



Thakur Educational Trust's (Regd.)
THAKUR COLLEGE OF SCIENCE & COMMERCE tcsc

UGC Recognized * Affiliated to University of Mumbai
(NAAC Accredited with Grade 'A' [CPGA-3.10] * ISO 9001:2008)

TRADITIONAL CLASSROOM OR E-LEARNING FOR GROWING TREND IN EDUCATION OF INDIA

University of Mumbai



A PROJECT SUBMITTED TO

**UNIVERSITY OF MUMBAI FOR PARTIAL COMPLETION OF THE DEGREE OF
BACHELOR IN COMMERCE (ACCOUNTINGS AND FINANCE)**

UNDER THE FACULTY OF COMMERCE

By

CHAUHAN AACHAL MUNNALAL

UNDER THE GUIDENCE OF

MR.AKASH DESHMUKH

THAKUR COLLEGE OF SCIENCE AND COMMERCE

KANDIVALI (EAST)-400101

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DECLARATION

I the undersigned **MISS. CHAUHAN AACHAL MUNNALAL** hereby declare that the work embodied in this project work titled, “**TRADITIONAL CLASSROOM OR E-LEARNING FOR GROWING TREND IN EDUCATION OF INDIA**” forms my own contribution to the research work carried out under the guidance of “**MR.AKASH DESHMUKH**” and has not been previously submitted to any other university for any other Degree/Diploma to this or any other University.

Wherever reference has been made to previous works of others, it has been clearly indicated as such and included in the bibliography.

I, hereby further declare that all information of this document has been obtained and presented in accordance with academics rule and ethical conduct.

CHAUHAN AACHAL MUNNALAL

Certified by:

Name and Signature of Guiding Teacher

MR.AKASH DESHMUKH

DATE:

PLACE:



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CERTIFICATE

This is to certify that **MISS. CHAUHAN AACHAL MUNNALAL** has worked and duly completed her project work for the degree of Bachelor in Commerce (Accounting and Finance) under the faculty of Commerce and her project is entitled, “**TRADITIONAL CLASSROOM OR E-LEARNING FOR GROWING TREND IN EDUCATION OF INDIA**” under my Supervision.

I further certify that the entire work has been done by the learner under my guidance and that no part of it has been submitted previously for any Degree or Diploma of any other University.

It is her own work and facts reported by her personal finding and investigations.

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/ BY CHAUHAN AACHAL MUNNALAL UNDER THE GUIDANCE OF MR.AKASH DESHMUKH

. / DECLARATION I the undersigned Miss. CHAUHAN AACHAL MUNNALAL here by, declare that the work embodied in this project work titled, "TRADITIONAL CLASSROOM OR E-LEARNING FOR GROWING TREND IN EDUCATION OF INDIA." forms my own contribution to the research work carried out under the guidance of "MR.AKASH DESHMUKH" and has not been previously submitted to any other University for any other Degree/Diploma to this or any other University. Wherever reference has been made to previous works of others, it has been clearly indicated as such and included in the bibliography. I, here by further declare that all information of this document has been obtained and presented in accordance with academic rules and ethical conduct.

CHAUHAN AACHAL MUNNALAL Certified By Name and Signature of Guiding

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ABSTRACT-

Traditional classroom is very usefully learning for the students to gain traditional knowledge. Traditional classroom is long established to society traditionally used in school, college. In traditional classroom approach which focuses on individual student needs and self- control. In the traditional classroom teaching methods and material are used in the different ways. In **teaching methods** it as give directed Instruction and lectures. And it also students can learned while listening and observation the particular topic. In the traditional method the **material** which can be used in learning are instruction based on textbooks, lectures and individual written assignment. In also does not have little or no attention to social. **E-learning** presents an wholly and fully complete etc new learning environment for the students, thus to impose need a different skill set to be successful. The process of analyzing information in order to make a logical decision about the extent to which you believe something to be true or false in research, and the act of forming an opinion of the amount, value or quality of something after thinking about it carefully skill are growing in importance as students have growing larger volumes of information from different variety of sources through. Also, particularly in courses that are completely electronic, students are much more confident and free to do things without needing help from other people than in the traditional setting .This requires that they be highly motivated and committed to learning, with less social inter communication with peers. Students in online courses tend to do as well as those in classroom, but there is higher influence of something withdrawal. E-Learning can be viewed as computer to give support in learning and as work of a teacher for students-centered and characterized learning. Early development in e-learning focused on computer to give support learning, where part or all of the learning something that is contained is delivered using numerical digits. More recently the most teachers have excellent pedagogic skills a measurement in space of e-learning has become particular noticeable. E-Learning comprises all forms of electronically supported learning and teaching. The information and communication systems, whether networked learning or not, serve as specific media to implement the learning process the world is aging, but India has youth on side.” Education as you aware about traditional classroom and e-learning is vital to the human resources development and empowerment in the stage of growth of nation. By the end of decade the average of India population will be 29.In any educational system , higher education’s encompassing management, medicine, engineering, etc in the both system it help of traditional classroom and e-learning plays a major role in knowledge, values and developing skills and in the process increases the growth and productivity of the nation .As the result of this “demographic dividend,” by 2040 a quarter of the globes incremental increase in working population is set to occur in India. While the government is committed to providing primary education and certain facilities for higher education, and the higher education I traditional way and e-learning way it has higher cost involved in the establishment of higher education institutes and by online website, we are witnessing the entry of private sector to run education institutions and online websites.

INDEX

CHAPTER NO.	TOPIC	PAGE NO.
1.	Introduction 1.1 Introduction on traditional classroom 1.2 Introduction on E-learning	
2.	Review Of Literature	
3.	Research Methodology 3.1. Objectives of study 3.2. Need of the study 3.3. Hypothesis 3.4 Limitations the study 3.5. Type of study	
4.	Data Analysis and interpretation	
5.	Findings of the study	
6.	Conclusion	
7.	Suggestion	
8.	Bibliography	

INTRODUCTION:

The system of higher education its help the student through traditional way and e-learning way in their study in rural side as well as a urban side. The system of education now existing in India was originally implanted by the British rulers in the md-19th century to serves the economics, political and administrative interest and in particular, to consolidate and maintain their dominance in the country.

