Project Dissertation Report

ON

SCOPE OF E-LEARNING IN MANAGEMENT EDUCATION WITH SPECIAL REFERENCE TO DELHI REGION

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DECLARATION

I, Purnima, student of MBA 2017-19, of Delhi School of Management, Delhi Technological University, Bawana Road, Delhi-42, declare that the final project report on "Scope of E-learning in management education with special reference to Delhi region", submitted in partial fulfillment of Degree of Masters of Business Administration, is the original work conducted by me.

The information and data given in the report is authentic to the best of my knowledge.

This report is not being submitted to any other University for award of any other Degree, Diploma and Fellowship.

Purnima Kaushik

Place:

Date:

CERTIFICATE FROM THE INSTITUTE

This is to certify that the Project Report titled "Scope of e-learning in management education with special reference to Delhi region", is a bona fide work carried out by Ms Purnima, of MBA 2017-19 and submitted to Delhi School of Management, Delhi Technological University, Bawana Road, Delhi-42 in partial fulfillment of the requirement for the award of the Degree of Master of Business Administration.

Signature of Guide

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Purnima Kaushik

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Content

CHAPTER -1

Introduction

1.1 OVERVIEW OF INDUSTRY OVERALL

The report provides a comprehensive analysis of the market size of India E-learning market, market segmentation by content and technology and allied services. Further segmentation of Content and technology segments are also provided in the report. The report entails the market share of major E-learning companies along with the competitive landscape of major players in the e–learning content and LMS segment. The report also provides ICT in the Indian education market along with major trends and developments in the E-learning market in India.

The E-learning industry can be broadly segmented into Content and Technology combined with allied services. Content has always had a greater share in the E learning market. Content segment dominates this industry and contributed ~% in FY'2013. E-learning technology market size in FY'2013 was USD ~ million thereby holding a segment share of ~%.

The Total Indian E-learning technology market grew from USD 88.4 million in FY'2008 to USD ~ million in FY'2013 at a CAGR of 14.4%. The technologies which elicit education to shift online are e-learning softwares, hardwares and technologies such as LMS, Web 2.0, cellphones, laptops, connectivity solutions, hybrid devices such as tablets, phablets and others, as people are increasingly comfortable in operating modern gadgets. The Internet has changed the online learning segment in current times with a larger number of educational institutes, corporates and also training centers providing knowledge by means of online courses and programmes.

LMS contributed the most to the India E–learning technology market with a share of ~% in FY'2013 which grew by 5% over the past 5 years. Content Authoring tools were the second highest contributing segment with a share of ~% in FY'2013. Content authoring tools held a share of ~% in FY'2013 but they are poised to grow well in the future as more and more companies focus on developing content. Virtual classrooms contributed USD ~ million to the E-learning technology market in FY'2013.

Almost a third of E-learning firms in India have a headcount less than 10. Just about 78% of the companies have a headcount lesser than 50. The lack of any entry barrier for starting up an E-learning company has resulted in the formation of many firms with such less headcounts. Virtually anybody possessing some experience and basic hardware now declare to be an E-learning firm. The necessities of the market are uneven. There are not much significant and large-scale e-learning initiatives in the nation. Not too many businesses who wish to employ e-learning have a lucid strategy and vision regarding it. Still, E-learning is not a vital element of the general training/learning strategy for several Corporates. Most businesses want prêt-à-porter e-learning content for their requirements, with some customization.

It is anticipated that, in the near future people would get more aware about the quality education that can be attained via online education. Albeit the sector is facing its portion of challenges, with developing technologies and responsiveness, it is anticipated that market will develop substantially in the future. E-learning is never meant to replace traditional learning. It can however be used to as a complementary method to provide various learning alternatives. The total Indian e-learning market is anticipated to reach USD 1.28 billion by FY'2018.

Top eLearning Statistics And Facts

1. **The Global eLearning Industry Market.**The global eLearning Market is expected to reach $107 billion by 2015 [5]. The global self-paced eLearning market reached $32.1 billion in revenue in 2010 , with a five year compound annual growth rate of approximately 9.2%. This means that the self-paced eLearning market should see estimated revenues of $49.9 billion in 2015.
2. **Top 10 Growth Rates By Country.**Growth rate shows how each country adopts eLearning and is a significant indicator since it can reveal revenue opportunities. The growth rate of self-paced eLearning by country is :
    1. India: 55%
    2. China: 52%
    3. Malaysia: 41%
    4. Romania: 38%
    5. Poland: 28%
    6. Czech Republic: 27%
    7. Brazil: 26%
    8. Indonesia: 25%
    9. Colombia: 20%

10. Ukraine: 20%

3. **Learning Management System Market.**The LMS market was worth $2.55 billion in 2013 with an estimated compound annual growth rate of approximately 25.2% [2]. In other words, the LMS market is expected to be worth approximately $4 billion in 2015 and over $7 billion in 2018. The highest proportion of revenue contribution is expected to be generated in North America.
4. **Mobile Learning Market.**The worldwide market for Mobile Learning products and services reached $5.3 billion in 2012 [7]. With a compound annual growth rate of 18.2% for the next five years, it is estimated that the worldwide mobile learning market in 2015 will reach $8.7 billion and it will even reach $12.2 billion by 2017. It is worth to note that while in 2012 the top buyers of mobile learning products and services where US, Japan, South Korea, China, and India, it is expected that by 2017 the top buyers of mobile learning products and services will be China, US, Indonesia, India, and Brazil.
5. **MOOCs in Corporate Training.**Currently 8% of companies use MOOCs, while another 7% consider to experiment with MOOCs. It is predicted that in the following two years this percentage will rise to 28%. Examples:
    - more than 350 companies cooperate with Coursera and Udacity to identify the best students that would probably make the best possible candidates for relevant jobs .
    - Google has already enrolled 80,000 of its employees in Udacity's HTML5 course.
6. **Online Corporate Training.**The online corporate market is expected to grow by 13% per year up to 2017. Today, 77% of USA companies offer online corporate training to improve the professional development of their employees
7. **eLearning Top Buyers.**Large companies are the main purchasers of eLearning products and services. As a matter of fact, these companies make up roughly 30% of all eLearning buyers .
8. **Corporate Training Delivery Methods.**The training delivery methods for 2014 were as follows:
    - 47% of training hours were delivered by instructor led classroom only setting- increased by 3% as compared to previous year
    - 29.1% of training hours were delivered with blended learning methods

increased by 0.8 as compared to previous year

- 28.5% of training hours were delivered via online or computer based technologies (no- instructor)- increased by 2.6% as compared to previous year
- 15% of training hours were delivered via virtual classroom/ webcast only (instructor from remote location)- decreased by 1% as compared to previous year
- 4.2% of training hours were delivered via social learning- increased by 0.9% as compared to previous year
- 1.4% of training hours were delivered via mobile devices- decreased by 0.5 as compared to previous year.

9. **Learning Technologies**The learning technologies used for 2014 were as follows :
   - 74% of companies currently use Learning management systems (LMS) and Virtual classroom/ webcasting/ video broadcasting
   - 48% of companies currently use Rapid eLearning Tool (ppt conversion tool)
   - 33% of companies currently use Application simulation tool o 25% of companies currently use Learning Content Management System
   - 21% of companies currently use Online performance support or knowledge management system
   - 18% of companies currently use Mobile Applications
   - 11% of companies currently use Podcasting.

10. Demand of eLearning Software And Services in 2015.

The following statistics present what the small, mid-sized and large companies intend to purchase in 2015, based on the 2014 Training Industry Report.

- 44% of companies intent to purchase online learning tools and systems
- 41% of companies intent to purchase Learning Management Systems
- 37% of companies intent to purchase authoring tools/systems
- 33% of companies intent to purchase classroom tools and systems
- 29% of companies intent to purchase content development products and services
- 27% of companies intent to purchase courseware design and presentation tools and software
- 18% of companies intent to purchase audio and web conferencing products.

If these important eLearning statistics and facts for 2015 are any indication, the future of the eLearning industry is paved with exponential growth and immense potential for profit. Now, more than ever, learners and companies are turning to eLearning courses and online training events achieve their personal and professional goals. And 2015 holds the promise of even more learners expanding their educational horizons. What does 2015 have in store for your eLearning career?

Are you looking for free online courses that can help you take your eLearning deliverables to the next level? Then, read the article **The 10 Most Popular Free Online Courses for eLearning Professionals** where I share 10 free online courses for eLearning professionals to help you choose the one that is ideal for your professional goals and needs.

E-Learning Market in India – Challenges & Opportunities

This guest column is by Tyagarajan S, Former CEO, ChalkStreet

The fact that India's current educational infrastructure cannot meet the current and future needs of the country is well known. Despite having more than half the population under 25 years of age, India is expected to face a shortage of 250 million skilled workers by 2022. Additionally, traditional education has failed to metamorphose in order to be relevant for today's rapidly changing requirements. The rate of advancement of technologies and resulting opportunities is much too rapid for traditional programs and curriculum to keep up. Besides, there is a whole world of skills that are not even in the purview of the traditional education system (Arts, hobbies, soft skills, etc). eLearning will play a big role in helping bringing a step change to our education problem.

What is eLearning Exactly?

Broadly, eLearning involves the use of digital media and technology to deliver learning experiences. A learning experience attempts to simulate the real-word classroom learning process. It involves assembling great content, distributing it to facilitate learning, managing the learning process and providing validations (E.g. tests, certifications). eLearning typically reaches learners through one of 4 channels: Traditional Education, Corporates, Government or Direct Consumer. In the past few

years, direct consumer learning has emerged as one of the fastest growing channels. On the supply side, the industry has content providers (Authors, Institutions, etc.), service providers (Content creation, Publishing, Marketing, etc.) and technology providers (Authoring tools, Platforms, Learning Management Systems, etc.). Businesses in the eLearning space often straddle more than one bucket to deliver a seamless experience.

Digital India and the Role of eLearning

As of 2015, India is already the second largest market for eLearning after the United States. The sector is expected to reach $1.29 billion ($40 billion by some uber optimistic estimates) by 2018, growing at 17% CAGR. This is expected to be faster than the global growth by a factor of 2x. Yet, the e-learning industry is still in its infancy in this country. We are just at the beginning of sweeping changes in the education sector to dramatically increase reach, especially in smaller towns and cities, through online learning.

This opportunity is more real than ever before with the 'Digital India' initiative. According to a recent McKinsey report, the incremental impact of this initiative (if executed well) is 20-30% increase in GDP by the next 10 years. With a robust infrastructure for digital access, eLearning will play a vital role in shaping the skills and education needs of the country.

But Relevance and Innovation is Key

Several global eLearning players have seen a surge in adoption of their platforms from India in the last few years. In most cases, the number of learners from India is second only to US. However, this is a minuscule percentage of potential learners across the country. The existing global technologies, content and services will just not suffice. Like in other industries, eLearning would need to adapt and innovate to be relevant for India.

In order for this to happen, both the model of disseminating learning as well as

content needs to get relevant. Relevance will be determined based on the type of content, teaching methods used and features around the delivery of the content to the learners. The sheer diversity of learning needs across India would necessitate having a broad range of content yet providing the necessary depth.

In order to make the content and teaching methods appeal to learners across the country, e-learning providers should look to source content locally while ensuring the highest quality. One of the key challenges to solve here would be to help local content providers (institutions and individuals) across India make the jump into the e-learning space. This would require both education as well as innovation in terms of tools and platforms. From a delivery point of view, product innovations around customization of content for regions will go a long way in improving adoption and increasing relevance (E.g. support for regional languages). eLearning solutions which fail to be relevant will quickly fade away.

Focused Learning Experiences

MOOCs (Massively Open Online Courses) have been the poster boys of eLearning revolution globally. While the model has seen success, it is nowhere close to being accepted as the only right model for eLearning especially in developing countries like India and China. One of the problems that MOOCs face is the high drop-out rates (ranges anywhere from 80 – 90%). Instead of being replicas of traditional, full semester experience, people are experimenting with formats and lengths of courses.

In India, we will see a lot more experimentation in terms of delivering eLearning content to suit the decreasing attention spans and yet being able to provide clear stand-alone value. Shorter, bite-sized courses will become more relevant as learning needs tend to get very specific and on-demand. Modularizing courses also helps learners identify the right dish off the menu to suit their needs without compromising the ability to package it into a larger program. There is enormous potential to innovate and explore more contextual eLearning methods including embedding digital learning in real-world scenarios.

More Engagement of Learners

One of the key challenges that eLearning currently faces is maintaining learner engagement with the content and the platform on a sustained basis. In traditional classrooms this is achieved by the physical constraints, the teacher and social behavior. This will become more critical in India as the content reaches varied segments with different needs and motivations. Reaching a large learner base and sustaining interest levels will require integrating social engagement aspects along with learning. eLearning companies in India will increasingly adopt features (like study groups and discussions) to simulate a classroom study environment.

