

# DYNAMICS IN ACADEMIC LEARNING: E- LEARNING AS PROSPECTIVE TECHNIQUE

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**Abstract:** — In this paper the idea of our concept is to shed light on the online education services based on cloud platform to optimized there resources for their customers by providing various scheme and facilities to its online Learners. Since the technology adopted by these Learning houses is the best in the market but still their might worry if traffic is not generated. The services providing by these Online education is totally based on Cloud environment. The trend from time has been changed now day’s people are more interested in learning online courses to enhance their skills. So the Academicians from various background have different types of skills are more interest in learning online courses for their skills development.

**Keywords:** Cloud Computing, Environment, Platform, Learners, Online, Traffic, optimized.

## 1. INTRODUCTION

Education has gone through a great deal of revolution over the years. In the ancient years, in what can be termed as the cradle of education, it all started in an informal fashion where the old members of the societies such as grandparents, uncles and aunts would teach the young ones regarding family issues. Girls would be taught for instance how to cook, how to make good mothers and how to deal with biological attributes that changed in their bodies as they grew up. As time went by, the face of education changed. Classes were set up education and students would attend a formal class on a scheduled basis. In most Places, wearing of uniforms to schools were made mandatory so as to make students to concentrate on Education and not on fashion, over who dresses better than the other school uniform.

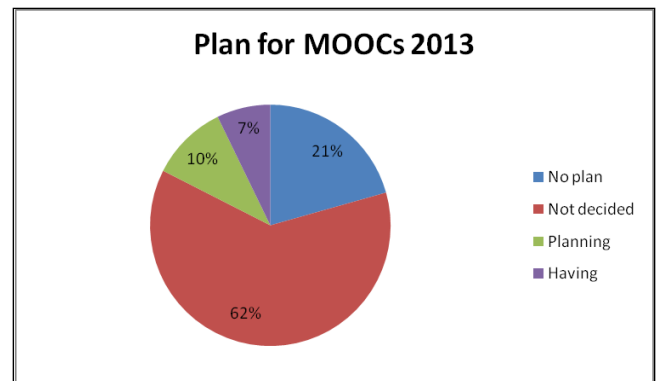
In the contemporary days, education has taken a new turn. It has moved into what is known as online learning. This is where students are taught in virtual classes, such that they do not get to meet their tutors or classmates, but they communicate online. The students get assignments sent to them online and they complete and deliver them online within set deadlines. Students may also purchase Services and learning material online from sites such as [1]. There are other online sites that have been developed where students are in a position to post their assignments and extensive research is done for the students at a small fee hence the student is in a position to complete their assignments quickly but more accurately from the research material provided.

## 2. MASSIVE OPEN ONLINE COURSES (MOOCs)

Over the last year the growth in MOOCs is rapid .with the creation of nonprofits organizations or for-profit commercial entities partnering with multiple institutions and creating an online platform for course enrolment and distribution.

Although the concept of Massive Open Online Courses has been around for some time, and the term MOOC was coined in 2008 by Dan Barwick<sup>1</sup>, after that survey finds that in terms of Planning for online Courses, (62%) of the survey sample result found still not decided to Plan for online courses whereas (21%) have no plan and (7%) were having.

Plan for MOOCs 2013	
No plan	21%
Not decided	62%
Planning	10%
Having	7%



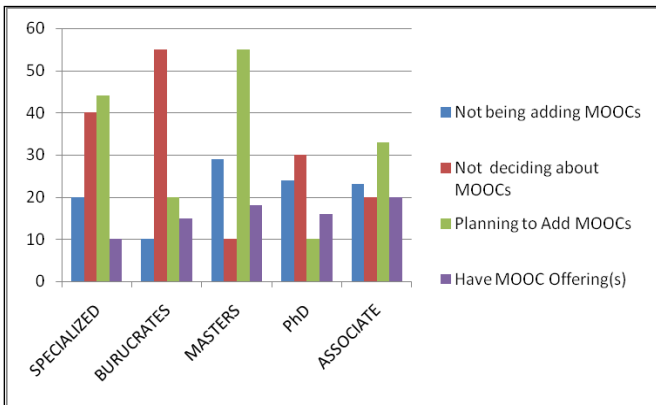
**Fig.2.1: Plan for MOOC’s 2013**

As from the ratio it is clear organizations for having and planning is not at all equal. So from data it is clear that there are more organizations which are unaware about or not in a position to accept courses available online using cloud

technology.