Table 1: Results from 2017 Survey

Type of Training (per 1 hour)	Number of Respondents	Total Hours	Average
Traditional	136	5175	38
Live, Instructor-Led (Virtual)	87	2450	28
E-Learning/Level of Interaction			
Level 1: Passive	87	3693	42
Level 2: Limited	88	6266	71
Level 3: Complex	53	6864	130
Level 4: Real-Time	21*	2997	143

**The presented average for Level 4 should be used with caution as it is based on the input of 21 respondents.*

Traditional classroom it has transmit to a next generation those these skill, facts, and standards of moral or social contact with students in education system. It also consider that to have necessary next generations should have material, skill, etc and with proper guides it proved knowledge to the students. Traditional education ,also known as back-to-basics, conventional educational or customary education refers to long established customs that society traditionally used in schools .Some forms of education reform promote the adoption of progressive education practice ,a more holistic approach which focuses on individual students' needs and self-control. In the eyes of reformers, tradition teacher-centered methods focused on role learning and memorization must be abandoned in favor of student-centered and task-based approaches to learning.



DEFINITION:-

The definition of traditional education varies greatly with geography and by historical period.

The chief business of traditional education is to transmit to a next generation those skills, facts, and standards of moral and social conduct that adults consider to be necessary for the next generation's material and social success. As beneficiaries of this scheme, which educational progressivity John Dewey described as being "imposed from above and from outside", the students are expected to docilely and obediently receive and believe these fixed answers.

Historically, the primary educational technique of traditional education was simple oral recitation. In a typical approach, students sat quietly at their places and listened to one student after another recite his or her lesson, until each had been called upon. Students studied and memorized the assignments at home. A test or oral examination might be given at the end of a unit and the process, which was called "assignment--- -study- recitation-test", was repeated. This traditional approach also insisted that all students be taught the same materials at same point, students that did not learn quickly enough failed, rather than being allowed to succeed at their natural speeds. This approach, which had been imported from Europe, dominated history.

Traditional education is associated with much stronger elements of coercion than seems acceptable now in most cultures, it has sometimes included: the use of corporal punishment to maintain classroom discipline or punish errors. Inculcating the dominant religion and language; separating students according to gender, race, and social class, as well as teaching different subjects to girls and boys. In terms of curriculum there was and still is a high level of attention paid to time-honored academic knowledge.

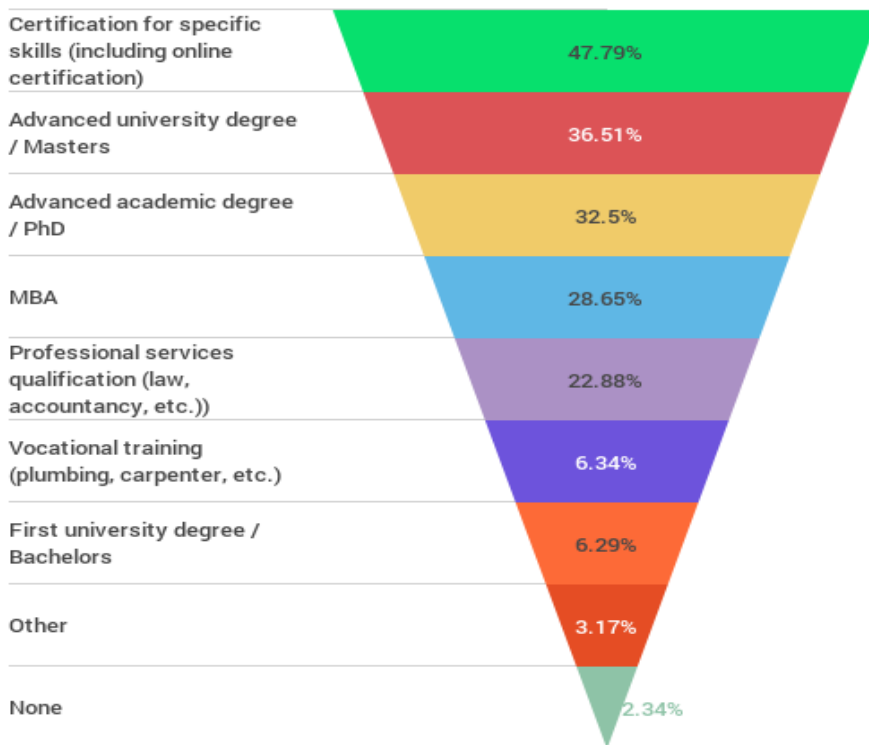
In the present it varies enormously from culture to culture, but still tends to be characterized by a much higher level of coercion than alternative education in India. Traditional schooling in Britain and its possessions and former colonies tends to follow the English Public School style of strictly enforced uniforms and a militaristic style of discipline. This can be contrasted with South African, US and Australian schools, which can have a much higher tolerance for spontaneous student-to-teacher communication.

UNIVERSITIES

India established a dense educational network (very largely for males) with a Western curriculum based on instruction in English. To further advance their careers many ambitious upper-class men with money, including Gandhi, Nehru and Muhammad Ali Jinnah went to England, especially to obtain a legal education at the Inns of Court. By 1890 some 60,000 Indians had matriculated, chiefly in the liberal arts or law. About a third entered public administration, and another third became lawyers. The result was a very well educated professional state bureaucracy. By 1887 of 21,000 mid-level

Once you have started your working career, what kind of additional education would you be willing to pursue?

(Multiple choice)



Note: n=1,923

Figure 2

civil service appointments, 45% were held by Hindus, 7% by Muslims, 19% by Eurasians (one European parent and one Indian), and 29% by Europeans. Of the 1000 top -level positions, almost all were held by Britons, typically with an Oxbridge degree.

The Raj, often working with local philanthropists, opened 186 colleges and universities. Starting with 600 students scattered across 4 universities and 67 colleges in 1882, the system expanded rapidly. More exactly, there never was a "system" under the Raj, as each state acted independently and funded schools for Indians from mostly private sources. By 1901 there were 5 universities and 145 colleges, with 18,000 students (almost all male). The curriculum was Western. By 1922 most schools were under the control of elected provincial authorities, with little role for the national government. In 1922 there were 14 universities and 167 colleges, with 46,000 students. In 1947 21 universities and 496 colleges were in operation. Universities at first did no teaching or research; they only conducted examinations and gave out degrees.

Historically:

The history of education began with teaching of traditional elements such as Indian religions, Indian mathematics, Indian logic at early Hindu and Buddhist centre of learning such as ancient Takshashila (in modern-day Pakistan) and Nalanda (in India) before the common era.

Islamic Education became ingrained with the establishment of the Islamic empires in the Indian subcontinent in the Middle Ages while the coming of the Europeans later brought western education to colonial India.

