ABSTRACT

There exists a paradox in e-Learning among various institutes in India. Few institutions join the race, while the rest suffer from lack of knowledge or from lack of realization of the importance of e-Learning. Institutes like IITs, IIMs etc. are adopting all latest technologies and are keeping their students enlightened from various parts of the world. E-Learning has vast potential in India. The sample of the present study was consisted of all the eleven state Universities (campus) of U.P. and only 182 affiliated aided colleges selected on the basis of random sampling technique. Thus, in order to study objectives 352 HODs/Principals and 2919 teachers (839 teachers from professional courses and 2080 teachers from non-professional courses) were selected as a sample for the present study. The study found that the majority of the colleges/universities don’t have sufficient e-infrastructure, and whatever e-infrastructure is available has its scanty effective utilization in the teaching-learning process. The greatest barriers of e-learning for teachers who are not using e-learning mode are lack of training, lack of time to prepare e-content materials, additional resources required for e-learning development, lack of management encouragement for both professional and non-professional courses’ teachers. The greatest barriers to successful delivery of e-learning content for both professional and non-professional courses’ teachers are as follows: lack of technical training, lack of time to prepare e-content materials, additional resources required for development, lack of management encouragement, lack of readymade e-content materials, facilities and funding for e-content development and technical support. Average number of teachers in professional courses and only a few teachers in non-professional courses have competency in developing e-content above moderate level. Almost the majority of teachers are very eager to introduce e-learning mode but they need e-content development training or they should be made available readymade e-content materials. The study found that majority of teachers/principals have e-skills, but also there are some teachers who need training to develop their appropriate e-skills. The study also found that most of teachers are interested to attend orientation course (information technology) through hybrid/blended mode of training approach to achieve required e-competency skills.

KEY WORDS: e-Learning, Indian Higher Education