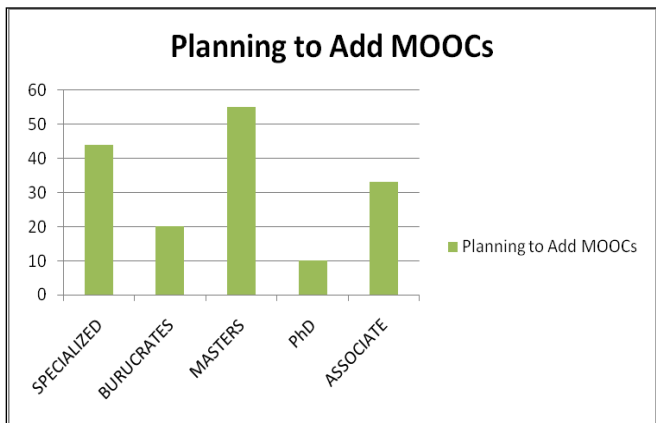
After Examining it is clear that rate of interest will take time to having and adopted such technology will take time.

When examined, Specialized, Bureaucrats, Masters, PhD and Associate it is clear that the research universities (Doctoral/ Research institutions) that are in the lead. In specialized, rate of people panning to seek online courses is approx (44%) , not decided (40%), having (10%) and not adding online course (20%).similarly when examined, Bureaucrats, Masters, PhD and Associate. It is clear that rate of people for joining online courses.



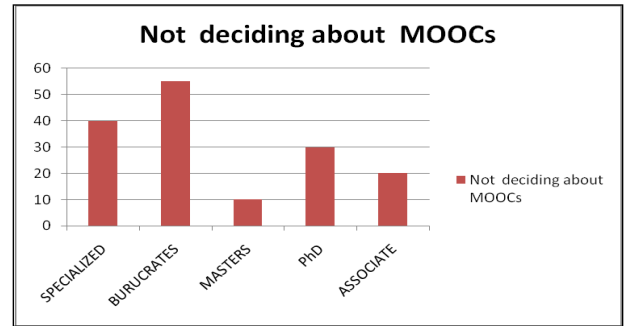
**Fig.2.2: MOOC's: Rate of People for Joining**

After examining, specialized and masters respondents ranges from (46%-55%). Whereas it has decline in case of Associates to (33%) and gone down to (20%) in Bureaucrats and (10%) in PhD.



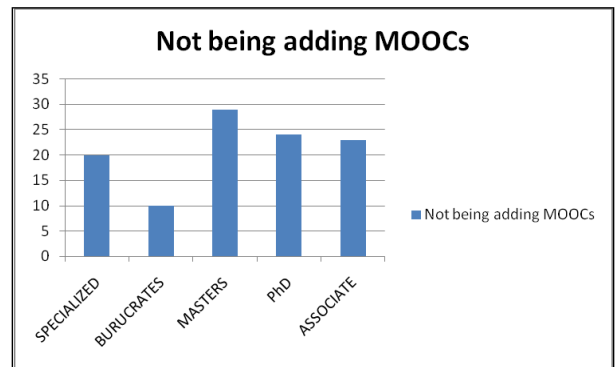
**Fig.2.3: MOOC's: Planning to Add**

Now the range of people not deciding about online course are largely from Bureaucrats (55%) followed by Specialized (40%) and then associate by (20%), PhD (30%) and Masters (10%).