Gamification will also play a key role in making learning platforms more engaging and bringing it to a larger audience.

Looking Forward

India internet users expected to touch 500 million by 2017 of which nearly 2/3rd is expected to be on mobile.

During this time several improvements are also expected to happen in the network infrastructure and backbone for content delivery. Aided by these and the critical need, eLearning in India will see tremendous growth. It will be driven through corporates and direct consumer adoption followed by government led initiatives. Much like in e commerce, we will see India-specific innovations to increase relevance of content, delivery and access across the country. This will shape the global eLearning industry as well. Exciting times ahead!

1.2 PROFILE OF THE ORGANIZATION

COMPANY PROFILE

Present day teachers as curriculum implementers are faced with several challenges ranging from lack of motivation, training, poor infrastructure, and access to resource materials. Of all these ,the worst is the lack of access to learning resources because it has a direct impact on the teacher and the learner. An ill-informed teacher is bound to produce an ill-informed learner. The result of situations like this is the fallen standard of education being experienced in Nigeria today. In recent times, the dismal performance of students in public examinations in Nigeria generally and Yobe state in particular generated huge public outcry. Several research findings attributed the mass failure to several factors: Biu (1987) blamed the mass failure on lack of qualified teachers. Adaralegbe(1983) also believed that teachers lack in-depth knowledge in the subject that they teach. Ladi Dlakwa and Hadiza Isa Bazza(2010) observed that for teachers to be able to motivate learners, they must themselves be well equipped ;otherwise they will produce poor quality students. Ugwu D.A., and Ohimekpen B.E. (2010) opined that it is through quality education that Nigeria can overcome her multidimensional problems which invariably include poor academic performance of students. What all these point to is that teachers must be resourceful to produce academically sound students. The big questions are: are teachers in Yobe state resourceful? Are they keyed to technological advancement taking place world-wide? Are they computer literate? Are they aware of ICT and the richness of its e-learning contents? E-learning as part of ICT has been defined by several authors and researchers all over the world. Nwana(2012) described e-learning as … the wholesome integration of modern telecommunication equipment and ICT resources, particularly the internet, into the educational system. In other words, the concept of e learning is interwoven with the concept of ICT: both being inseparable entities. According to Leonard(2013), e-learning simply means electronic learning. This means that e-learning is done through the use of electronic devices. He went on to say that e-learning comprised of all forms of electronically supported learning and teaching. Hedge and Hayward (2004) defined e-learning as an innovative, approach for delivering electronically mediated , well organized ,learner centered and interactive learning environment to anyone, anytime, anywhere. This definition is

interesting in two ways: First, e-learning is learner centered; and secondly, irrespective of whom, when, and where, learning can take place. E-learning is the use of electronic technology to deliver education and training applications, monitor learners performance and report learners' progress. The above definition underscored the relevance of monitoring and evaluation of learners' performance and progress. It also demonstrated that e-learning is learner centered. Learning, according to Rosenberg (2001),is the process by which people acquire new skills or knowledge for the purpose of enhancing their performance. E-learning is also described as intentional use of networked information and communication technology in teaching and learning which include terms such as: online learning, virtual learning, distributed learning, network and web based learning (Pushpanathan 2012).

Technology and online communications are dominant forces in students' lives. Students go online to find answers to their questions, communicate with friends and family, play games and listen to music. As computing and networking technologies have proliferated through schools and communities, educators increasingly incorporate online tools and resources into their curriculum, even replacing traditional classroom interactions with "virtual" courses that take place entirely online.

Online learning may include any organized instruction using Internet technologies in conjunction with face-to-face instruction or in place of it. The National American Council for Online Learning (NACOL), a non-profit organization that promotes online teaching and learning, defines online learning as:

> *Education in which instruction and content are delivered primarily via the Internet. Online learning is a form of distance learning.*

NACOL also offers a definition of a course management system (CMS), the technology platform used to deliver online learning:

> *A CMS includes software for the creation and editing of course content, communication tools, assessment tools, and other features designed to enhance access and ease of use. "Learning management system" (LMS) is often used interchangeably. (Source: A National Primer on K-12 Online Learning, NACOL)*

This report explores student, teacher, and parent attitudes toward online learning based on surveys completed by 232,781 K-12 students, 21,272 teachers, and 15,316

parents as part of Speak Up, a national research project facilitated by Project

Tomorrow, as well as interviews with administrators and teachers in six school districts using a range of different online learning models. This report focuses on the use of online learning for sixth through twelfth grade students and for teacher professional development.

Online Learning Survey Highlights

- Online learning is becoming widespread in U.S. education. One in five students in grades 6-12 have taken an online or distance learning course at school or on their own, and 1 in 3 students selected online classes as a component of their ideal school.
- In addition to the students who take an online course, many more students regularly use online technologies for research and to communicate with family and friends about school work.
- Students are making less of a distinction between learning online and offline. Classroom instruction may incorporate online learning activities such as discussion boards, online assignments, videos, podcasts, or online assessments. Twenty-eight percent of middle school students and 18% of high school students answered "not sure" to the question: "have you ever taken an online course or participated in a distance learning class?"
- It cannot be assumed that proficiency with technology, use of online tools for schoolwork and personal use translates into a desire to take an online course. When asked if they had ever taken an online course, 29-30% of students had not and were not interested. This group of students may prefer to learn in face-to-face settings that also use online learning technologies.
- While 47% of students in grades 9-12 pursue online learning to secure courses not offered at school and 43% to work at their own pace, extra help was the top reason for 6-8th grade students (42%), teachers (57%) and parents (58%). Both parents and teachers also value online courses as a way for students with an extended absence to make up their work.
- More teachers (46%) have taken an online course than students, however only 3% have ever taught an online class. On a weekly basis, 17% of teachers use online tools for professional development and 12% seek advice or counseling outside of

the school community.

- Seventy-seven percent of teachers believe that technology makes a difference in learning and 28% would like to see online courses offered as an alternative in their district. Only 3% of Speak Up teachers report they have taught an online class, however 24% are interested in teaching one.
- Compared to 18% of teachers, 30% of 6-8 grade students, 39% of 9-12 grade students, and 42% of parents believe that online classes are a good investment to improve student achievement. More parents selected online classes than laptops and white boards (the top choice for many students and teachers). Interviews suggest that parents value their own online access to the curriculum and the ability to track their child's progress.

Many teachers tell us that their students are often very motivated by using online learning resources. Teachers also appreciate their convenience, currency, and enrichment potential. Problems include managing the large number of hits returned by search engines, and determining if the resources are reputable and age appropriate.

In recognition of this potential and in response to some of these problems, the National Science Foundation (nsf.gov) has launched a large-scale initiative(s)

The purpose of this module is to help student to find high-quality online resources, and learn strategies for incorporating them into your instructional activities using a free software tool called the Instructional Architect.

The analysis of students' satisfaction with their course of study is an important research area within educational evaluation. With the growing concern for accountability in educational outcomes, the need for meaningful and stable measures has grown.

The conventional analysis of satisfaction has been based on the assumption that satisfaction is best seen in terms of student response to course components and the methods used by teaching staff. Much of this analysis has been focussed upon comparing mean trends in these components.

Some work has been done to define fitted models for student satisfaction. Malley

(1998) has extensively reviewed this area and has shown that there is a need to carry out more research into structural models which can help explain the complexities of student satisfaction. The research which is being reported here is the application of an alternative approach to satisfaction which is derived from work based on customer satisfaction with products and services as developed by Fornell and others at the University of Michigan and extended into commercial applications through the work of the CFI Group.

Satisfaction is defined as being a consequence of the expectations and experiences of the subject and/or course. Teacher performance, in this model, is seen as only one of a number of antecedents of satisfaction. In fact, it is seen as contributing only when students perceive that teacher performance has dropped below a critical level or when teacher performance surpasses student expectations. That is, the performance of the teacher will reduce satisfaction when student feel that they are not being given enough information on how to pass the subject but will only increase satisfaction when his/her performance stimulates students well beyond personal, arbitrary standards of "interesting teaching". The complexity of this relationship is shown in the likelihood

that where a teaching performs brilliantly but fails to give students a sense of what is formally needed, then the effect will be overall negative on satisfaction. An important point about this approach is that it is not a simple linear model running from expectations to outcomes. It assumes that, along with most expectancy-value models of behaviour, that the outcome perceptions have an implicit feedback loop back to expectations.

SWOT ANALYSIS OF ORGANIZATION

Strengths	**Weaknesses**
• We have an E-learning infrastructure is in place i.e. strategy, development and Quality Assurance • E-learning is a more flexible way of delivering training especially considering shift patterns of a hospital • We are involved within NHS Strategic Health Authority and national initiatives • Have access to a tried and tested LMS • Have in-house content developers (recently) • Piloted and have an understanding of the National Learning Management System • The staff involved in delivering e-learning have a lot of experience in the field i.e. over 5 years running learndirect.	• Technical Infrastructure issues i.e. IT equipment not fit for purpose • IT literacy of the hospital staff i.e. some not literate. • Not all staff within the Trust engaged/supportive of e-learning • Lack of quality e-learning training material
Opportunities	**Threats**

• Develop the National Learning Management System • Can engage subject matter experts within our department who then can use e learning as a blended solution • Increase volumes of those receiving training • Better reporting for stakeholders e.g. NHS litigation authority (insurers) • Ability to link competencies to training • Create national standards for training and benchmark hospitals • Improvements in patient care • E-learning content development	• Organisational change e.g. departmental restructuring, cost cuttings etc. • Oracle Learning Management (delivery module of LMS) not being implemented • E-learning being seen as not cost effective. • E-learning seen as second best i.e. “ticking the boxes” but delivering knowledge or skills

CHAPTER 2

OBJECTIVE AND METHODOLOGY

SIGNIFICANCE

Traditional Education And Advantages Of Online Learning

There are several problems with the traditional system of education. First of all, you need to pay thousands of dollars per term to attend a prestigious school. With all those budget cuts, busy classrooms, and course shortages, you won't always get the chance to study exactly what you want.

It's no wonder why millions of students from all around the world opt for online degree programs or take at least one college course through an online platform. Online learning has to be the greatest revolution in contemporary education. It made a huge change in the system and opened great opportunities for everyone who wants to learn something.

Nevertheless, online education is still related to stereotypes. People often think that online students are not smart enough for a traditional college or university, they are lazy, and they don't get "real" degrees. These claims discourage many people from taking online courses, so they get stuck in the traditional educational system that consumes a huge deal of money, nerves, and years of their lives.

Allow us to explain why online learning is more awesome than you think. We have 5 advantages of online learning that will make you reconsider your attitude towards this type of education.

Advantages and Disadvantages of Online Learning

Learning is often considered to be a normal part of working and personal life. Both learning for achieving a job as well as for achieving knowledge should not be neglected. Online environment is changing continuously and it represents a great opportunity for learning. It is very important to discover how to learn using all available communication channels and choosing the ones that best suit a person's style of filtering the information.

Online Learning Advantages and Disadvantages

Nowadays, **online learning** turns out to be more and more practiced. Many traditional universities started to share their courses online for free. It represents an easy and comfortable method to achieve knowledge in almost every field, from law and accounting, to human sciences, such as psychology and sociology or history. **Online learning** is a great alternative to traditional universities, especially for people who can't afford the time and money to take real courses.

Advantages of Online Learning

Although many people still consider traditional universities as the best way to achieve knowledge and get a diploma, **online learning** proves to be a great alternative. Students have the chance to study in their own time and especially for free. It represents a great way to study many fields and to boost the level of self-motivation. **Online learning** is so effective because students can finish their homework quickly, and there is more time left for hobbies or for finding a job.

An access to all resources of a traditional course helps participants learn wherever they are, leaving them the freedom to choose the time for study. With basically an Internet connection, a person can attend different courses. Among the **advantages of online learning** there are the responsibility and self-discipline of students.

Disadvantages of Online Learning

Only in a small group a person can develop properly. At school, students learn how to make friends, be patient, get rid of disappointment, and especially to compete.

Competition between colleagues can be very stimulating and students will only benefit from it. **Online learning** cannot offer human interaction.

Another **disadvantage** refers to the fact that online courses cannot cope with thousands of students that try to join discussions. Also, online learning can be difficult, if it is meant for disciplines that involve practice.

In conclusion, online learning should be seen as a complement and extension of classical forms of learning. Not even the best online course can fully replace the personal contact with a teacher, or the human relationships that develop in a group. So, traditional classes shouldn't be replaced with online learning.