Modern Universities were established during British rule in the 19th century. A series of measures continuing throughout the early half of the 20th century ultimately laid the foundation of education in the Republic of India, Pakistan and much of South Asia.

Bihar and Bengal Villages

Jha argues that local schools for pre-adolescent children were in a flourishing state in thousands of villages of Bihar and Bengal until the early decades of the nineteenth century. They were village institutions, maintained by village elders with local funds, where their children (from all caste clusters and communities) could, if the father wished, receive useful skills. However, the British policies in respect of education and land control adversely affected both the village structure and the village institutions of secular education. The British legal system and the rise of caste consciousness since the second half of the nineteenth century made it worse. Gradually, village as the base of secular identity and solidarity became too weak to create and maintain its own institution by the end of the nineteenth century and the traditional system decayed.



A file photo of University of Bombay's Fort Campus 1870s.

Kumar argues the British rule during the 19th century did not take adequate measures to help develop Western science and technology in India and instead focused more on arts and humanities. Till 1899 only offered a separate degree in sciences. In 1899 courses were also supported by the late 19th century India had lagged behind in Western science and technology and related education. However, the nobility and aristocracy in India largely continued to encourage the development of sciences and technical education, both traditional and western

While some science related subjects were not allowed in the government curriculum in the 1850s the private institutions could also not follow science courses due to lack of funds required to establish laboratories etc. the fees for scientific education under the British rule were also high. The salary that one would get in the colonial administration was meager and made the prospect of attaining higher education bleak since the native population was not employed for high positions in the colonial setup. Even the natives who did manage to attain higher education faced issues of discrimination in terms of wages and privileges. Kumar goes on to argue that the British detachment towards the study of Western science in India is that England itself was gradually outpaced in science and technology by European rival Germany and a fast-growing United States so the prospects of the British Raj adopting a world class science policy towards its colonies increasingly decreased. However, Deepak Kumar notes the British turn to professional education during the 1860s and the French initiatives at raising awareness on science and technology in French colonies.



Teaching Platform of a Nalanda

Early education in India commenced under the supervision of or *prabhu*. Initially, education was open to all and seen as one of the methods to achieve Mokshas in those days, or enlightenment. As time progressed, due to superiority complexes, the education was imparted on the basis of caste and the related duties that one had to perform as a member of a specific caste. The learned about scriptures and religion while were educated in the various aspects of warfare. The caste learned commerce and other specific vocational courses. The other caste,

were men of working class and they were trained on skills to carry out these jobs. The earliest venues of education in India were often secluded from the main population. Students were expected to follow strict monastic guidelines prescribed by the *guru* and stay away from cities. However, as population increased under centre of urban learning became increasingly common and Cities and the centre became increasingly visible. Education in India is a piece of education traditional form was closely related to religion. Among the schools of belief were the Buddhist schools. Heterodox Buddhist education was more inclusive and aside of the monastic orders the Buddhist education centre were urban institutes of learning such as Taxila and Nalanda where grammar, medicine, philosophy, logic, metaphysics, arts and crafts etc. were also taught. Early secular Buddhist institutions of higher learning like Taxila and Nalanda continued to function well into the common era and were attended by student. On the subject of education for the nobility Joseph Prabhu writes: "Outside the religious framework, kings and princes were educated in the arts and sciences related to government: politics (*danda-niti*), economics (*vartta*), philosophy (*anviksiki*), and historical traditions (*itihasa*). Here the authoritative source often compared for its worldly outlook and political scheming. The mentions female poets called "*brahmavadinis*". By 800 BCE women such as were mentioned as scholars in the religious mother of the historic, was an educated queen while other women in India contributed to writing of the Out of the composers of the 154 were women However, the education and society of the era continued to be dominated by educated male population.

The Advantages of Traditional Classrooms Learning :

Traditional classrooms have been competing with the increasingly popular virtual classrooms ever since information technology started to develop. Online courses are an alternative to regular classrooms for students who want to obtain a degree cheaper and faster. In a year or two, students can earn a diploma without even knowing their teachers or colleagues. Still, many students consider traditional classrooms a more efficient way of learning and improving social skills.

Interactive:

Most students consider the traditional classroom environment beneficial for learning because they can interact with the teacher and their classmates. Especially for people who learn better through cooperative activities and group work, the possibility of asking questions and receiving immediate answers is important. Many students prefer face-to-face interactions to technology-mediated conversations. Some students need constant reassurance that what they do is correct and that they are going in the right direction, so they need feedback to keep them moving.

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Motivating

Before college and university classes, students are used to going to school and learning in a classroom surrounded by classmates. Even if they don't need to do that anymore after high school, to combine a place traditionally meant for acquiring knowledge with the environment of their homes is confusing for them. The learning atmosphere of the traditional classroom helps them to stay focused and keeps them motivated; unlike virtual classrooms, where procrastination can become a common attitude, traditional classrooms preserve a feeling of "now and here" all through the learning process.

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Accessible

Some students don't have access to technological devices, so online classes are out of the question. Some don't know how to use them, and some don't care about them. In a traditional classroom environment, learning begins with the teacher sharing his knowledge with students, proceeds with discussions between the teacher and the students and ends with the new information written in notebooks. For students of specializations that have nothing to do with technology, printed courses and books from the library are, in most cases, enough.

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Organized

Another advantage of traditional classroom learning is that it provides students with a fixed schedule and specific periods dedicated exclusively to learning. Most adults lead busy lives these days, whether they have a demanding job or children in school. It's difficult to find time for personal study between working hours and PTA meetings, and there is always something more important to do. Students in this situation prefer to be "forced" to schedule classes first and then plan other activities around them.

Brick & Mortar Advantages :

Brick and mortar schools provide students a traditional classrooms environment with social opportunities. Students also get regular face-to-face contact with teachers and school staff, making it easier to get help outside of class. For students planning to enroll in a traditional college, a brick and mortar high school experience more closely mirrors that setting. Students also more easily learn about extracurricular sports and academic opportunities attending a physical school.