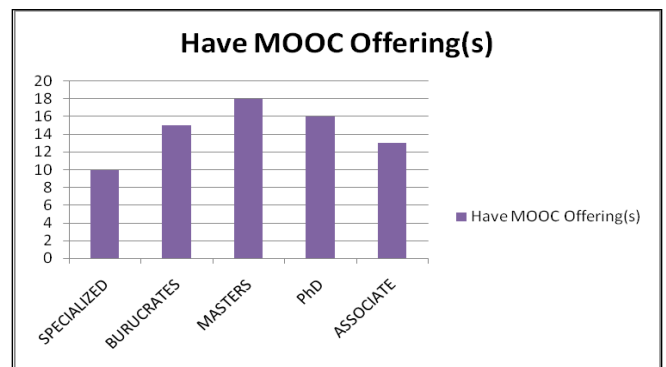
**Fig.2.4: MOOC's: Not Deciding**

Over the time online courses are also important for profit and non profit institutions. In 2013 there were 70% institutions did not planned to consider online courses as an important to them whereas Examined for the people who are no planning to add online courses then Masters (28%), PhD (23%), Associate (19%) ,Bureaucrats(20%) and (20%) in specialized.



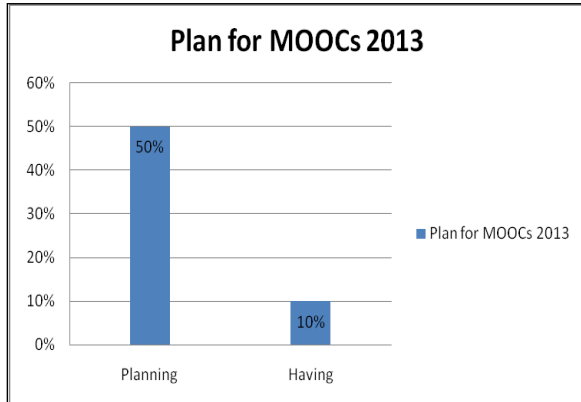
**Fig.2.5: MOOC's: Not being Adding**

After examining, Specialized, Bureaucrats, Masters, PhD and Associate towards having Online courses Masters (18%), Specialized (10%), Bureaucrats (15%), Masters, PhD (16%) and Associate (13%) as compared with 2016\* more respondents believe that online courses are more useful and helps in getting ahead.



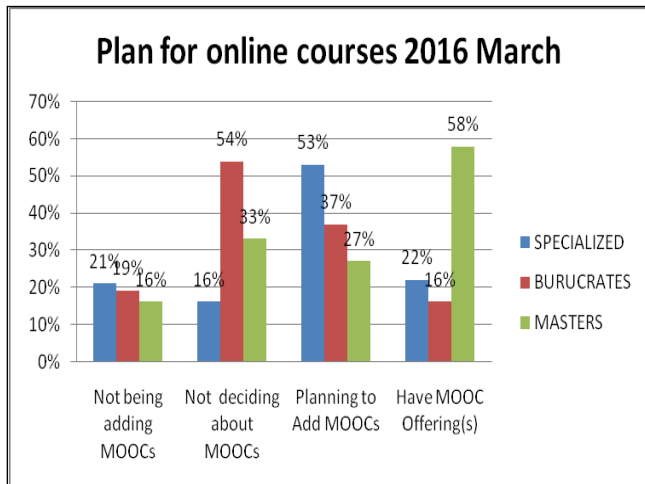
**Fig.2.6: MOOC's: Offerings**

Online courses are run by the institution so it is very important to know whether they are good or not for the institutions. Since the boom for the online courses has emerged recently. Now examined that rate for Planning online courses and having online courses is five times more then the one having.