MANAGERIAL USEFULNESS OF THE STUDY

Osuala (2009) observed that technology has the capacity to change the role of the teacher. Teachers now act more as resource persons or facilitators, meeting such learners as continued contacts with peers, increased guidance, feedback and opportunities to apply acquired skills. Nwana (2009) is also of the view that e learning provides the relevant platform for teachers to develop capacities for high quality research and teaching which increase their ability to innovate E-learning resources are of great importance to the learners. The introduction of e learning facilities into the education system is aimed at improving educational delivery and preparing students for a role in an information age **(Amedu, 2014).** As a future leader, the student needs a sound educational foundation in order to cope with the ever changing world. In the words of **Kirsh, (2002),** e-learning can improve retention, provide immediate feedback and allows learners to customize learning materials to meet individual needs. In addition to the above, access to online journals is made possible through e-learning. Students and teachers get a better chance of reaching out to books, journals made available on the internet. A broader interaction is gotten from the outside world through interaction on the internet **(Edna, 2013)**

OBJECTIVE

The objective of the study is as follows:

- To study various online learning resources available in the market. • To determine the awareness level of students for the online learning resources.
- To offer various suggestions in this regard

SCOPE OF THE STUDY

Deploying e-learning to developing countries might initially sound paradoxical. After all those are countries that lack the infrastructure found elsewhere, so how could they support the state of the art in learning?

It turns out that the state of the art might be more forgiving to the lack of certain infrastructures, than past methodologies. And, even more importantly for developing nations, much more cost effective.

It's something that we've seen in play these past 20 years. Poor African countries that lacked a wired telecommunication infrastructure, for example, found it easier and cheaper to adopt mobile telephony, to the point that 80% of the population owns a cellphone and even has access to data services.

E-learning is like that, in that it reduces costs traditionally associated with education (such as for classrooms and educational material), to the point that it becomes affordable to a developing nation. A connection to the internet, an LMS deployment and a few cheap PCs are all that is needed to give kids access to a vast array of educational material.

E-learning is also uniquely suited to some other challenges those nations face, such as deficient highway systems which make transporting kids from remote rural areas difficult (let's not forget that some of the earlier uses of e-learning in the 20th century was to educate kids living in remote areas in the vast Australian expanses).
Besides basic education, developing nations can leverage e-learning for skills acquisition, something extremely important for countries that seek to increase competitiveness and employment, making them more attractive to foreign investments but also fostering a business and entrepreneurial culture adapted and catering to local

needs.

In fact the sharp rise of e-learning adoption seen in African countries (which we'll discuss below) can be partly attributed to the increased needs of their corporate sector, and the resulting need for skilled employees.

It's not all roses though.

E-learning strategies used in Western countries cannot be adopted wholesale by developing countries, as the latter lack high speed internet access, cheap bandwidth, trained IT personnel, and, depending on the country or the area, even stable access to electrical power.

The initial cost of an e-learning deployment, too, while much reduced compared to building a traditional school and equipping it with schoolbooks and learning material, can still be quite substantial for a developing country, a poor prefecture or even war stricken zones. In this case, international organizations (such as UNESCO) and NGO efforts, like the One Laptop Per Child initiative, can help tremendously.

Another challenge is in motivating students, which can be problematic in traditionally rural areas that weren't open to education before.

E-learning might be an asset in this regard, as students have been reported to get especially engaged with their computers, to the point of being able to hack them in a short time (without anybody teaching them how to) in order to expand their capabilities.

Sources of Data

Both primary and secondary source of data were used in conducting the research. **Primary Sources**

In getting primary data there are several approaches available to gathering data. In order to collect reliable and valid information, the researcher go to the market place and collect data from different user of student. The method used in collecting the primary data was questionnaire.

Questionnaires

The purpose of using questionnaire was to identify and assess the affect the consumer behavior. A set of questionnaire was prepared with open – ended questions.

Secondary Sources

The study also made use of secondary data in collecting information. The sources of the secondary data include books, internet search, articles, and journals among others. This helped to identify how others have defined and measured key concepts, the data sources that of others used and this helped to discover how this research project is related to other studies.

Sample Size

A sample size of 100 was chosen from the market. This was based on the consumer behavior and to ensure that the sampled was representative enough to draw conclusion through pie chart.

Sampling Techniques

The simple random sampling technique was used to select respondents from the market. This is basically because the population will have an equal chance of being selected. Significantly, the purposive sampling technique, which is a non-probability sampling technique, was used to select respondents. This was because the researcher wanted to deal with only typical cases based on the objectives of the study.

Data Collection Instrument

The researcher used a questionnaire. The researcher prepared the questionnaires to be responded to by the consumers. The questions were designed to make the purpose of the study successful after the results have been ascertained. This instrument gave expected information about the consumer behavior.

Administration of Instruments

Copies of the questionnaire were distributed to consumers at market places. After some time, the researcher went back and collected the answered questionnaires. The researcher explained the questions to the respondents thoroughly after copies of the questionnaire were given to them. The purpose of this was to help the respondents to understand the purpose of the research, and to do away with suspicions, partialities and also to be able to provide their independent opinions on the questionnaire items given them. To have valid and reliable data, the researcher ensured that the questions

were well formulated which allows error minimization.

Data Analysis

The collected data were statistically analyzed, using the pie-chart and tables. Representations like tables and charts were used to ensure easy and quick interpretation of data. Responses were expressed in percentages. Data from the completed questionnaire were checked for consistency. The items were grouped based on the responses given by the respondent.

CHAPTER 3

CONCEPTUAL DISCUSSION

LITERATURE REVIEW

People have different opinions about e learning. Some people think that e-learning is innovative and it reduces the time and distance barriers of education while the other group thinks that e-learning leads to feelings of isolation and frustrations (**Handzic & Ho-hur, 2005).** "E-learning can be defined as using network technologies to create, foster, deliver and facilitate learning, anytime and anywhere" (**Liaw, 2008 cited in Duan et.al., 2010).** Due to globalisation corporations have to deal with more complex and uncertain situations nowadays. To survive and succeed in this environment the organisations have to keep up with the pace and have to be more innovative and efficient (**Handzic & Ho-hur, 2005).**

It is important to keep the employees up-to-date not only in the technology but also with the implications which use the technology and yield for more efficient and effective working (**Newton & Doonga, 2007).** Corporate e-learning can be done in the form of e-training. **Newton (2007) & Doonga (2007)** define Entraining as 'an environment in which training or instruction in a range of skills or techniques can be developed using computer technology'. The purpose of this paper is to identify the benefits & limitations of corporate e-learning to organisations. Corporate E-learning is the future of the business world. Corporate want to save more and more costs by having more corporate e-learning rather than sending their employees to different locations for getting the required training.

Literature review & Secondary Data:

The literature review will discuss the various advantages and limitations of e-learning. The literature reviewed considers both qualitative and quantitative analysis in their research. The purpose of the literature review is to find gaps in the study that has been conducted on e-learning. This includes benefits, limitations and purpose of e-learning.

Following are the benefits of e-learning:

1. Technological changes increase the velocity of work environment:

"Technology has changed the way people live, work, think, and learn" **(Urdan & Weggen 2000).** The work force of today has to be on their toes to get a contract, to achieve targets and all the challenges that come their way. They have to understand a lot of information in a short span of time. The rate at which new products and services are introduced in the market is extra ordinary. "As production cycles and life spans of products continue to shorten, information and training quickly become obsolete" (**Urdan & Weggen 2000).** The training managers have to deliver the services more efficiently and quickly. Training managers feel the urgency to deliver knowledge and skills more rapidly and efficiently whenever and wherever needed. In the age of just in-time production, just-in-time training becomes a critical element to organizational success (**Urdan & Weggen 2000).**

2. Cost Savings:

Strother citing Newton & Doonga (2007) assesses the "effectiveness of e-learning in corporate training programs and gives some very impressive examples of ¬•nancial benets of corporate e-learning. She quotes that IBM's reported saving of $200 million in 1999 through conversion of their training delivery methods to e-learning, Ernst and Young's reduction of training costs by 35% gained by replacing 80% of classroom instruction by using e-training and Rockwell Collins reduction of training expenditure of 40% by converting 25% of their traditional instruction to e-training" (**Newton & Doonga, 2007)** . Corporate e-learning also saves on the travelling of the trainers which can be used as optimum use of their skills.

3. Accessibility & Flexibility of delivery:

Schriver & Giles 1999 prove that one of the benefits of e-learning us the accessibility and flexibility of delivery. It is cheaper to deliver the projects through reduced opportunity costs and reduced time away from work. It also helps to reach the wider constituencies, also to the most remote areas.

4. Globalization of business is resulting in manifold challenges:

Advances in information technology and falling trade barriers facilitate business around the globe. As borders become less meaningful, global competition intensifies. International expansion has led to larger and more complex corporations. Today's businesses have more locations in different time zones and employ larger numbers of

workers with diverse cultural backgrounds and educational levels than ever. Thus, more information has to be delivered in increasingly larger organizations, challenging internal planning, logistics, and distribution. Corporations worldwide are now seeking more innovative and efficient ways to deliver training to their geographically dispersed workforce (**Urdan & Weggen 2000).**

5. Trainees learn at their own pace:

The trainees can take their own time in understanding the concept and don't have to rush. E-learning also helps them to have the training material in their gasp whenever required. Also it can be referred whenever needed (**Elliot & Clayton, 2007).**

Community building and Interactivity (**Handzic & Ho-Hur, 2005):**

E-learning helps in community building and increases a lot of interactivity between the trainer and the trainee between different parts of the world.

The above pie chart shows the education and training market in the US in the year 2000.

A research was conducted in state of online learning in U.S. higher education. The study was aimed at answering some of the fundamental questions about the nature and extent of online education based on responses from more than 2,500 colleges and universities. The below graph indicates the growth of students taking at least one online course.

Wong 2007 believes that for e-learning you need to have a computer or a laptop to have access to e-learning. **Rumble (2000) cited in Wong (2007)** says that e-learning

comes with benefits such as unlimited access 24 hours, 7 days a week, this privilege does not seem to be feasible for some people in rural areas due to the inability to access Internet services. The Internet penetration rate in Malaysia is only 31.8 % **(Phang, 2004 cited in Wong, 2007).** Good internet speeds are the basic requirement and these are only available in few places and not in all. Bose 2003 cited in Wong 2007 mentioned that, while it is feasible to access to high-speed bandwidth within the university campus, it becomes a problem outside the campus, where Internet facilities are less sophisticated.

Personal issues (Wong 2007):

Lack of personal technological skills can be an issue in e-learning. The new people coming and joining e-learning might feel clueless as they don't have a teacher to guide them. Elearners have to be techno savvy.

Hamid (2002) cited in Wong (2007) stated that technical skills could cause frustration to e-learning students due to the unconventional e-learning environment and isolation from others. Dringus (200) cited in Macpherson et al. (2004) agrees Hamid saying that e-learners may be unable to sustain their momentum unless they have right skills and they are self motivated.

Design Limitations:

Poor design of the e-learning courseware is a major issue for learners and e-learning providers **Ivergard & Hunt (2005) cited in Wong (2007).** The design should be easy to understand so that the learner has the motivation to learn. Courseware design should be tailored to the needs of the learners: it should be easy to use and students should have easy access to guidance and information (**Howell, Williams & Lindsay 2003; James-Gordon, Young & Bal, 2003 cited in Wong 2007).**

The following example explains how China adopted E-learning with the help of 5 influential factors **(Duan et al., 2010).** the above figure explain the structural model key models explaining factors of e-learning.

Another example of corporate e-learning is taken up by Japan. The Japan e-learning market reached 1350 billion yen in 2004, an increase of 41.3% from 2003 **(Schnack, 2005).**

This research will also give an idea to the people planning to take up e learning in future. This research should be able to justify the benefits and limitations of e-learning in comparison to the traditional classroom learning.

People from different organisations who use e-learning, a sample will be from organisation which does not use e-learning, a group of students who use learning and the last group who does not. Focus groups can be made and asked about the benefits of e-learning and traditional learning. This debate will give a good knowledge about the thoughts of people about both the concepts. The findings from the focus groups will help us to prepare the questionnaire for the in depth interviews.

Different questionnaires will be used for different groups. As the demographics of each group will be different the questions have to be prepared keeping the purpose of the research in mind. Questions asked to the organisations using e-learning will be mostly based on the benefits, limitations and the improvements to be made in e learning, while on the other side the non user group will be educated first about e learning and then asked whether they will be keen to move to e-learning. The questions will be based on workplace e-learning. Same technique of two different questionnaire used for two groups will be used for the student groups but with different set of questions which will be more based on e-learning school education.

In-depth interviews:

The questionnaire made with the help of the findings of the focus groups will be explanatory. In-depth interviews will give an insight of the thinking of people regarding these concepts. The in depth interviews questions will be connected to each other.

