with such expansion, nor what the success factors might be. Research attempts have generally fallen into two categories: case studies and large-scale surveys.

"Emerging markets are poised to play an increasingly pivotal role in the global software industry. Focus on innovation, growing talent pool and government support is just some of the advantages of this market segment," the report said. Meanwhile, the number of software product firms has grown over the last decade from a little over 100 in 2000 to nearly 2,400 in 2013, it said. According to the industry body NASSCOM, the revenue from the software product segment currently stands at \$2.2 billion and is expected to reach \$10 billion by 2020. (Oneinida-2013)

Research Methods

The questionnaire

The questionnaire was designed by the research team in collaboration with the steering group, and development was informed by a pilot exercise with 17 staff in three colleges. Questions for Heads of Department and teaching staff were integrated into one questionnaire. The questionnaire aimed to ascertain details of lecturers' use of e-learning and to explore their views of its impact on teaching and learning. The questionnaire consisted predominantly of pre coded questions with two open-ended questions, and provided information regarding lecturers':

- Background characteristics
- Use of e-learning and their perception of learners' use
- Perceptions of the impact of e-learning on teaching and learning
- Views on their current experience and practice of using e-learning
- Views on the potential of e-learning to improve teaching and learning.

The survey focused on three subject areas – **health and social care, science, and business** – in order to take into account possible within-college variations in the use of e-learning. Respondents had the choice of completing either a paper copy of the questionnaire or an online version.

The sample

A total of 1000 questionnaires were dispatched across 355 general colleges in India. Heads of Department in each of the three subject areas were identified and were each sent a batch of ten questionnaires. Their help was requested in completing a questionnaire and in distributing the remaining questionnaires to colleagues in their department. This approach enabled a large enough sample of lecturers to be surveyed to facilitate an exploration of the ways in which e-learning is used in the main types of further education providers. The result carries a brief response of the questionnaires. Table 1.1 illustrates that the colleges that responded were representative of most providers of further education. Furthermore, at least one questionnaire was received from 90 per cent of all general colleges.

Table 1.1 Sample breakdowns

Type of institution	Number contacted	Returns(number)	Response (%)
General colleges	251	235	94
Professional colleges	102	84	82
Total	353	319	90

Source: Survey of college lecturers, 2012.

Questionnaire returns and coverage of subject areas

The survey was undertaken between October and November 2005. Two reminder letters were sent, one with an additional copy of the questionnaire, and a targeted telephone reminder of non-responding colleges was conducted. A total of 2,295 questionnaires were returned, representing 23 per cent of all those dispatched. Five per cent of these were completed online (see Table 1.2 below).

Table 1.2 Questionnaire level returns by subject area

Department	Sent	Returned paper	Returned online	Returned	Response %
Business	3500	777	39	816	23
Health and Social care					
	3420	764	30	794	23
Science	3190	645	40	685	21
Total	10110	2186	109	2295	23

Source: Survey of college lecturers, 2012

As can be seen in Table 1.2, a similar response rate was achieved in each of the three subject areas. Overall, the response represents a good coverage of the departments and colleges. Data gathered through the survey of lecturers was supplemented by key institutional-level information. In order to minimize the burden on college staff, and the risk of non-response, this information was gathered from public data sources. Adult Learning Inspectorate (ALI)

reports and the college achievement and attainment tables were used to gather information relating to:

a) Impact of e-learning in further education: survey of scale and breadth

The impact of e-learning Vis-à-vis survey of scale and breadth are being visualized through the different ingredients such as:

- i) Size of institution (in terms of number of learners)
- ii) Average pass rates
- iii) Average retention rates
- iv) Assessment of quality of teaching in each of the focus subject areas.

The regional breakdown of those who responded, presented in Table 1.3, and the size of the responding colleges, detailed in Table 1.4, are further evidence that the responses received reflect the picture nationally.

Table 1.3 General Colleges of India by regional location

Government Office Region	Sent	Returned	Response
	(number)	(number)	(%)
Northern	45	43	96
Eastern	29	27	93
Western	22	20	91
South	31	28	90
North	59	53	90
South West	32	28	88
South East	59	52	88
North west	47	40	85
Central	29	28	69
Total	353	319	90

Source: General College of NCR Delhi Survey of college lecturers, 2012.

Table 1.4 General Colleges form colleges by size

	Number	Returns	Response
Size of College*			
	contacted		(%)
Small	116	98	84
Medium	115	108	94
Large	116	108	93
Unavailable	6	5	
Total	353	319	90

This information indicates that the colleges from whom questionnaire responses were received were broadly representative of all colleges nationally. Therefore the views of the lecturers reflect the experience of those from a suitable range of institutions.

B) Access to e-learning facilities

Nearly all lecturers reported that their institutions had used an intranet and two-thirds said that they had access to a Virtual Learning Environment (VLE), as can be seen in Table 1.5 below.