**Fig.2.7: Plan for MOOCs 2013**

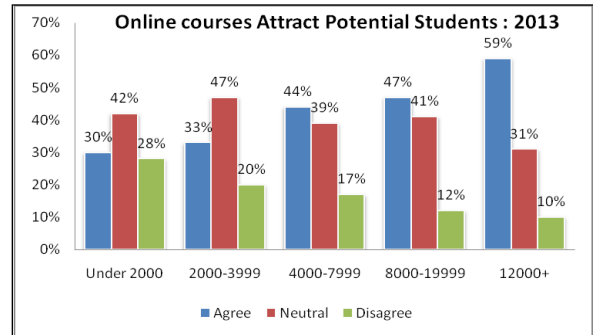
In the starting of 2016 ,when analysed again Specialized, Bureaucrats and Masters the ratio to Plan Online courses have gained (%) in all 3 specializations. Specialized (53%), Bureaucrats (37%) and Masters (27%).



**Fig.2.8: Plan for Online Courses 2016 March**

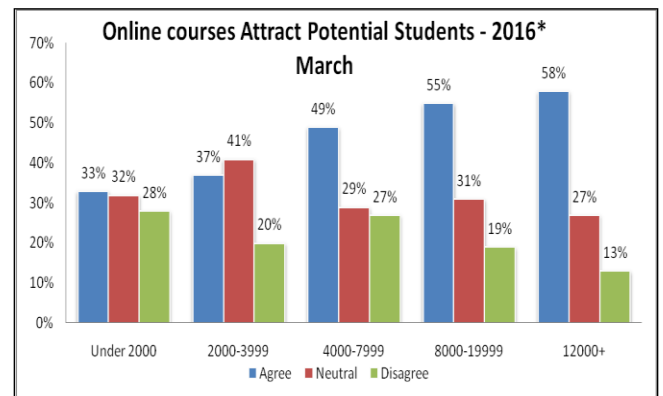
Once written that talent just need direction. So in order to achieve this, it is examined online platform attracts potential students. When examined by size of institution, some differences are evident.

The largest school agrees online courses may attract students (59%) but there is less clear pattern by size among the smaller schools. Only the respondent of mid-size schools (2000-8000) has percentage from (44% and 47%) respectively.



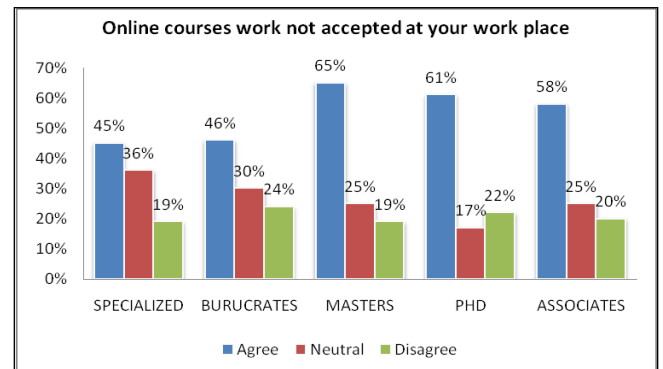
**Fig.2.9: Online Courses Attract Potential Students, 2013**

When examined by size of institution in 2016 till March [2], some differences are reflected on same parameters. . The largest school agrees online courses may attract students (58%) but there is 32% by size among the smaller schools. Only the respondent of mid-size schools (2000-8000) has percentage from (37% and 48%) respectively.



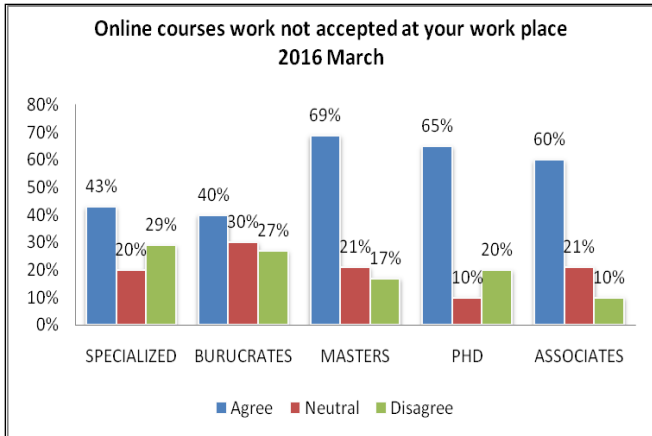
**Fig.2.10: Online Courses Attract Potential Students, 2016**

With respect to acceptance online course work, majority of respondents believe online coursework will not be accepted at their work place.