Surveys will be conducted in general to get statistics of the number of people

interested in e-learning or traditional learning. The questionnaire of the survey will be a mix of open ended and close ended questions. The questions in this survey will be more general to get the numbers only, like how many people are interested in e learning and how many in traditional classroom learning.

Conclusion:

As seen through the various journals and sources related to e-learning, it is quite obvious that the story is rather two-fold. There are studies conducted to test the worthiness of e-journal, whether people prefer to use this method, but as indicated earlier, there isn't much research on comparing the traditional classroom method of teaching with the so-called future of teaching - e-learning. Where corporate are required to provide knowledge through interdisciplinary areas of the organization, e learning tends to be a cost-saving method of knowledge dispersion. Though this might be true, there are a lot of people who prefer human interaction, rather the traditional method of learning. Based on this, I decided that future research can be conducted to find out what types of industries, entities or any such establishment, hence an increased number of surveys throughout the workspace spectrum are extremely important to find out the preferences of people in different parts of the globe.

It is quite natural that there is some initial resistance against e-learning within both the workforce and the management. Most people are used to classroom training from their early years of schooling and that has been the preferred way of learning for centuries. E-learning is not assigned the same importance as the traditional one and people are comfortable with their traditional ways. One illustration of this is from the Office of the Clerk of the Superior court in Maricopa County, Arizona who "decided to allow registration for classroom courses over the internet. 30% of the registrants refused to go to the website to register while another 20% printed out the registration form and mailed it" (**Sullivan, 2002).** On the other hand training can be seen as kind of a perk to the employees. "Off site training represents a welcome departure from the daily routine, especially if the training requires travel to a different location." **(Sullivan, 2002)** And many employees prefer to keep this perk.

Part of the blame must however fall on the departments who are launching the e learning initiative. "Companies have generally neglected to promote the benefits of e learning to their employees and played down the fact that a shift to e-learning

represents a large organizational cultural change. It needs to be demonstrated to employees that that e-learning is not about cost-savings, but more about delivering improved training benefits to individual worker." (**van Dam, 2004, p.90).** This is still by no means the only reasons why employees and managers alike don't accept e-learning. In a survey made by the American Society for Training and Development they looked at the different obstacles that a company is facing in the process.

As we can see there is a wide variety of obstacles that e-learning has to overcome before it gains acceptance. And to increase the complexity another layer is the different stakeholders and how they perceive different areas in the subject of e learning. Different stakeholders assign more or less of an importance to certain points in the list. Cost and time committed is more of a concern for the management, quality of the program is more of a concern for the employees while everyone is affected by the corporate culture. "The way we do things here" is naturally a hard obstacle to overcome and the least tangible to tackle.

Based on research from Insync Training (**Fagan, 2006),** a provider of online training, there are 10 category areas where an organization needs to focus their attention to be successful in changing the corporate culture in favor of e-learning. These are: publish requirements and set expectation ahead of time / establish relevance / provide continuous encouragement / assessment / organizational support / management mandate / rewards and recognition / success stories / design for learner success / continuous internal marketing. Later in the work the last point will be dealt with in more detail, but as we can see there are numerous challenges that need to be dealt with and steps to be taken to tackle these. For all-purpose it can be said that "without top management support, any e-learning initiative will not succeed" (van Dam, 2004, p. 96). According to the President of the Allianz Management Institute, the upper management of Allianz is not likely to accept e-learning as a part of their training, instead they rely on traditional class room training (**Neckermann, 2009, personal interview). If** this is the case in an organization then it is not likely that the employees will assign much value to e-learning as they follow the example of the leaders. Resulting from this is that a large part of Allianz organization has yet to properly adopt e-learning. Another part of the challenge is that content should be fun, meaningful and interactive in order for employees to take up and accept e-learning.

Initially there might not be much competence in how to create such content. If the only type of courses that are delivered through e-learning is plain mandatory compliance courses then it is not likely that employees will get excited about e-learning. But if they see a value in voluntary courses then they will.

The variety of different cultures around the globe, the varying degrees of acceptance of technology and technological development also poses a challenge to the introduction of e-learning. Although: “the importance and impact of national culture on the uptake of e-learning may be reduced over time as the globalization and localization of e-learning content becomes more widespread” (van Dam, 2004, p. 94). The older generation in the workforce is getting “phased out” and a higher percentage of the employees will be used to working with online training and more accepting of e-learning.

As we can see, the non personal channels such as a mention in the company newsletter is not very effective, when compared to more personal communication such as personal emails, phone calls and management recommendations. There are some additional lines open to the internal marketers in comparison to what is normally used in consumer marketing. Examples of these are management recommendation, webinars and workshops. These channels lie closer to the target than do normal marketing avenues such as newspaper, magazine or radio ads. That gives the internal marketing a higher potential to make an impact as people tend to put more trust in communication when the sender of the message is closer to them as a person; the closer the better in terms of likelihood of causing a reaction. It is important who is sending the message of e-learning. For example “if the CEO in a worldwide organization with offices and plants everywhere proclaims his positive attitudes towards e-learning, few will pay serious attention to that message. People - managers and their employees - pay attention to whomever they think has the most power over them” (**Dublin, 2006)**

Just as the case is in consumer marketing the message that is sent out through the internal marketing has to be presented in an exciting and appealing way for it to have a higher chance of making an impact. Some companies have in fact been very innovative in their marketing and we'll see some examples of this in section 5. On key

step in the introduction of e-learning is to create an identity for e-learning in the organization. “It is very important for motivation and marketing that the initiative has clear branding and identity, whether it is a logo, image or name, to raise the profile and perceived value of the program.” (**Dineen, 2004, p1)** When we connect our thoughts on internal marketing to those of consumer marketing this is not hard to understand. Just about every product or service has got a brand and consumers in general don't put much value on a generic product, so why shouldn't e-learning initiatives within a company have the same? External e-learning companies such as Kaplan or Skillsoft have understood this, but it is generally not the case when companies market it internally. One illustration of a company who does make use of branding for their e-learning initiative is Verizon, who used the catch name “Net Learn” and “now it it's by far the most recognized name in Verizon” (Tai, 2005, p.200) It should not be too hard for a HR or training department to invent a brand name, so that is an easy step to take to raise awareness for e-learning. Another example come from Four Seasons Hotels and Resorts, their brand is: e-knowledge Suite and the slogan “check in 24x7, check out a Unique Learning Experience” **(Dublin, 2006, p.56)**

As already mentioned several stakeholders have an interest in and influence over the likelihood of success of the e-learning implementation. There interest and concerns are several, but if you look at it in a broad sense I will summarize the concerns of the internal stakeholders as follows:

Upper Management

The upper management is concerned with the strategic fit that e-learning has got with the organization. They need to know that e-learning is aligned with the business needs and organizational priorities. Can e-learning strengthen the corporate identity, communicate corporate vision, best practices and initiatives, improve knowledge and talent management process and like in the case of Allianz improve the change management process? The marketing towards this group should illustrate what e learning can do in terms of enabling a competitive advantage for the company. This can be done through aligning the initiative with other strategic programs, provide business cases and success stories, initiate pilot project etc. Off course they are also concerned about the financial implications, so the internal marketing needs to justify

the time and effort that will be spent on the implementation.

Divisional Management

Divisional management on the other hand is more concerned with the gains that can come out from an investment in e-learning and that employees spend less time away from their ordinary work. Most of the companies that were interviewed pointed out that a strong business case backed by solid numbers and justifiable assumptions goes a long way in convincing the divisional management. But they do also need to understand that e-learning is an effective way for people to learn. According to Vivan Mattson of If Insurance, when they first introduced e-learning it was a hard sell, but as they let the managers experience the programs and saw the effect that sales courses had on their sales people they were eventually won over (2009, personal interview).

Employees

The most important question that internal marketing need to address when communicating with this group is to show the employees "what's in it for me." It could be a message of saving time or ability advance in the career ladder, the fact that e-learning can be accessed 24/7 or any other benefit, but the message need to be learner centric and repeated over and over (Kevin Kruse, founder of e LearningGuru.com). In addition many employees might be unfamiliar with e-learning and need to get acquainted with it and getting to understand how it can be beneficial for them. And "the reality is that formal learning isn't an everyday occurrence, so it's important to consider that it's not just what you do, but also what message you convey and how. That's why ongoing marketing program must keep learners acquainted with the most basic how-to and why part of their training" (**Osberg, 2005).**

The actual marketing itself can be done in a number of ways, through e-mails, telephone calls or even through posters, in exhibit 8 we saw an extensive list. It is important to notice that an organization should not be too laissez-faire about e learning, but should be proactive (**Landiscrina, 2009, personal interview**). One approach is to hold a launch event to generate interest and excitement and an opportunity to demonstrate the system. If the e-learning system is set up well and have good functionality then eventually word of mouth should materialize. A good example of this is Facebook. No one ever came and forced people to use it. When peoples

friends and family started using it they became interested and signed on to see what it was about. Same can be applied in the workplace; once someone discovers the usefulness of e-learning they will tell their colleagues. The timing of the marketing effort should also be considered. Participants are most interested in learning before and after their performance review for example.

CONCEPTUAL DISCUSSION

The Education Sector in India continues to attract entrepreneurs, attracted by the huge opportunity and market size of this sector, and the relentless shift from public to private education.

Market Size:

The potential opportunity of providing Educational Solutions is huge, with reports placing the total sector size at around 1.5 million schools, with over 25% of them being private schools. Add to that the dramatic shift in enrollments away from public schools to private schools (Private schools now secure 40% of enrollments), and the private school sector itself offers a rapidly growing segment.

What is unique about this sector?

At first glance, this K-12 School (a term used Kindergarten through XII grade) sector does appear very attractive. However, the street to success is littered with several failed start-ups. We would recommend that edu-preneurs understand the sector really well before defining product strategy and their Go To Market model.

The sector has its own characteristics that one must consider while developing a strategy. Here are some important points to consider:

Lengthy Sales cycles – The Schools Sector is highly fragmented. There has been no consolidation in the sector, and this is also unlikely in the near future, due to regulations that make it difficult for corporations to enter and for existing leaders to access large sums of capital. As a result, winning market share is a slow process that requires addition of customers school-by-school and city-by city. You should expect and plan for lengthy sales cycles and relatively higher sales costs. An additional complexity is that there are numerous decision makers, and it is difficult to sometimes identify the correct decision maker. As an example, many schools are governed by trusts composed of numerous members, who are difficult to access. Some schools require that new educational products be also approved by the PTA committee, presenting an additional hurdle and delay in the sales cycle. So do ensure that you have thought through your sales costs and planned to hire the right kind of salespeople who can navigate a difficult sales environment.

Product – Market fit – I have seen several startups develop great products but fail to gain traction. I think that's because they have not really thought about whether their target customer can understand, appreciate and assimilate the product. As an example, a very sophisticated smart class set up with networked tablet devices, a teacher console and compelling content may sound like a 'killer product', but are School Leaders able to appreciate the benefits of this product, and do they have trained IT professionals and tech-savvy teachers who can maintain and adopt these solutions? How will parents of that school respond to textbooks giving way to Tablets? Will the academic head of the school put her job on the line and be open to experimenting with such a dramatic transformation? Will the school owner want to make such investments?

Where do the opportunities lie?

Investors have invested in startups that hit such barriers, and are therefore wary. It would therefore be prudent to think about these issues. I will let the reader develop on their imagination and creativity to develop offerings for this segment, but to help out; here are some pain points that schools face:

- **Acquiring students**: New schools have invested large sums of capital in acquiring land and developing infrastructure. While some generate strong customer traction, some are unable to grow their enrolments. We have observed several issues, beginning with poor branding and messaging and in some cases misdirected investments. Perhaps there are opportunities here. We have come across companies that take over school marketing, branding and communication, some that take over the entire school management, and some that focus on just boosting walk-ins. Perhaps there is a brand aggregation play that is possible.
- **Financial Management**: Several school owners struggle with managing their finances and in accessing funds. As a result they are unable to invest in growth. We know of vendors focused on providing financial services to Schools that are generating strong growth.
- **Teacher Lifecycle Management**: Some schools suffer in recruiting, training, retaining and motivating their pool of teachers. Parents are very sensitive to this aspect, and high teacher attrition is inevitably followed by high student attrition. Surely, there are opportunities to exploit here.
- **Curriculum development and Management**: Numerous schools struggle in this area. They are simply unable to develop a well-rounded, forward thinking curriculum framework that underpins the academic development of its students.
- Teachers walk into class without lesson-plans, classes are taught without learning objectives in mind, and there is no thought given to making subjects more interesting, or assessing and supporting the non-academic development needs of students. There are several players in this sector, but the market continues to be fragmented and under-served.
- **Solutions around constrained infrastructure**: Our approach to changing science was driven by the constraints of schools not having science labs capable of handling students of all grades. We therefore took the lab to the classroom, by developing easy to use activity kits. I am sure there are creative approaches to other infrastructure issues.