Table 1.5 Existence of VLE and intranet in the College

	Yes	No	Don't know	No response
	%	%	%	%
Virtual Learning Environment (VLE)	66	16	13	5
Intranet	95	1	1	4

N = 2295 A series of single response items

There was evidence that a greater proportion of lecturers in larger colleges reported having an intranet or a VLE: this was particularly apparent with regard to the VLE, where 74 per cent of lecturers in medium and large colleges maintained that they had access to a VLE whilst 56 per cent in small colleges had access

C) Extent and nature of use of e-learning:

The two main ways in which lecturers perceived learners were using e-learning (presenting written work and researching topics) were ways associated with low levels of interaction (according to the conceptual analytical model adopted by Finlayson et al., 2006). Of those e-learning uses associated with medium levels of interaction, only working independently (52 per cent using all the time or frequently) and reinforcing knowledge (49 per cent using all the time or frequently) were perceived to be used extensively by learners. Indeed two uses associated with medium interaction were perceived to be never used by around a quarter of lecturers, namely learners catching up on missed lectures (30 per cent never used) and contacting lecturers with queries (26 percent). E-learning uses associated with high levels of interaction were perceived to be used by learners less frequently (working collaboratively with peers in the classroom 31 percent all of the time or frequently and 19 per cent never and working collaboratively with peers

Table 1.6 Frequency of use of e-learning by learners in the last academic

year Uses of e-learning	All of The time	Frequently	Occasionally	Never	Don't know	Not applicable	No response
	%	%	%	%	%	%	%
Present written work/data	21	42	26	6	1	2	1
Research topics	18	49	25	3	2	2	1
Create visual presentations	11	31	39	14	2	4	1
Work independently	10	42	34	5	7	2	1
Reinforce knowledge	8	41	40	4	5	2	1

D) Access to e-learning facilities

Nearly all lecturers reported that their institutions had used an intranet and two-thirds said that they had access to a Virtual Learning Environment (VLE), as can be seen in Table 1.7 below.

Table 1.7 Existence of VLE and intranet in college

	Yes	No	Don't know	No response
	%	%	%	%
Virtual Learning Environment (VLE)	66	16	13	5
Intranet	95	1	1	4

N = 2295

Impact of e-learning in further education: survey of scale and breadth

Table 1.8 Satisfaction with the support available to assist use of e-learning Satisfaction with support

	Very satisfied	Satisfied	Un-certain	Dis-satisfied	Very dis-satisfied	No response
	satisfied		certain	satisfied	satisfied	response
	%	%	%	%	%	%
Provide technical assistance	15	49	17	14	3	2

A series of single response items

Impact of e-learning in further education: survey of scale and breadth

Impact of learning can be visualized through “Lecturers tended to agree” based (to some extent) Under this, there was an expectation that they should be using e-learning in their teaching and learning, particularly from college management (87 per cent), but also from learners (56 per cent). And nearly two-thirds (61 per cent) were determined to use e-learning to its full potential. Furthermore, just seven per cent of respondents admitted that they did not know where to start with e-learning and only 15 per cent felt that e-learning had had little impact on them. This suggests that the majority of respondents to this survey were positive and proactive in their use of e-learning and intention to use it. Nevertheless, a notable minority was less confident and their views may reflect the experience of a wider cohort of lecturers who did not respond to the survey. Despite their overall enthusiasm and positive attitudes, lecturers were aware of some limitations. More than nine out of ten lecturers (94 per cent) qualified their enthusiasm by agreeing (to some extent) that e-learning was just one useful tool for lecturers, nearly half (48 per cent) agreed that e-learning tended to be more relevant to particular subject areas and only a third (34 per cent) felt they didn’t know what they would do without e-learning.

Future Targets and outcome?

"The Future of Online Learning: Technologies, Tools, and Techniques" described as technology is changing rapidly, and the possible uses of technology for education, training, and to improve job performance are seemingly viewed, is endless. But technology-based solutions are not always successful, for one reason or another. As the world of online learning and performance changes, learner expectations change as well. Hence to see regularity and utmost demand are being raised that what new technologies are likely to have an impact on the field of online learning? And further how anyone can harness the power of new technologies in their organization, and make the best use of them? How can research in cognitive science and education inform the design of educational products? How can anyone take advantage of technology to develop new methods to improve learning and performance? In what ways can be the best use of the power of stories and create emotionally-engaging experiences that improve learning and performance? (Dr. David Guralnick kaleidolearning 2013) etc.

Conclusion

In a context of overall positive attitudes, on the part of lecturers, towards e-learning, the research findings indicated that there were some possible barriers and enablers to e-learning use in further education. These included as: Having an ethos and environment within an institution through which lecturers can improve their confidence, the potential for e-learning have a positive attitude towards its use through further could contribute to increasing its use among lecturers and, in turn, learners as well. Secondly, ensuring the above explanations it is concluded that learners have sufficient access to e-learning resources to use in the classroom, in addition to outside class, could be a key enabler in developing lecturers’ confidence in the use of e-learning and increasing its use at the teaching and learning interface. In turn, increased use by lecturers could lead to an increase in the use of e-learning in by way of learners. Thirdly, providing sufficient support for learners , particularly in terms of providing enough time for them to develop and embed their use of e-learning in their everyday teaching practice, could be a key enabler for increasing the use of e-learning and supporting the achievement of intermediate outcomes, such as the development of learner understanding and independent learning. After going through the above all study we can just put our version by saying e-learning could be a boon for our emerging task of any future business ,hence it is recommended highly to regulate it consciously.

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