Virtual Advantages :

For school districts, cost advantages are a common motive of virtual education. Rather than hiring school-specific teachers, a teacher may provide instruction to students taking the same class in multiple districts. Students struggling in a traditional school environment may have better ability to focus in a virtual program. They also have greater access to advanced placement in classroom in many cases. Parents of students who experience bullying or who get easily distracted by classroom noise may turn to a virtual school and college to avoid having their kids drop

The disadvantages of Traditional Classroom Learning :

Brick & Mortar Disadvantages

Bullying, violence and peer pressure are common elements in a brick and mortar school. Even quiet, well-meaning students have a difficult time avoiding these challenges. In fact, quiet or meek students are often targets of bullies. Students worried about social status or distractions often have difficulty learning in the traditional class setting. Brick and mortar schools also struggle at times to provide enough advanced classes, quality instructors, technology and academic resources because of budget problems.

Virtual Disadvantages

- Virtual education is not for all students. An unmotivated student won't become more motivated online.
- In fact, he will struggle with the challenges of pushing himself to complete work without face-to-face accountability from teachers and peers.
- Virtual classroom also require that students have a reasonable level of technology comfort.
- Virtual students also commonly miss out on many of the social experiences and interactions traditional students have.

E-LEARNING CLASSROOM

INTRODUCTION:

E-learning use of electronic media and information and communication technologies in teaching and learning process is referred to as e-learning. It can also be described by many other terms including online learning, virtual learning, distributed learning, network and web based learning. E-learning includes all educational activities carried out by individual or group working online or offline through network computers and electronic devices.

Individual self-paced e-learning online refers to situation where individual learners access learning resources like database or course online through internet.

Individualized self-paced e-learning offline is about a learner using learning resources like computers assisted learning packages.

Group-based e-learning means situation where learner groups work together in real time through internet. As development of technology grows, e-learning help students in their studies in an easy manner, anytime and anywhere.

DEFINITION:

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. While teaching can be based in or out of the classrooms, with the help of computer and the internet forms the major component of E-learning. E-learning can also be termed as a network make it possible for transfer of skill and understand experience of a fact and the delivery of education is made to a large number of awarded something at the same times. It was not accepted with compute sincerity and commitment as it was assumed that this system be without the human elements required in learning. It happening in a short time progress in technology and these development and improvement in learning

system, it is now embraced by the large number of students or object crowded together. The introduction of computer was the basis of this revolution and with the passage of time, as we get devoted to smart-phones, tablets, etc. these devices now have an importance place in the classroom for e-learning. Books are gradually getting replaced by electronic educational materials like optical discs or pen drives. Knowledge can also be shared via the internet, which is able to be reached or entered 24/7, anywhere, anytime. Building interpersonal and face-to-face team skills are traditional classroom advantages. The expansion of the internet has included swift development of online classes and programs. Students at colleges, high schools, and even middle schools have access to a number of online options that either supplement classroom learning or in some cases, provide an entire degree program. Understanding the pros and cons of both learning formats can help you decide which learning environment best suits your educational needs.

E- Learning Advantages

- A major reason students turn to online classes is because of the convenience. You can sit at home or go to a library to do your coursework.
- This eliminates the need for driving, which saves gas and, in some cases, allows you to take classes from distant schools.
- Online learners also get to develop their Internet, technology and virtual team skills by participating in online discussions, tests and other virtual learning activities.
- The ability to do coursework on your own schedule and to manage the pace of your learning experience is also benefits to online students. 24/7 Easy way anywhere, any time. Stronger understanding because it includes multimedia quizzes, training part can replayed if something is missed you can replay it. It saves training cost improve performance of employees. Interaction of trainer can be done online.
- Students may have the option to select learning materials that meets their level knowledge and interest. Develops knowledge of the internet and

develop computer skills that will student and learners throughout their lives and careers.

Online Learning Disadvantages

- A key factor in assessing your potential for effective online learning is your level of self-discipline. Students sometimes misconstrue that online classes are less rigorous or time-consuming.
- Instead, they require more self-discipline, time management and motivation to complete work. Limited interaction and access to instructors and no in-person contact with other students are also common drawbacks.
- While effective online instructors are available via email, phone and web conferencing, you don't have the same interpersonal relationship in most cases.
- The potential for miscommunication and misunderstandings is more prevalent online as well, especially given the lack of context and nonverbal messages in email and discussion forums.
- Unmotivated learners or those with poor study habits may fall behind. Lack of familiar structure and routine may take getting used to students may feel isolated or miss social interaction.
- Instructor may not always be available on demand and slow or unreliable internet connections can be frustrating.
- Managing learning software can involve a learning curve and some courses such as traditional hands-on courses can be difficult to simulate.
- Towards tech-savvy students over non-technical students and teachers lack of knowledge and experience to manage virtual teacher-students interaction.

TEN PRINCIPLES FOR SUCCESSFUL E-LEARNING:

Principle 1:	Match to the curriculum should match and be aligned with appropriate curriculum via clear objectives; content relevance student activity appropriateness and nature of the assessment
Principle 2:	Practice seen regarding different type and range of achievement and physical disabilities which can be specifically by e-learning.
Principle 3:	Learner Engagement learners should be engaged and motivated by pedagogy
Principle 4:	Innovation approaches: The reason of learning technologies rather than non-technological approach leadings to similar end used should be evident e-learning should suit specific purpose.
Principle 5:	Effective learning this can be demonstrated through many ways, using various approaches in the learning platform to permit a student to choose what suits him/her.
Principle 6:	Formative assessment Pedagogy should ensure formative assessment.
Principle 7:	This must be valid and reliable and handle various achievement levels; it should also be free from learner's emotional impact.
Principle 8:	Student activity and assessment should match each other internally objective and content.
Principle 9:	Ease of use in e-learning should ensure ease of use and transparency.
Principle 10:	Technology solutions should be justifiable transparency.

HOW TO MAKE E-LEARNING MORE EFFECTIVE

- Provision of the listed points will improve E-learning effectively.
- Availability of hardware in particularly computers.
- Faster Internet connectivity or improve bandwidth.
- Improve software.
- Appropriate policies favoring e-learning.
- Provision of technical support for e-learning at a range of scales.
- At Lowest price for connectivity.
- Availability of reliable electricity.
- Appropriate content in appropriate languages.
- Awareness rising about the value of e-learning.
- Improved training for teachers in e-learning at all

Benefits of e-learning:

- E-learning is important for education because it can improve the quality of the learning experience, and extend the reach of every lecturer and tutor.
- E-learning can help remove barriers to achievement, by providing new and creative ways of motivating and engaging pupils and learners of all abilities, enabling and inspiring everyone to attain their educational potential.
- E-learning can support learning by offering differentiated learning, particularly for those who need support in literacy, numeracy and ICT.
- E-learning offers a wide range of tools to enable teachers and learners to be innovative, creative and resourceful in all learning activities. Teachers and learners can easily customize digital learning resources to suit pace and level, appropriate to any learning style and ability.