These are just a few gaps that we observe, but surely there are more opportunities to exploit.

To summarize, we think that the K-12 sector continues to be an attractive sector with strong growth potential and social importance, but it's a sector that requires careful planning,

relentless execution focus and investor-backing in order to succeed.

The Human Resource Development (HRD) Ministry has entered into a partnership with private companies, including Tata Motors Ltd, Tata Consultancy Services Ltd and real-estate firm Hubtown Ltd, to open three Indian Institutes of Information Technology (IIITs), through Public-Private Partnership (PPP), at Nagpur, Ranchi, and Pune.

Prime Minister Mr Narendra Modi launched the Skill India initiative – 'Kaushal Bharat, Kushal Bharat'. Under this initiative, the government has set itself a target of training 400 million citizens by 2022 that would enable them to find jobs. The initiatives launched include various programmes like: Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Policy for Skill Development and Entrepreneurship 2015, Skill Loan scheme, and the National Skill Development Mission.

- PMKVY is the flagship program under the Skill India Initiative and it includes incentivising skill training by providing financial rewards on completion of training to the participants. Over the next year 2.4 million Indians are believed to be benefitted from this scheme.
- National Policy for Skill Development and Entrepreneurship 2015 is India's first integrated program to develop skill and promote entrepreneurship simultaneously. The vision of this programme is to skill the Indian youth rapidly with high standards and at the same time promote entrepreneurship thus creating wealth and gainful employment for the citizens.
- Skill Loan Scheme is designed to disburse loans of Rs 5,000 (US$ 75.3) to Rs 150,000 (US$ 2,260) to 3.4 million Indians planning to develop their skills in the next five years.
- The National Skill Development Mission is developed to expedite the implementation of skilling activities in India by providing a robust institutional framework at the centre and the state.

India and Australia have signed a Memorandum of Understanding (MoU) to boost partnerships between the two countries in the fields of higher education and research, including technical and professional education, schools, vocational education and training. The National Skill Development Corporation of India (NSDC) under a Public Private Partnership promoted by the Ministry of Finance, Government of India signed a

Memorandum of Understanding with Center for Research & Industrial Staff Performance (CRISP), India to explore national and international opportunities for strengthening skills development in India.

Road Ahead

Various government initiatives are being adopted to boost the growth of the distance education market, besides focussing on new education techniques, such as E-learning and M-learning.

Education sector has seen a host of reforms and improved financial outlays in recent years that could possibly transform the country into a knowledge haven. With human resource increasingly gaining significance in the overall development of the country, development of education infrastructure is expected to remain the key focus in the current decade. In this scenario, infrastructure investment in the education sector is likely to see a considerable increase in the current decade.

Moreover, availability of English speaking tech-educated talent, democratic governance and a strong legal and intellectual property protection framework are enablers for world class product development, as per Mr Amit Phadnis, President Engineering and Site Leader for Cisco (India).

The Government of India has taken several steps including opening of IIT's and IIM's in new locations as well as allocating educational grants for research scholars in most government institutions. Furthermore, with online modes of education being used by several educational organisations, the higher education sector in India is set for some major changes and developments in the years to come.

Visvesvaraya Technological University (VTU) is one of the largest technological universities in India with a 16 years of tradition of excellence in engineering and

technical education, research and innovations. It came into existence in 1998 to cater the needs of Indian industries for trained technical .

Established by the Jaypee Group, Jaypee University of Information Technology is a state private university in Waknaghat, Solan, Himachal Pradesh, India. The curriculum focuses on undergraduate, postgraduate and doctoral level studies and research in engineering and applied sciences disciplines.

Lovely Professional University has a mammoth ultra-modern campus sprawling over more than 600 acres of land on the National Highway No.1 at the entry of Jalandhar City. It is the largest single campus university in India, with more than 25,000 students, 3,500 faculty and staff, offering more than 150 programmes.

Amity is a leading education group with over 125,000 students studying across its various campuses in India. Amity has campuses at Noida, Lucknow, Jaipur, Gurgaon, Gwalior, Greater Noida, Mumbai, Raipur and Kolkata. All its campuses are recognised by UGC and listed on the UGC website.

Having been in the business of English training for over 32 years, today Veta stands head and shoulders above any such training academy and has a pan India presence. More than 3.5 million learners have stepped out of Veta with enhanced confidence and the power.

NIIT is a leading global talent development corporation, building a skilled manpower pool for global industry requirements. The company which was set up in 1981, to help the nascent IT industry overcome its human resource challenges, has today grown to be amongst world's leading talent development companies offering learning solutions to individuals,...

Founded in 1994, Educomp is the largest education company in India with presence across the entire education ecosystem. From schools to skills, Educomp group empowers over 30 million learners and educators across 65,000 schools. Educomp owns India’s largest K12 content library with over 20,000 modules of rich 3D multimedia education.

India’s education sector offers a great opportunity with approximately 29 per cent of India’s population being between the age group of 0-14 years. The schooling segment in India is anticipated to be around US$ 144 billion by 2020 from an estimated US$ 95.8 billion in 2015. In 2014, with 29.63 million students and approximately 48,116 colleges and institutions, India’s higher education segment is the largest in the world. It is expected to increase to US$ 37.8 billion by 2020.

India has one of the largest networks of higher education institutions in the world with 666 universities and 39,671 colleges. It is also the third largest in terms of education

enrolment with over 21.5 million enrolments per year. The private education sector which was valued at an estimated US$ 96 billion in 2015 is estimated to reach US$ 133 billion by 2020.

The Government of India has planned to provide enhanced access to higher education by creating two million additional seats for each age group, in the 12th Five-Year Plan. An advisory body, National Knowledge Commission (NKC) has been set up to guide policy and direct reforms, focusing on certain key areas such as education, science and technology, agriculture, industry and e-governance. It has also allowed 100 per cent Foreign Direct Investment (FDI) in the education sector through the automatic route since 2002. In the year 2015 the government is expected to launch a New Education Policy to address the changing dynamics in the education industry of the country as per the requirement of the population.

Our scientific methodology for our education sector allows us to provide you end-to-end solutions:

India, with its huge population, is the most exciting higher education market in the world.

The education and training sector in India is standing at $600 billion and the private education segment alone is expected to cross the $45 billion mark by 2015 from the present $35 billion, according to research by the Investor Relation Society. This sector is named as the major employment driver in India in the Indian Job Outlook Survey 2012. It is expected that employment opportunities will continue to grow in this sector for the next two decades.

Huge potential

The higher education system in India has witnessed remarkable growth in the past few years. India is definitely ahead of other developed countries in the field of education and training. The number of institutes offering higher education is much more in India

when compared to China and the US. A latest report by Ernst & Young states that the number of institutes offering higher education in India is 44,668. Of that, 33,668 offer various degrees and the rest offer diplomas. The total number of institutes in China is 4,192, while in the US, the number is 6,500.

According to the E & Y report, the number of students pursuing higher education is also on the rise.

Based on this observation, several foreign institutions are foraying into India. This is expected to boost the quality of education in the country.

New opportunities

Education and training sector is undergoing a sea change in the recent past with the focus shifted from the public to private sector. Private sector is also actively involved in education and its role will become more poignant in days to come. The private sector's role in the higher education sector has been growing at a rapid pace over the last decade and needs to further expand at an accelerated rate.

The education market is now thriving on the back of the workforce proving itself equal to their counterparts elsewhere in the world in productivity. Given the predominantly young population, the education market is bound to accelerate rapidly.

According to the Investor Relation Society research, skill and vocational training are fast throwing good amount of employment opportunities in the education space in India.

Roadblocks

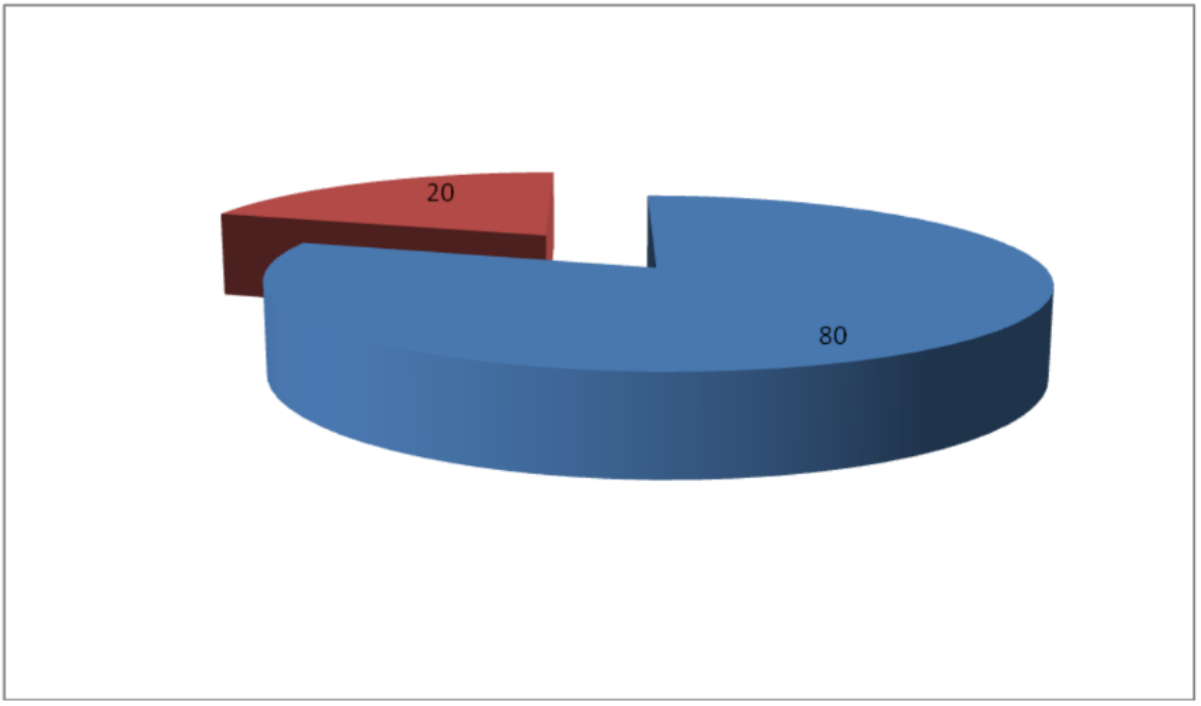
Besides low employability of students, poor performance in international ratings, shortage of trained faculty, poor infrastructure of institutes and limited scope for research are some of the hindrances for the education and training sector in India.

CHAPTER 4
Data Analysis & Interpretations

TABLE I. QUESTIONNAIRE SUMMARY

1. **How often do you use the Internet?**

Particulars	**No. of Respondents**	**Percentage**
Daily	85	25%
Weekly	10	25%
Monthly	5	30%
Total	100	100%

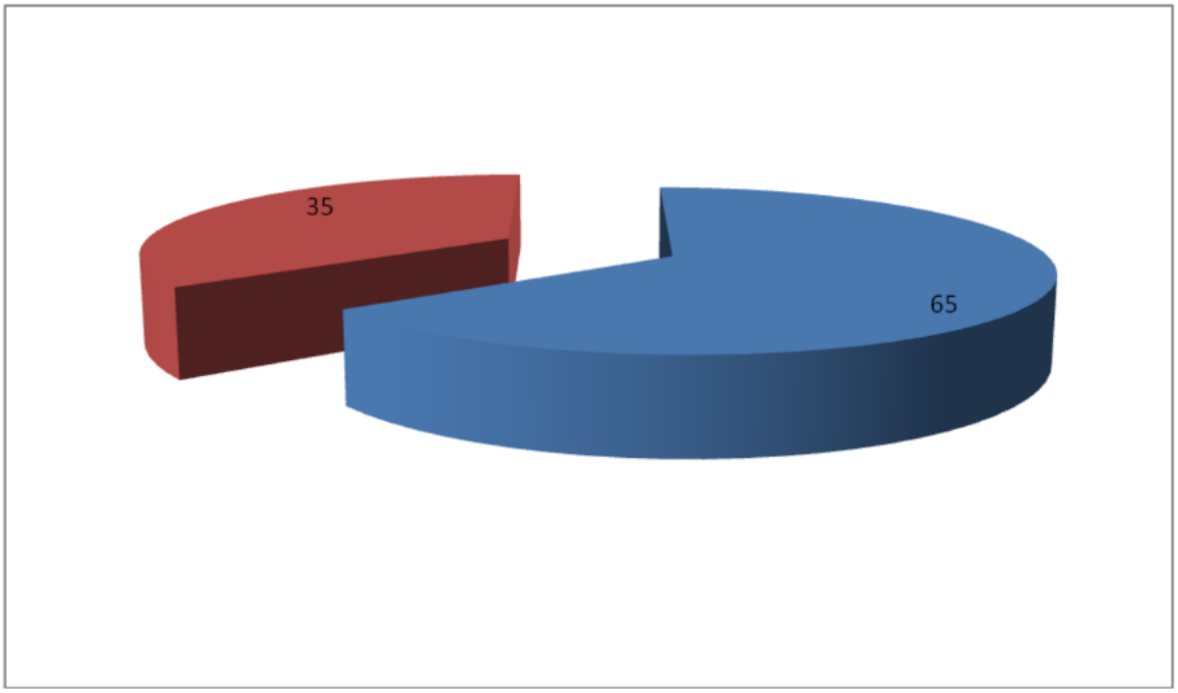


Interpretation:

Most of Our Respondent : Most of our respondent use internet daily.