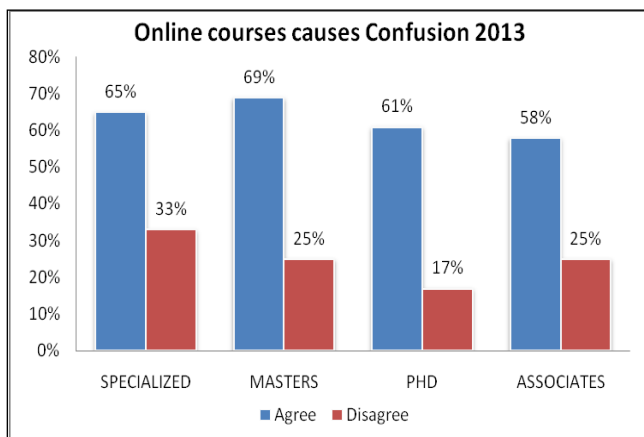
**Fig.2.11: Online Courses Work Not Accepted at Your Work Place**

When examined Specialized, Burucrates, Masters, PhD and Associates it is analysed that there is a decline from (45% to 41%) in Specialize in terms of acceptance of online[4], Burucrates from (46%-40%) ,Masters (65%-69%), PhD (61%-65%) and Associates (58%-60%). There is a change at Masters, PhD and Associates levels from (3% - 5%)



**Fig.2.12: Online Courses Work Not Accepted at Your Work Place 2016 March**

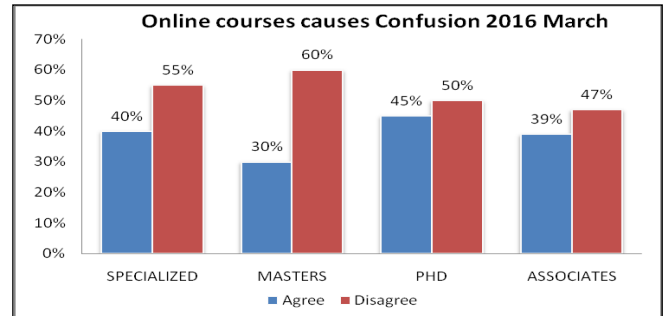
Academic leaders are not concerned about the instruction of online courses at their workplace, but do have concerns that credentials for online courses completion will cause confusion about higher education degrees. Ratio for online confusion form Specialized (65% agreeing), Masters (69%), PhD (61%) and Associates (58%).



**Fig.2.13: Online Courses Causes Confusion 2013**

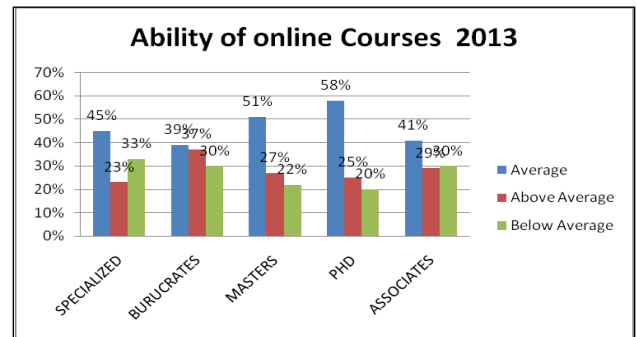
So the confusion lies down with the online courses among respondents which were not familiar about the future scope of such types of courses.

As most of the work environment do not support online work structure for education purpose because they believe in self learning.