- E-learning creates on-line communities of practice. The Internet can bring learners, teachers, specialist communities, experts, practitioners and interest groups together to share ideas and good practice.
- E-learning can provide an individualized learning experience for all learners, including those who are disadvantaged, disabled, exceptionally gifted, have special curriculum or learning needs or who are remote or away from their usual place of learning.
- E-learning can facilitate wider participation and fairer access to further and higher education by creating the opportunity to start learning and to choose courses and support according to the learners' needs.
- E-learning provides personalized learning support through information, advice, and guidance services. It can help learners find the course they need, with a seamless transition to the next stage of their learning, including online application or enrolment and an electronic portfolio of their learning to take with them.
- E-learning provides virtual learning worlds where learners can take part in active and creative learning with others through simulations, role-play, remote control of real-world tools and devices, online master classes, or collaboration with other education providers.
- E-learning is yet to become the large scale method of training teachers in the educational field. When compared with the traditional methods of training teachers, e-learning
- E-learning is far cheaper than traditional methods of teaching because of no use of paper and pencil and with the reduced expense of teacher training. It can be carried out at any place and at any time.
- It also saves a lot of time and now the various parameters will not be limited to the size of the class and number of students.
- E-learning can be carried out anywhere without strict time boundation it leads to a more flexible environment for students.

- Unlike traditional teaching practices in e-learning the training material is not chosen by teacher or some organization and can help students to obtain their own requirement of knowledge.

GOVERNMENT SUPPORTS IN EDUCATION AND ITS POLICIES:

Before 1976, education was exclusively the responsibility of states; the Central government was only concerned with certain areas like co-ordination and determination of standards in technical and higher education, etc. In 1976, through a Constitutional amendment, education became a joint responsibility. Decisions regarding the organizations and structure of education are largely the concern of the states. However, the Union government has a clear responsibility regarding the quality and character of education. In addition to policy formulation, the Ministry of Human Resource Development, Department of Education shares with the states the responsibility for educational planning.

Expenditure:

national Policy on education, 1986 and the Programme of Action (POA) 1992 envisage that free and compulsory education of satisfactory quality should be provided to all children up to the age of 14 years before the commencement of the 21st Century. As per the commitment of the Government, about six per cent of the Gross Domestic Product (GDP) would be earmarked for education Sector by the year 2000 AD and 50 per cent of the outlay will be spent on Primary Educations. With the commitment of augmenting resources for education, the allocation for education has, over the years, increased significantly. Plan outlay on education increased from Rs. 153crores in the First Five Year Plan to Rs. 19,600crore in the Eighth Five year Plan (1992-97). The expenditure on Education as a percentage of GDP also rose from 0.7 per cent in 1951-52 to 3.6 per cent in 1997-98 (BE).

In the school sector the bulk of the allocation (36,322 crore) will be allotted to Samagra Shiksha Abhiyan, a new scheme that amalgamates several school schemes including the Sarva Shiksha

Abhiyan. The mid-day meal program has been allocated 11,000 core or 500 core more than what 2018-19 budget estimates had pegged.

While teachers training have been a constant hype and debate point among academics, the budget allocates the teachers training and adult education only 125 cores, a significant climb down from ₹871 core allocated in 2018-19 budget estimates.

In the higher education space, the interest subsidy and contribution to education guarantee fund has been cut from 2,150 cores in 2018-19 to 1,900 cores in 2019-20. Similarly, the much hyped PM fellow ship scheme fund has been reduced from 75 crore in 2018-19 to 50 cores this fiscal.

However, the total allocation for research and innovation has been bumped up from 350 core last fiscal to 609 cores in the current fiscal. In fact, finance minister Narmada Sitharaman on Friday proposed to establish a National Research Foundation to fund and promote research, a proposal was first proposed in the draft new education policy already in public domain.

ISSUES IN THE INDIAN EDUCATION SYSTEM

The emerging issues in the Indian education system have been stated as follows:

Teaching Attribute is in a Low State- In most of the educational institutions and training centre's within the country, the quality of teaching is not in a very developed state. The main factors that lead to the deprived teaching methods are, shortage of teachers, the curriculum and the instructional methods are not well developed, the teaching- learning methods are not well organized, lack of modern and innovative techniques and financial problems. Due to these problems, the teaching that takes place in educational institutions is not improved quality and measures need to get implemented to make it useful.

Financial Constraints- There is many students who belong to minority groups marginalized and socio-economically backward sections of the society. They show interest in their education, are diligent and aspire to become professionals such as doctors, lawyers, engineers, business administrators, teachers and so forth. But low income of their families and financial constraints serve to be impediments within the course of the acquisition of education. Students usually migrate to urban areas to get enrolled in higher educational institutions and besides, tuition, they have to pay for their living, food, books, e-resources, and other expenses (Challenges in Indian Higher Education, n. d.).

Traditional Teaching Methods- In educational institutions, traditional methods of teaching are adopted and teachers do not make use of technology or audio-visual aids in teaching, particularly in nursery schools. There is requirement for technology and internet within

education system, particularly in rural areas. The investment made in the technological infrastructure will contribute in facilitating learning amongst the rural masses. The testing and the evaluation systems need to be made more creative by recognizing the significance of technology, adopting innovative teaching-learning methods, and ways to solve the problems in an efficient manner.

Privatization- Privatization of higher education is actually a new but a wanted trend and is indispensable to sustain resourcefulness, adaptableness and superiority. The economic track of liberalization and globalization demands for it. In India, both the public and the private institutions function simultaneously.

Almost 50% of the higher education in India is imparted through private institutions, primarily unassisted comprising of high cost. However, the condition is not considered to be very unassuming. Private providers, in the interest of maximizing profit, have every motivation to minimize the costs by negotiating on the quality of education available in their institutions.

Inadequate facilities and infrastructure- Educational institutions and training centre' in India in some cases, do not have adequate facilities and infrastructure. In the provision of education, it is vital that there should be availability of proper furniture, technology, machines, cooling and heating equipment in accordance to the weather conditions, clean restrooms and so forth. These are regarded to be important in the provision of education, as the physical environmental conditions of the educational institutions should be comfortable.

The facilities and the infrastructure are mainly found to be in an underdeveloped state in schools in rural areas. Due to these, there would be a decline in the enrolment of students, hence, measures are required to be implemented to make provision of facilities and development of infrastructure.