Did you hear about e-learning before?

Particulars	**No. of Respondents**	**Percentage**
Yes	83	83%
No	17	17%
Total	100	100%

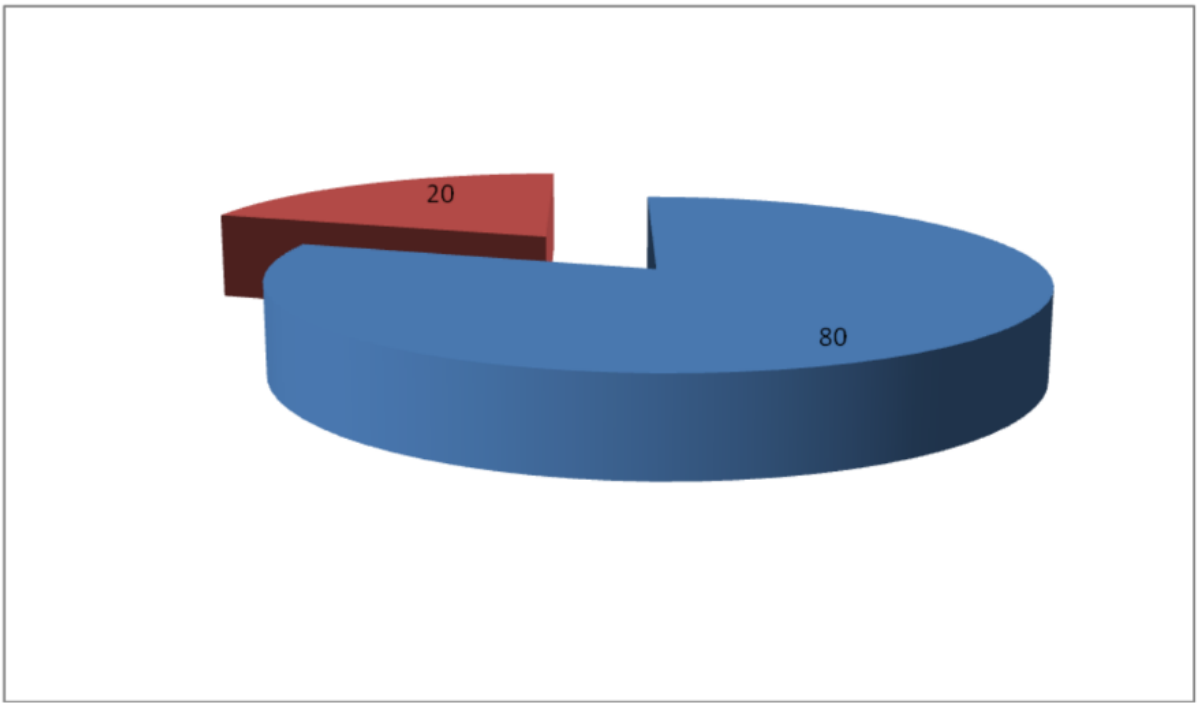


Interpretation:

Most of Our Respondent : Most of our respondents have heard about e-learning before.

3 If you have the opportunity to choose the type of higher education, would you prefer e-learning in future?

Particulars	**No. of Respondents**	**Percentage**
Traditional	40	40%
Oncampus education	45	45%
E-learning	15	15%
Total	100	100%

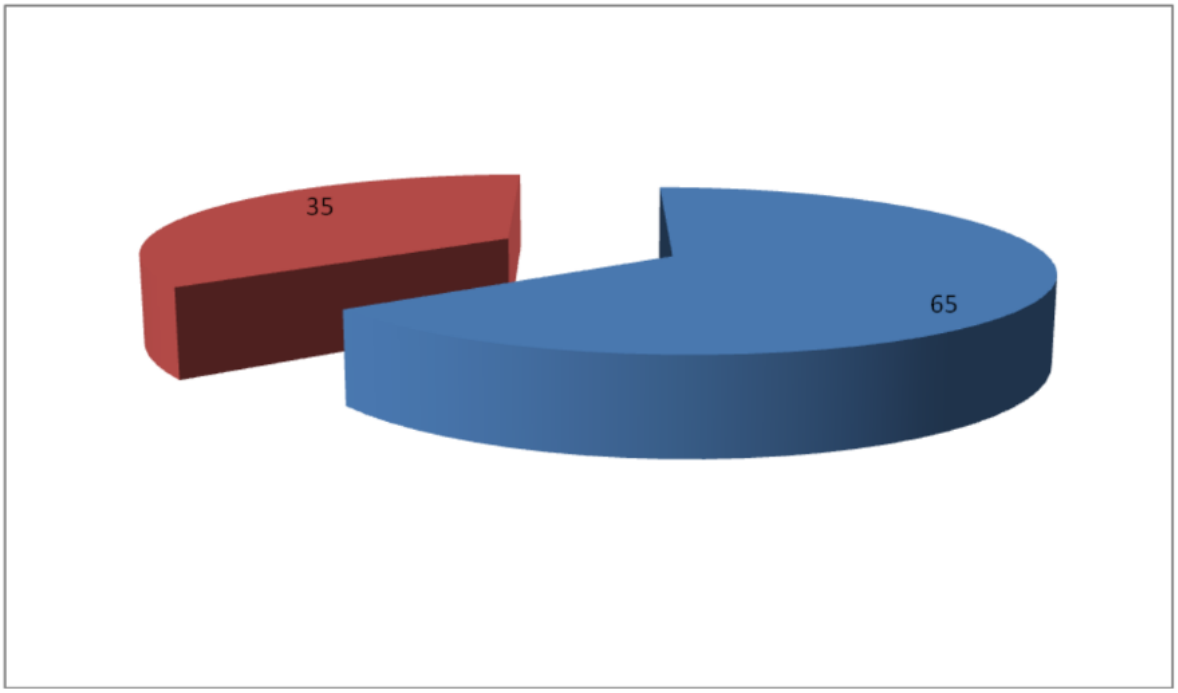


Interpretation:

Most of Our Respondent : Most of our respondent choose Traditional and Oncampus education for higher education in future.

4 Do you think e-learning is an effective way of learning in higher education?(If your answer is NO go to question 6)

Particulars	**No. of Respondents**	**Percentage**
Yes	60	60%
No	40	40%
Total	100	100%

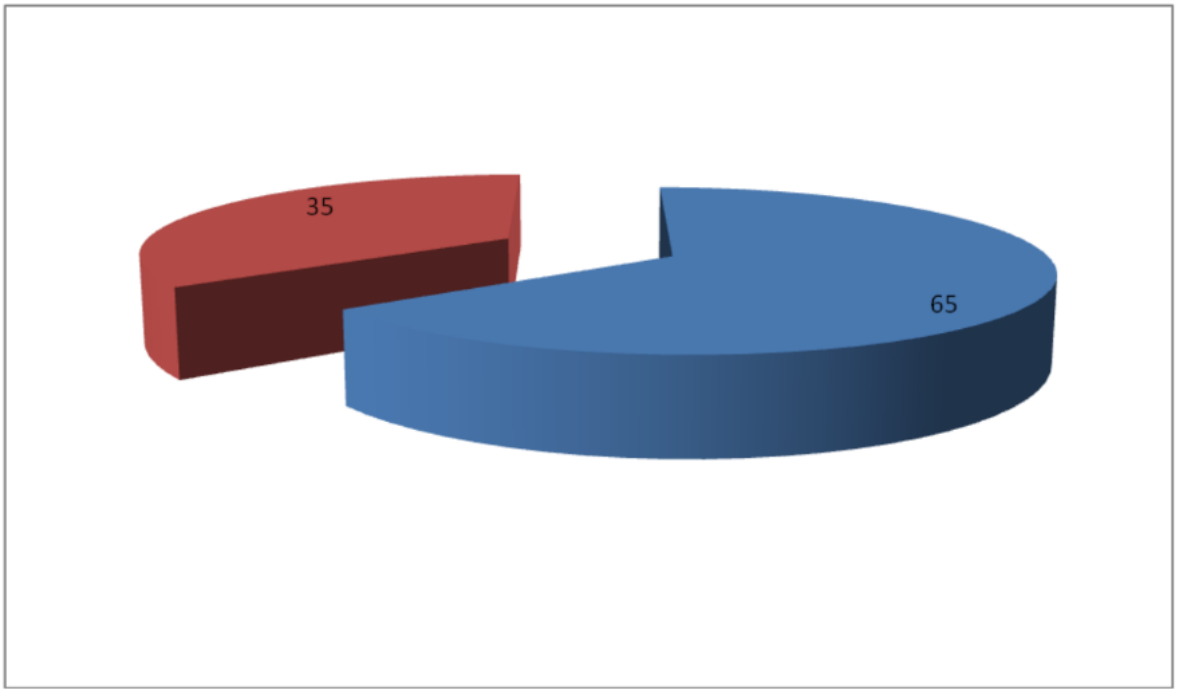


Interpretation:

Most of Our Respondent : Most of our respondent think e-learning is an effective way of learning in higher education.

5 E-learning is an effective mode of education because: (Go to question 6)

Particulars	**No. of Respondents**	**Percentage**
Strongly agree	30	30%
Agree	45	45%
I do not know	10	10%
Disagree	10	10%
Strongly disagree	5	5%
Total	100	100%

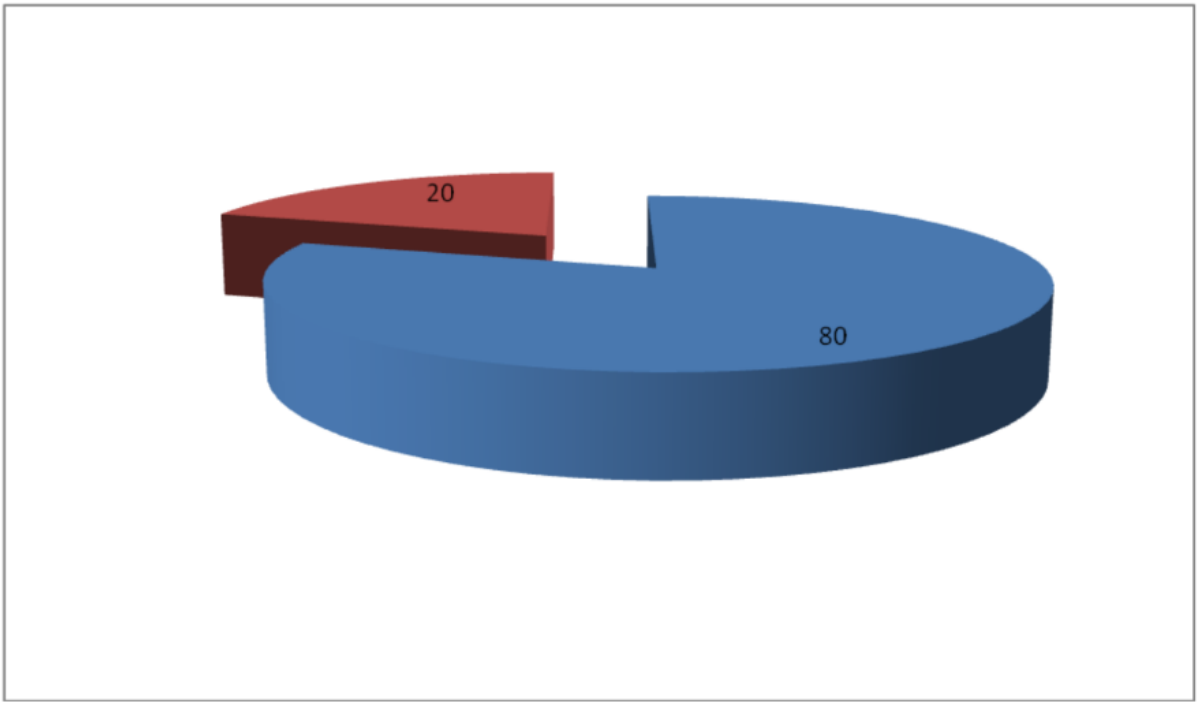


Interpretation:

Most of Our Respondent : Most of our respondent agree with E-learning is an effective mode of education

E-learning is not an effective mode of education because:

Particulars	**No. of Respondents**	**Percentage**
Strongly agree	20	20%
Agree	25	25%
I do not know	15	15%
Disagree	35	35%
Strongly disagree	5	5%
Total	100	100%

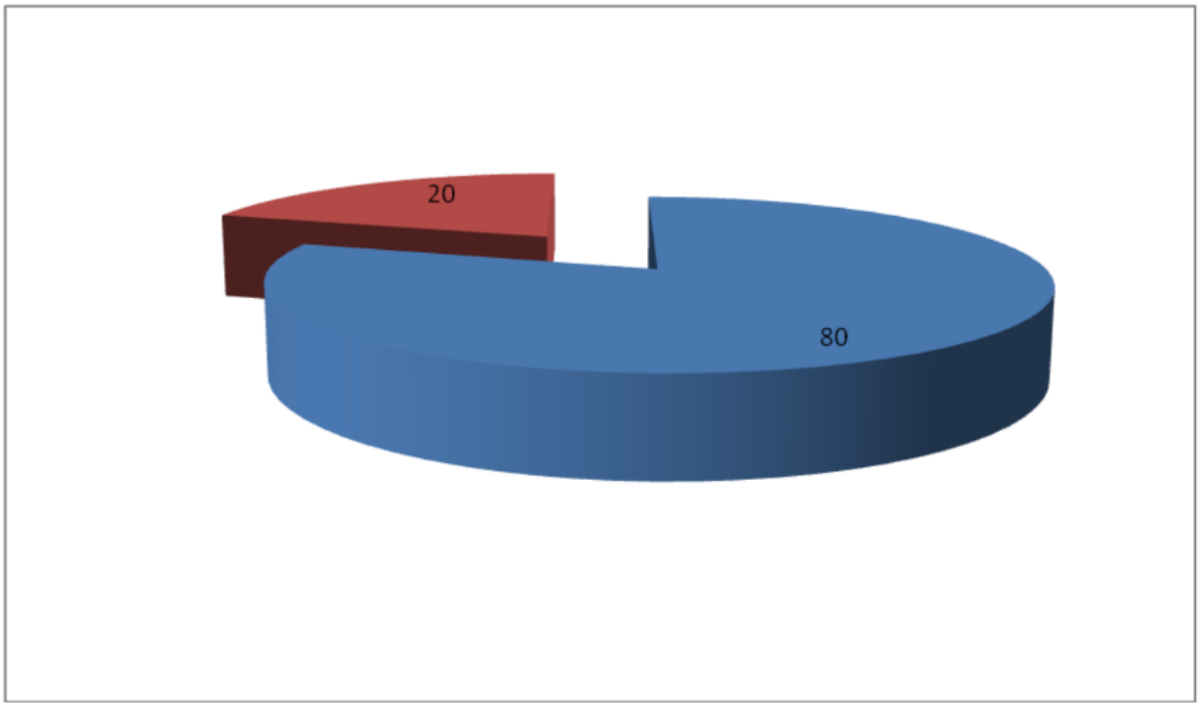


Interpretation:

Most of Our Respondent : Most of our respondent disagree with E-learning is not an effective mode of education because

7 What are your thoughts on e-learning facing issues during its implementation in India?

Particulars	**No. of Respondents**	**Percentage**
Yes	80	80%
No	20	20%
Total	100	100%

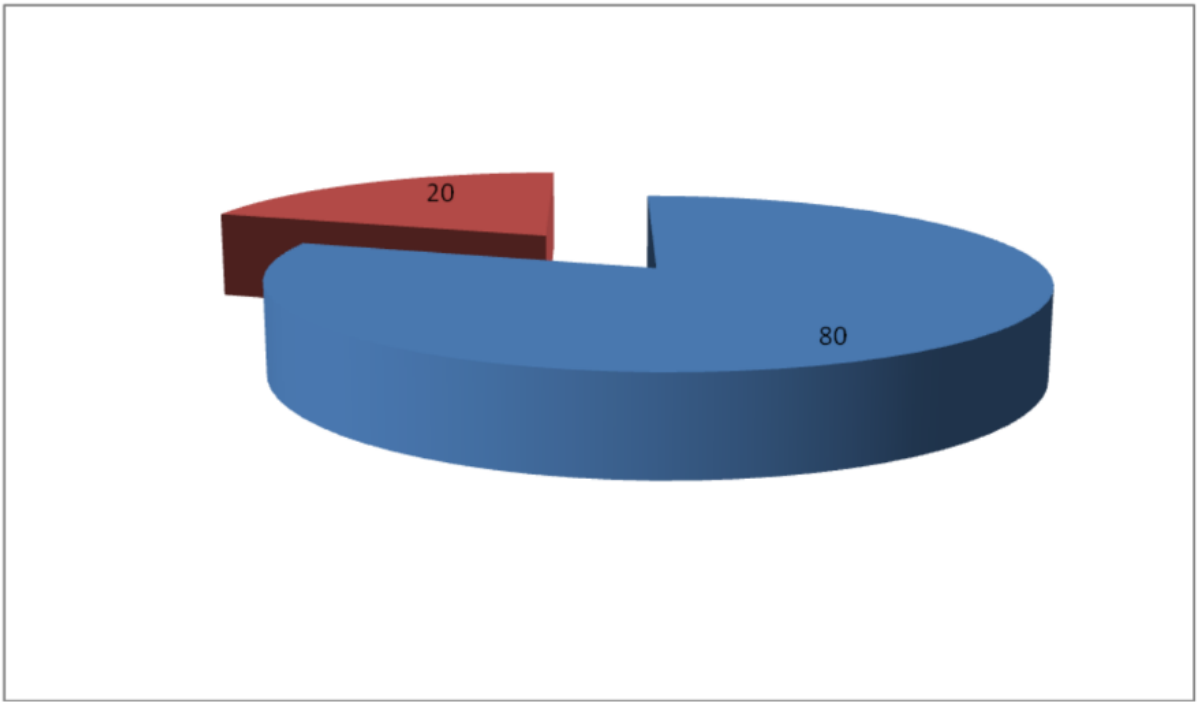


Interpretation:

Most of Our Respondent : Most of our respondents think e-learning will face difficulties during its implementation in India.

8 What do you feel about e-learning overcoming the problems of higher education in India?

Particulars	**No. of Respondents**	**Percentage**
Yes	75	75%
No	15	15%
Total	100	100%

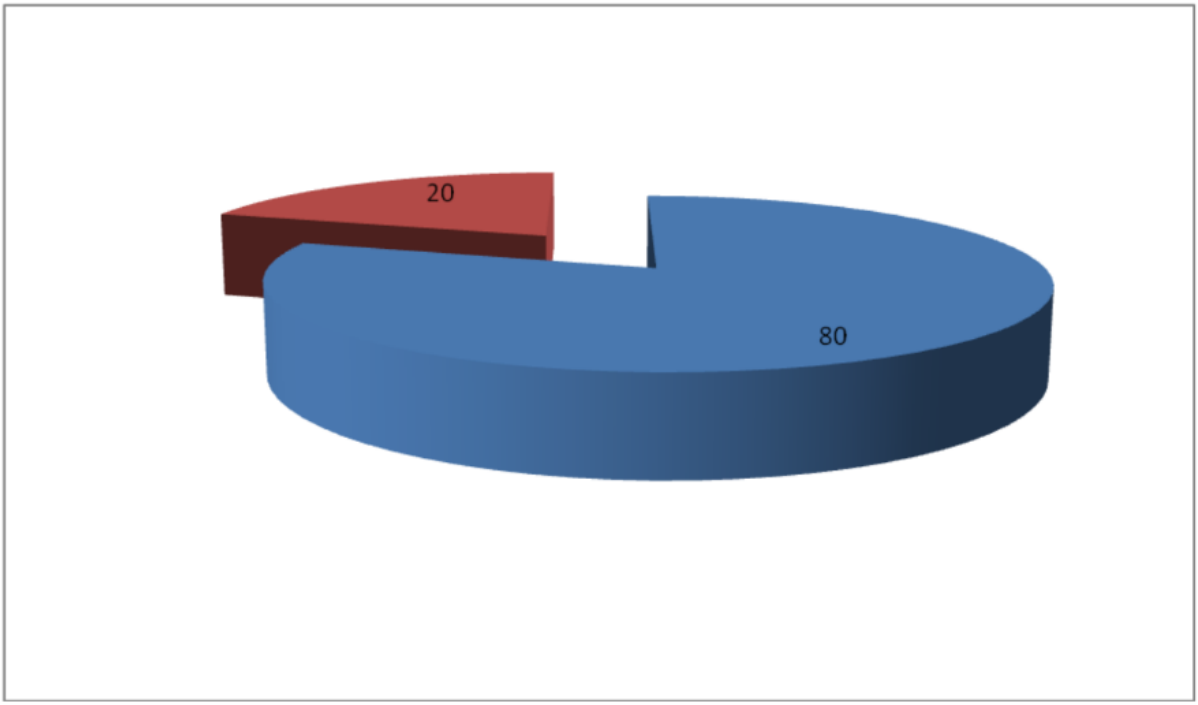


Interpretation:

Most of Our Respondent : The majority of our respondents believe that e-learning will aid in the resolution of India's higher education issues.

9 Do you believe that e-learning can assist India's higher education system improve?

Particulars	**No. of Respondents**	**Percentage**
Yes	65	65%
No	35	35%
Total	100	100%

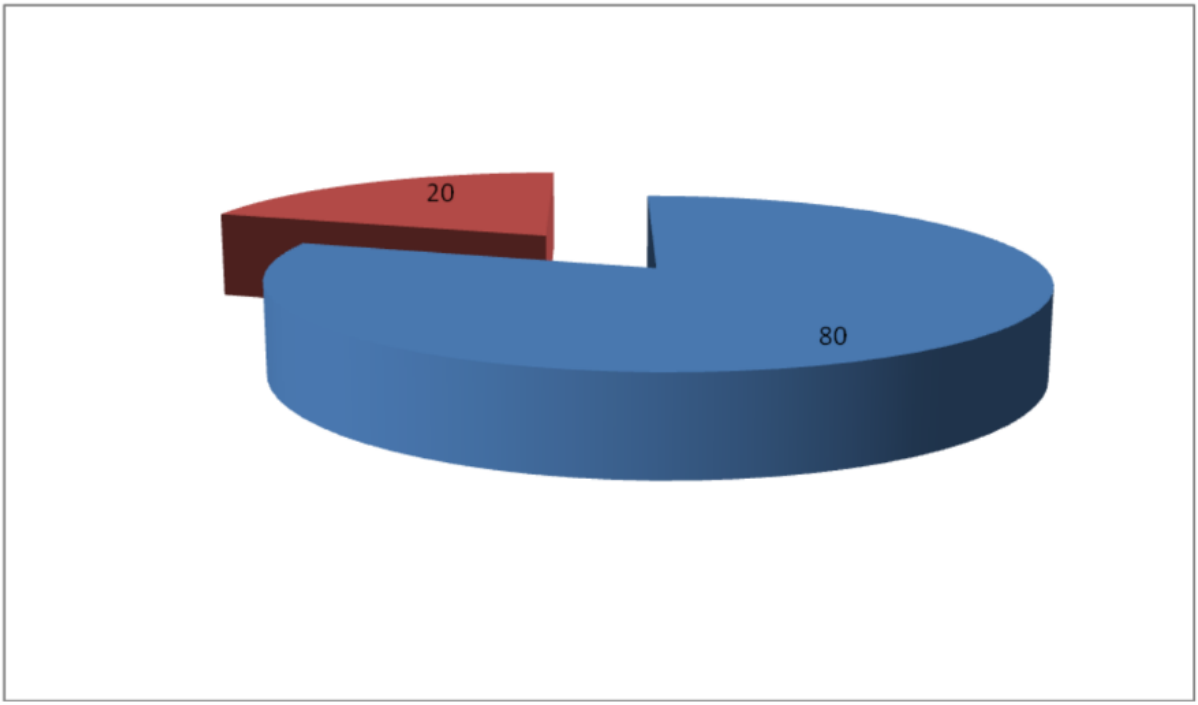


Interpretation:

Most of Our Respondent : The percentage of the respondents believe that e-learning can improve the quality of higher education in India.