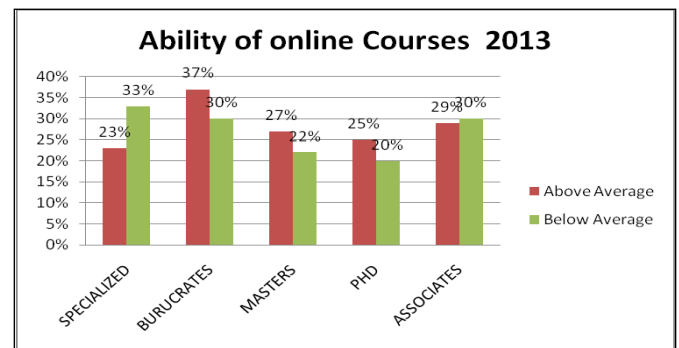
**Fig.2.14: Online Courses Causes Confusion 2016 March**

As online courses provide a verity of skills platform but still its abilities are matter of concerned. When questioned by respondents regarding ability of such courses most of the respondents believe that adopting such courses do not change learning scenario in big sense.



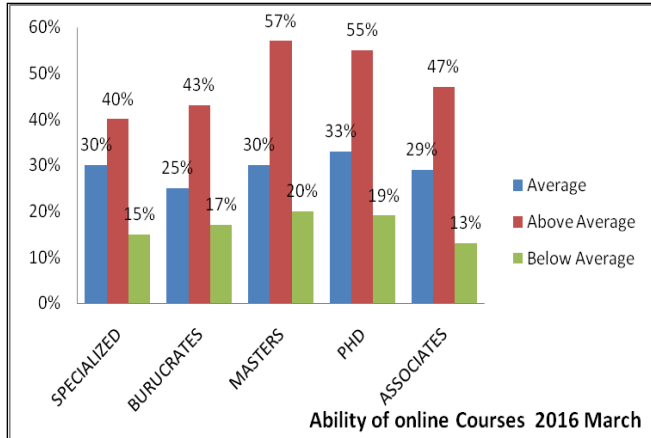
**Fig.2.15: Ability of Online Courses 2013**

As online courses are designed to gain expert knowlege in the area of respectives[5].The ability of online course prove jobs opportunity and future scope and growth for individuals.when Examined in 2013 and 2016 March was conculed and saw the huge changes in the in terms of ability of online from average , above Average and Below average parameters.In 2013 above average respondents were Specialized (23%), Burucrats (37%) Masters (27%), PhD (25%) and Associates (29%)



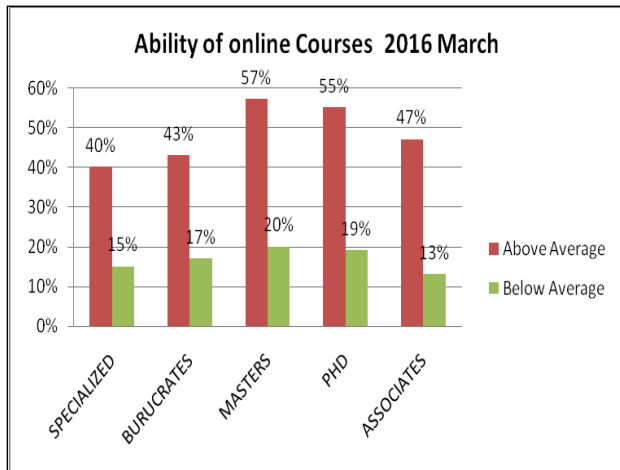
**Fig.2.16: Ability of Online Courses 2013**

After examined in 2016 march there was a major changes took places respondants and the ratio difference between below average and above average can be cleared seen.



**Fig.2.17: Ability of Online Courses 2016 March**

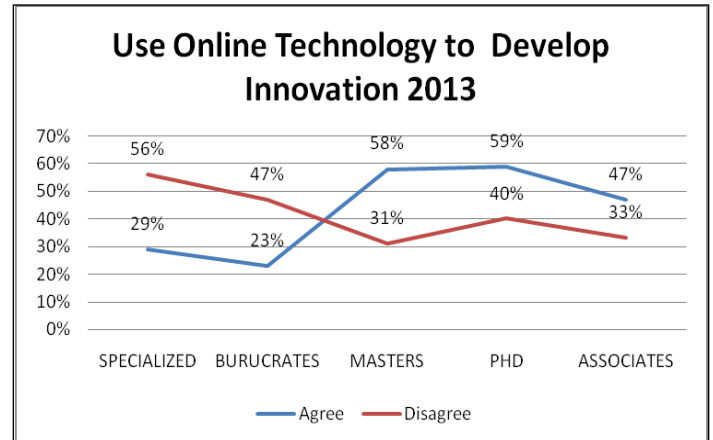
If we compare the ratio between these years then the respondants are more above average and there is a decline in the below average.