Reward creativity, original thinking, research and innovation- At all the levels of education, it is vital that creativity, logical and rational thinking, research and utilization of innovative techniques and methods should be encouraged. These will contribute in making learning pleasurable. There are students, who do not take interest in learning or attending classes, this result in an increase in the rate of absenteeism. Therefore, in the teaching-learning methods, the teachers and the instructors are required to be imaginative, so that they can make the lesson plans interesting for the students. It is vital for the students to learn the research techniques, as these are imperative in higher education.

Even though India's literacy rate has been growing, are we truly imparting the kind of education modern time demand, and to every Indian? The answer is 'no'. There are a number of issues Indian education system is facing, and one is rural-urban gap. It appears little attention is being paid to the education system in rural India. According to ASER, about 50% students in 5th standard attending rural schools are not capable of reading a text meant for junior classes.

Lack of ample schools: Local transportation is a problem in rural India, and this assumes greater significance when it comes to education. At many places, good schools are outside the villages, and this can deter parents from sending their kids to such schools. Lack of affordable schools: As compared to urban areas, government schools are not as spread out in rural areas, and this can discourage parents to spend on their kids' education.

Poor infrastructure: Most rural schools lack good infrastructure, including well-trained teachers. This leads to poor quality of education being imparted. Various studies have demonstrated a wide gap between rural and urban education. In urban areas, the number of schools per person is higher, as is the quality of education delivery—due to relative lack of infrastructure, including reliable electricity. Also, it has been seen that schools in rural India have numerous non-academic issues to deal with, including staff and infrastructure, and thus are not fully capable of focusing on student development.

Current Issues in Education in India:

The major issues and challenges of education sector and the concerned issues has been dealt under the following sub-heads:-

1. Expenditure on education
 2. Gross enrolment pattern
 3. Capacity Utilization
 4. Infrastructures facilities
 5. PPP model
 6. Student-teachers ratio
 7. Accreditation and brand quality standards
 8. Students studying abroad
- a brief description of the above has been laid down in the forthcoming paragraphs.

1. **Expenditure on education** In terms of expenditure incurred on education, particularly on higher education, during the year 2010–11, the government spent around Rs.15, 440 crore which is about 85 per cent of the revised budget estimates for the year. The recent 66th round of NSSO survey reveals that between 1999 and 2009, spending on education in general jumped by 378 per cent in rural areas and 345 per cent in urban areas of the country. The survey further reveals that spending on children's education underlines sharp increase – 63 per cent for rural and 73 per cent for urban families. However, if we measure the expenses on education as a percentage to GDP, India lags behind some developed/ developing nations.

2. Gross enrolment pattern At present, in India, there are about 1.86 crore students enrolled in various streams of higher education including Business Management. Despite the large number of students studying in various streams, we have not seen any major shift in the productivity as skills and talents are deficient to support economic activities and, hence, there is a serious concern on employability of these educated persons. The gross enrolment ratio (GER) for higher education in India was 12 per cent in 2010. However, the enrolment level varies across states. We also need to recognize that our enrolment level is far below several other countries. For example, according to a Report, GER is 23 per cent for China, 34 per cent for Brazil, 57 per cent for U.K., 77 per cent for both Australia and Russia and 83 per cent for the U.S. In this context, the attempt of Government authorities to increase the number of students by 2020 so as to reach GER of 30 per cent becomes a big challenge. No doubt, the launch of new institutes like JRE School of Management can play a catalyst role in addressing the challenge of increasing GER in India. As a positive step, for the remaining duration of Eleventh Five Year Plan, the Government has taken initiatives to incentivize States for setting up/expansion of existing educational institutions, establishment of 8 universities, expansion of colleges to achieve a target of 1 lakhs students enrolment and schemes for setting up model colleges in regions which are below national average of GER.

3. Capacity Utilization another challenge to be addressed in strengthening the Indian education system is to improve the capacity utilization. For example, a recent study on capacity utilization in India for higher education indicates that the capacity utilization in case of MBA is about 57 per cent in Maharashtra and 72 per cent in Haryana. In case of certain states, there are a lot of unfilled seats in institutions. On the one hand, we need to improve our GER, and on the other, we need to ensure that institutions/ colleges/schools created for providing higher education fully utilize the capacity created.

4. Infrastructure facilities One of the factors why the capacity utilization is low in upcoming/new institutions/colleges (both in private and public sectors) is their inability to provide necessary physical infrastructure to run the institutions. The infrastructure facilities desirable to rank the institutions of better quality include real estate, state of the art class rooms, library, hostels, furniture, sports facilities, transport, commercial buildings, etc. We need to ensure apolitical private sector participation in the establishment of colleges for providing quality physical infrastructure.

5. PPP model The Government is making efforts to improve the education system in terms of various parameters like GER, quality, investments, infrastructure, etc. But we need to recognize the constraints for the Government to make a big turnaround with huge investments in education. I believe that private sector has started playing a distinctive role in improving the

education system in India. In this context, it is useful to explore the possibility of public private partnership (PPP) model in education. This is not only going to reduce the burden of the Government in incurring high cost of providing basic infrastructure facilities but also lead to construction of state of the art buildings, labs, libraries, hostels etc. Besides, the collaborative efforts between universities/colleges and corporates would help in organizing joint research and development, students getting exposure to industrial activities in terms of internships, corporate training during vacations and issuing of certificates by corporates for attending internship/training etc. and, thus, facilitating in image building and branding of institutions and making the students more job-worthy.

6. Student-teacher ratio another challenge for improving the Indian education system is to improve the student teacher ratio. In India, this ratio is very high as compared to certain comparable countries in the world. For example, while in developed countries this ratio stands at 11.4, in case of India, it is as high as 22.0. It is even low in CIS (10.9), Western Asia (15.3), and Latin America (16.6). This brings the necessity to recruit quality teachers and strengthen the teachers required to handle classes. I also feel that like in developed countries where students are given part-time teaching assignments, we can also explore such possibilities in technical/higher education to handle lower level classes. It is also expected to help the students in meeting their education expenses partially.