10 Do you believe e-learning graduates will develop more skills than students from traditional schooling?

Particulars	**No. of Respondents**	**Percentage**
Yes	5	5%
No	95	95%
Total	100	100%



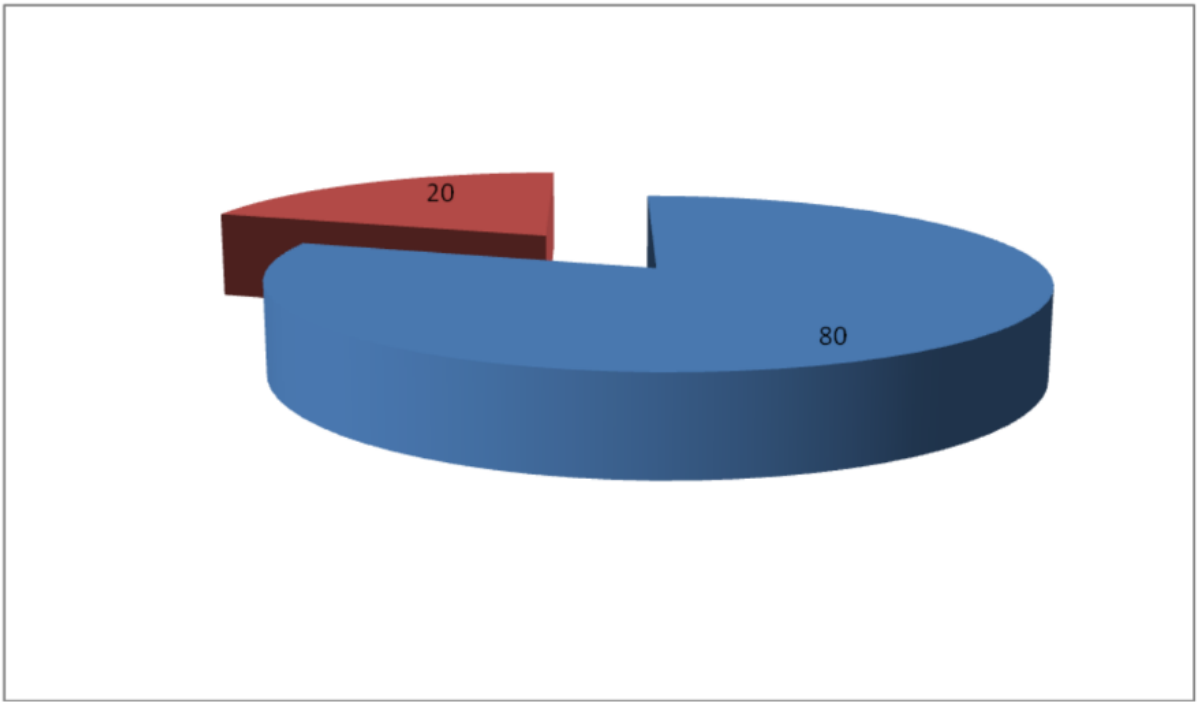
Interpretation:

Most of Our Respondent : Most of our respondent don't think that e-learning graduates will gain more skills than traditional education graduates

11 Do you think e-learning graduates will be acknowledged and accredited as equally as traditional learning students from professional bodies and employers?

Particulars	**No. of Respondents**	**Percentage**
Yes	5	5%
No	95	95%

Total	100	100%

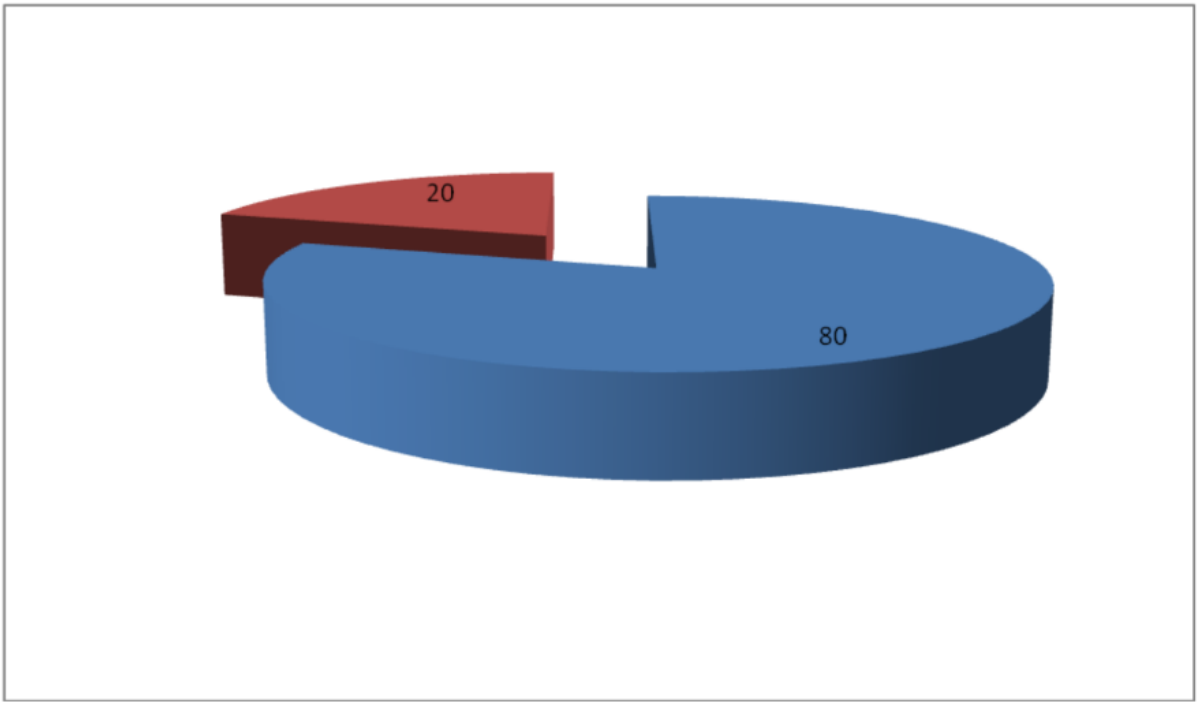


Interpretation:

Most of Our Respondent : Most of our respondent don't think that e-learning graduates will be acknowledged and accredited as equally as traditional learning students from professional bodies and employers

12 Can you comment on how e-learning graduates get equal chances of recruitment as on-campus students?

Particulars	**No. of Respondents**	**Percentage**
Yes	3	3%
No	97	97%
Total	100	100%

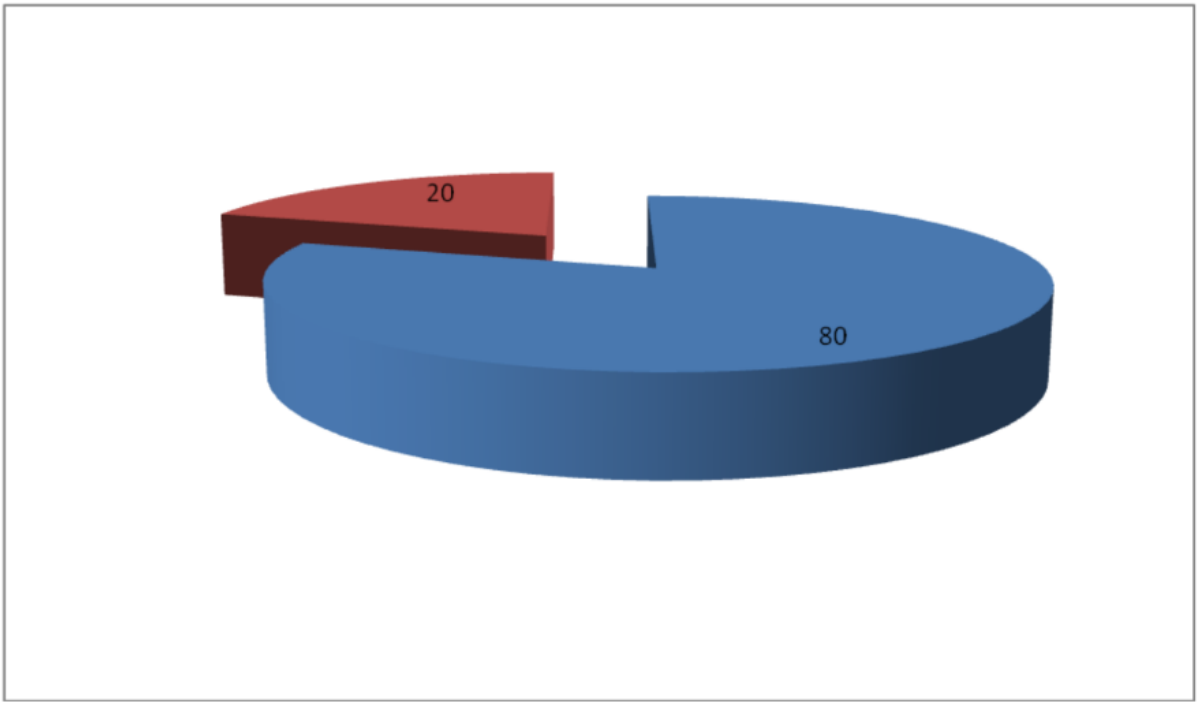


Interpretation:

Most of Our Respondent : Majority of our respondent don't think that e-learning graduates will have equal opportunities of getting jobs as on-campus students

13. Does E-learning have the same esteem in advertising at the time of situation as conventional lesson room learning.

Particulars	**No. of Respondents**	**Percentage**
Strongly agree	2	2%
Agree	5	5%
I do not know	15	15%
Disagree	43	43%
Strongly disagree	35	35%
Total	100	100%

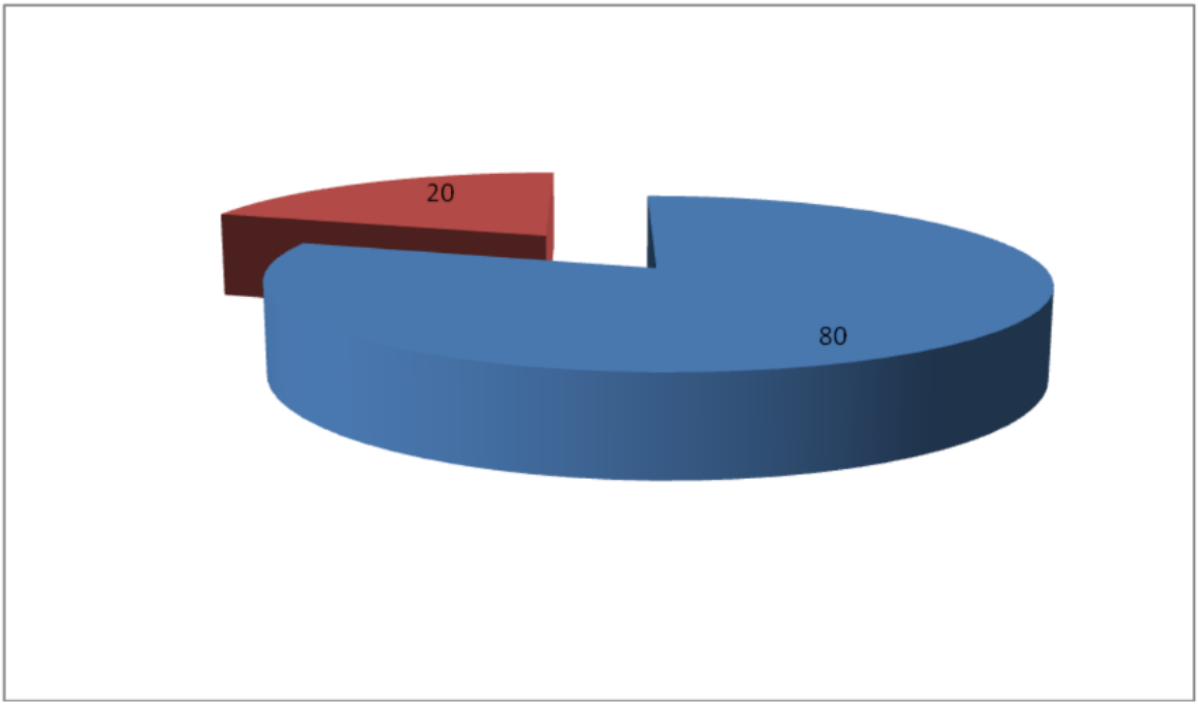


Interpretation:

Most of Our Respondent : Most of our respondents oppose this idea with E-learning having the same esteem in advertise.

14. Is E-Learning a popular mode of learning in major cities?

Particulars	**No. of Respondents**	**Percentage**
Strongly agree	40	40%
Agree	25	25%
I do not know	10	10%
Disagree	15	15%
Strongly disagree	10	10%
Total	100	100%



Interpretation:

Most of Our Respondent : The majority of our respondents Strongly oppose E-Learning, a popular style of learning in India's cities.