**Fig.2.18: Ability of Online Courses 2016 March**

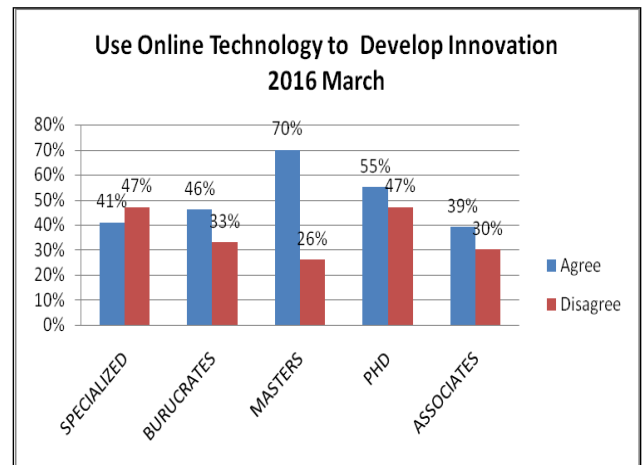
Innovation is directly associated with concepts and depth knowlege and out of the box thinking. When asked about the innovation based on online learning technology most of the respondants were agree that it help but the majority still believes it do not play a vital role till 2013 [3].

Below the line graphs show the results that weather respndants are Agreed or Disagree if they are asked weather online course help in Developing Innovation. Specialized , Burucrates Has higher rate of disagree whereas Masters ,PHD and Associate are above 50%.



**Fig.2.19: Use Online Technology to Develop Innovation 2013**

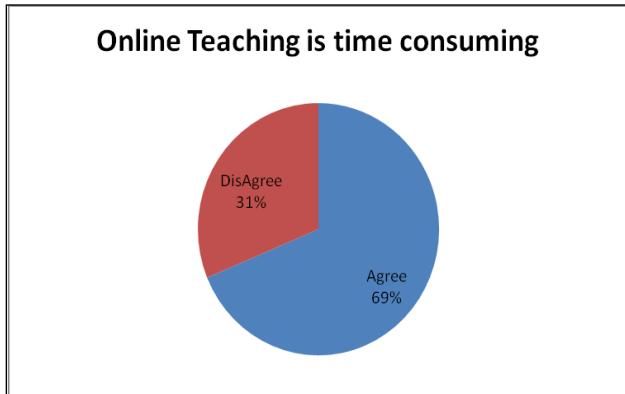
The rate at which internet user are instantly growing over the years it can be predicted that from the current position and in the next few years the people accessibility toward adopting online courses will increase. While keeping in mind every year (5% - 15%) users will look for online courses, future scope looks good. It is clear that more and more users will enrol them self in online courses in years to come as reflected in graphical representation.



**Fig.2.20: Use Online Technology to Develop Innovation 2016 March**

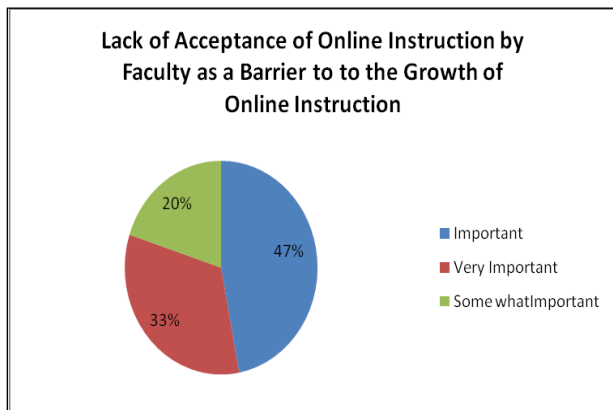
Time is the most important aspects while learning. When it comes to online learning learners believes it's not so effective.