7. Accreditation and branding – quality standards In order to improve the skills and talent of our large populace, there is a need for raising the quality and standards of our education system. It is well-known that many of our professionals (engineers/doctors/management professionals) remain unemployed despite lot of opportunities being open in the globalised world. One of the major factors is the lack of quality education resulting in qualified but not employable category. We need to introduce/activate the mechanism for rating and ranking universities/colleges. At present, there is no compulsion for institutions/colleges to get accreditation in India. Government has already mooted a proposal to introduce accreditation. We, therefore, require standard rating agencies to give accreditation to universities/colleges/schools. In a recent ranking of Business Schools by Financial Times at global level, in the top fifteen, only two of the Indian premier Business Schools appeared at rank no. 11 and 13 for the year 2011. Most of the top ranking business schools were from the U.S. In this ranking, even China was ahead of India. In the same reporting, in respect of value for money of these two Schools, it is observed that it is not that high when compared with some of the best U.S. Schools. However, a positive development is that these high ranked Indian Schools possess faculties with doctoral qualifications and of global standards who can deliver quality

education to the students. In the world ranking of universities in 2010, out of 200 world renowned universities, only one Indian educational institution appears in the list, while 53 institutions are in the U.S. ranking for 2011, while no Indian university appears in the list, there are 99 U.S. universities included. This essentially shows that we need to develop Centre for excellence of global standards. Given the increasing role of private sector in the recent years in the development of higher education standards, we need more such institutions that meet certain global rating standards to come up in those areas where low GER prevails. I understand that the JRE School of Management has been established in collaboration with the largest private education group in Asia-Pacific and, hence, striving for quality education of global standards would be its principal aim.

8. Students studying abroad As mentioned in the beginning, India has the largest number of higher education institutions. Despite that, we find the number of students interested in pursuing higher studies abroad is on the rise. In the year 2006, according to a Wikipedia report, 1.23 lakh students opted for higher education abroad, of which about 76,000 chose the U.S. as their destination, followed by U.K., Canada and Australia. However, in 2010–11, about 1.03 lakh students got admission to study in the U.S. In regard to Australia also, the number is on the rise. During 2004 to 2009, the number of students joining different courses rose from 30,000 to 97,000. Likewise, in the other sought after destination of U.K. for higher education, students studying abroad doubled between 1999 and 2009. In 2009, about 19,205 students were studying in U.K. Various factors encourage Indian students to seek admission abroad by taking loans from financial institutions including (a) quality of education, (b) increasing prosperity and aspirations and (c) social prestige and also exposure and experiences gained. We have to recognize these short-comings while building our educational institutions for reversal of trend.

Primary data of traditional classroom and e-learning

YEAR	NO OF STUDENTS	TRADITIONAAL EDUCATION	E-LEARNING EDUCATIONAL
1950-68	102	20%	0%
1968-79	350	35%	0%
1979-80	544	40%	0%
1989-90	716	52%	0%
1991-92	972	58%	0%
1992-93	1054	60%	0%
1993-95	1082	68%	0%
1995-97	1088	70%	0%
1997-98	1090	85%	1%
1998-2017	2080	95%	60%

(Percentage)

Sector	First Plan Expd. 1951-56	Second Plan Expd. 1956-61	Third Plan Expd. 1961-66	Plan Holiday Expd. 1966-69	Fourth Plan Expd. 1969-74	Fifth Plan Expd. 1974-79	Sixth Plan Expd. 1980-85	Seventh Plan Expd. 1985-90	1990-92 Expd.	Eighth Plan Outlay 1992-97 (Central Sector)	Ninth Plan Outlay (1997-2002)
Elementary Education	56 (850)	55 (950)	34 (2010)	24 (750)	30 (2390)	35 (3170)	33 (8360)	37 (28490)	37 (17290)	47 (92010)	58 (118428)
Secondary Education	13 (200)	19 (510)	18 (1030)	16 (530)	18 (1400)	17 (1560)	21 (5300)	24 (18320)	22 (10530)	18 (34980)	13 (26035)
Adult Education							9 (2240)	6 (4700)	9 (4160)	9 (18480)	3 (6304)
Higher Education	9 (140)	18 (480)	15 (870)	24 (770)	25 (1950)	22 (2050)	22 (5590)	16 (12010)	12 (5880)	8 (15160)	12 (25000)
Others	9 (140)	10 (300)	12 (730)	11 (370)	14 (1060)	14 (1060)	4 (1080)	3 (1980)	2 (1180)	4 (7510)	2 (4314)
Technical Education	13 (200)	18 (490)	21 (1250)	25 (810)	13 (1060)	12 (1070)	11 (2730)	14 (10830)	17 (8230)	14 (27860)	12 (23735)
Total	100 (1530)	100 (2730)	100 (5890)	100 (3230)	100 (7860)	100 (9120)	100 (25300)	100 (76330)	100 (47270)	100 (196000)	100 (203816)

RESEARCH METHODOLOGY:

OBJECTIVE OF STUDY:

The following objectives are designed to have a distinct direction to the study like what form of study is going to be studied. The objectives will give us a brief idea about the areas that are to be studied what will be achieved from those objectives in this study.

THE objectives of the project are as follows:

- To design an e-learning system with various multimedia features
- To integrate concurrent access features in the system
- To create a database for easy retrieval storage and maintenance of students records as well as sharing of data between users.
- To make the training process easier for the trainer as well.
- To study the Innovation of learning on students.
- To study Advantages /Benefits of traditional classroom in India.
- To understand the problems faced for opting higher education.
- To understand higher education in India through traditional classroom and e-learning.
- To study future prospects of higher education in India by the way of e-learning anywhere, anytime.
- To study the issues and challenges faced in higher education.
- As per the national policy on education (1968), the aim of education is to “promote national progress, a sense of common citizenship and culture and to strengthen national integration.”
- It laid stress on “the need for a radical reconstruction of the educational system to improve its quality at all stages, and give much greater attention to science and technology, the cultivation of moral values and a closer relationship between education and the life of the people.”
- The national policy on education (1986) reinforced these aims to state that education should further the goals of socialism, secularism and democracy enshrined in the constitution of India.

- Education should strive to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observances of small family norms and inculcation of scientific temper.
- Education should foster among students an understanding of the diverse cultural and social characteristics of the people living in different parts of the country.
- Minimum levels of learning for each stage of education should be provided to ensure the quality of education.
- To promote equality, educational opportunity should be provided in terms of access to education as well as the conditions necessary for success.
- Universalizations of primary education, total literacy, adult education and provision of wider opportunities for continuing education are also some of the aims of education.

SAMPLE DESIGN:

The purpose of the study represents the state of Andhra Pradesh on it is one of the primary states of the Indian Union. All schools in MUMBAI will be selected purposely in the 1st stage and got the information through www.google.com. In the 2nd stage a few students and teachers in the Mumbai city shall be selected on random sample of the primary data obtained though administrating a questionnaire to them. The opinion of certain teachers and students of the schools and colleges under various bodies reported.