When examined most of the respondants believe that online teaching is time consuming. Where Agree (69%) and Disagree (32%).



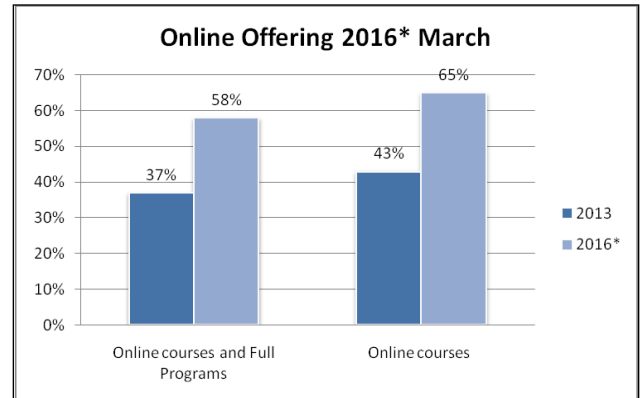
**Fig.2.21: Online Teaching Time Consuming**

Now moving toward the level of acceptance, Not only do academic leaders have continuing concerns about the level of faculty acceptance of online, they also believe faculty acceptance is critical. When asked about the lack of acceptance of online instruction by faculty was an important barrier to the widespread adoption of online education, a large majority rated it as important, Very important or somewhat important. One fifth (20%) reported this was a somewhat important barrier, while an additional (33%) percent said to be very important and remaining believes to be important (47%).



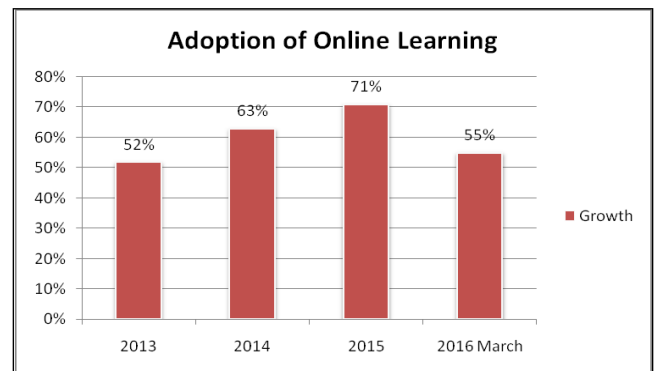
**Fig.2.22: Lack of Acceptance of Online Instruction By Faculty**

When examined it was found that every year there is a substantial growth in online offering regarding full time courses and online courses after examining in 2013 and late in 2015 but early 2016, it was found there was rapid increase in online courses and full time courses.



**Fig.2.23: Use Online Offering 2016 March**

With respect to time students became more aware about the online courses from 2013 to 2016 March. We observed a line of growth regarding students adoption of online courses, the ratio kept on increasing from time to time.



**Fig.2.24: Adoption of Online Learning**

In 2013, nearly 52% students enroll themselves in online courses whereas in 2014 the ratio was 63% which was 11% increase from 2013 year. In 2015 the same ratio increased to 71% which is much better as compared to the 2013 and 2014 but in 2016\* the rate of ratio is 55% which can be termed as good ratio for the current year. Analysis represents that the trend has been changing rapidly towards online education and its learning.

### 3. CONCLUSION

Online learning envisioned as the next generation of Learning and is much talk about in these days. The way online Learning gaining popularity it is dominating IT market. Online learning can be seen as a new phenomenon which is revolutionizing the way Internet is used for learning. Online learning has the potential to become a frontrunner in promoting a secure, virtual and economically viable IT solution in the future. Online learning is expected to emerge as one of the biggest markets for cloud service providers and cloud developers. This paper gives a glance regarding the new way of learning online,





including students and institutions and their thinking toward online learning, its scope, future acceptance by institutions and students.

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