NEED OF STUDY:

Such rural children are generally considered backward in society. In rural side they more are interested in traditional classroom not in e-learning. Education is while vide only it helps with individual to attrain in naturality. The primary education is a foundation on both high schools to higher education will depend.

Unfortunately the present primary traditional classroom system has failed and its quality remains abysmally low for vast majority of Indian children are dissatisfied. Many primary schools in Uttar Pradesh have failed for effective implementation of universal primary education in traditional classroom. As a researcher, I observed the aware of the problems of the poor children not only in the rural areas but also in urban areas under various bodies.

It is a general phenomenon in almost all in India most of the primary schools did not have pakka buildings lack of basic facilities such as drinking water and toilets books, pen, branches, etc. due to that e-learning is back in rural side. Despite the death of basic community and infrastructure scares of computers purchased kept unused the state Government of India as providing basic faculty for students for better education in e-learning. The present undertaking is modest attempt to study impartially and in depth of primary education in all districts with a view to make them much more efficient of effect. Therefore, now day government of India is providing computer to students for better future and for better knowledge. Now India every students has computer in their house in rural side and in urban side of India

HYPOTHESIS:

Hypothesis is a statement of prediction made by an individual to study the research project which is works done by students. It describes in concrete term of what you expect will happen from your study. It made in a way to satisfy the objectives framed for the project. Framing a hypothesis is an important part of a research as in this step the research problem in designed on which the whole research is based. The hypothesis is formed in such a way design in a manner to find out relationship between variables. The hypothesis will let us know how closely are related.

H0:- there is no awareness among students and people in respect of e-learning education system.

H1:-there is awareness among people and students in respect of traditional education system.

LIMITATIONS OF STUDY:

Technologies have made significant changes in almost all the sphere of life including the education. Now you are not relying only on the traditional methods of learning. You have many new things to explore. You can get your desired certificates at the comfort of your home with the internet connection. Moreover, the e-learning is not restricted to certain categories. It offers wide options and covers all the educational fields. You can use your free time to learn any of your preferred courses.

With the rise of e-learning educational institutions, a debate has started on the differences between traditional learning and e-learning educational procedures. When some find the traditional classrooms learning more effective and helpful, others think e-learning is less time-consuming and flexible.

Do you want to know more about the traditional learning and e-learning? Are you interested in knowing the difference between traditional learning and e-learning? If yes, you can go through the following article. This article will focus on the difference between traditional learning and e-learning and will help you to choose the right for your future education.

Learning Style:

The learning style will be different for the different types of the learning mediums. The e-learning tends to be more independent. It will suit more to the virtual learners. Students need to take active interest to go through the details and to learn new things. It will be like self-directed methods in achieving the educational goals. You will have to plan your study instead of depending on the tutors. But with the traditional training, it will be different. You will have your teachers to guide you and to help you to plan your future studies. Peer's help will be additional. Moreover, peer pressure can motivate you to achieve the difficult goals.

People also believe that e-learning is easier. But in reality, e-learning demands equal effort and determination to get the desired success. In the current conditions, many e-learning courses are available with active learning environment including peer-peer communication and the student and tutor interaction.

Classroom vs. Virtual:

Traditional learning mostly focuses on the classroom education. It is restricted to a certain time limit and to a location. You need to attend the classes, to join the group discussions, and to attend all the group activities designed to promote your education. It will be teacher-driven and your learning activities will be supervised by your teachers.

With e-learning will not have to go through this phase. It will much more flexible. You will have the flexibility to choose any of your convenient time for the learning. The e-learning is more user-friendly. It is designed to offer the maximum flexibility to the users. But that does not mean that the quality of the education will be compromised. You can get the best education in any of your convenient time at the comfort of your home.

Technical Involvements:

If you are interested in the online courses, then you might need to develop some basic knowledge about the technologies. Without any technical knowledge, you might not be able to pursue an online education. You need to understand search engines, software, message, email, web page, webinars, chat rooms, video collaboration tools, and social media to be familiar with online and e-learning. All these things will be important as you will get your education through online.

With the traditional learning, you will also need some technical skills for the documentation and for collecting data from the internet. You will also have to understand the technologies and software to make your learning easy and more effective. In both the traditional and e-learning, the technical skill will be required. But the involvement will be more with e-learning.

Cost:

Cost is the key factor. It also makes the significant difference between traditional learning and e-learning. Traditional learning is more expensive than the e-learning. You will have to pay for everything. It is not about the advanced education only. You will have to pay a huge amount even for the basic education. For the e-learning, you will not have to pay beyond your ability. It is affordable. In fact, you can get the best e-learning education without hurting your budget. These are a few positive and negative sides of the traditional learning and e-learning. Before choosing any of these mediums, first, you will have to understand your requirements and abilities. If you are prepared to spend more and want to join a typical college to have unique experience and disciplined life then you can consider traditional learning. With a restricted budget and the desire of learning in your flexible time, you should go with the e-learning. You just need to choose the right course and a genuine site to grab the better job opportunities.

TYPE OF STUDY:

A research design is the specification of methods and procedures for acquiring the needed information. Design adopted here is descriptive. It basically seeks to extract information about financial inclusion. An integral component of research design is the sampling plan. Especially it addresses three questions: who to survey (sample unit) how many to survey (sample size) and how to select them (sampling procedure). Making the census study of the entire universe will be impossible on the account of limitations of time and money. Hence sampling procedures represent data of the entire population. The sample universe is India. The size of sample is 80 respondents and school 25 respondents. Random sampling was used. Questionnaire was used as a tool for the collection of data, mainly because it gives the chance for timely feedback from respondents. Moreover respondents feel free to disclose all necessary detail while filling up a questionnaire. Also, I have approached to some the banks for giving data about traditional classroom and e-learning growing trend in India. Bar graphs and pie charts were used for interpretation and analyzing the questionnaire.

REVIEW OF LITERATUR:

According to Jeyamani P a study was made in 1991, titled as “traditional classroom and e-learning growing trend in India: whether education systems?” Effectiveness of the simulation model of teaching through Computer Assisted Instruction (CAI) Jeyamani conducted a research on effectiveness of simulation model of teaching through Computer Assisted Instruction from Avinashilingam Institute of Home Science and Higher Education for Women, Coimbatore as a part of M. Phil degree. To find the effectiveness of the simulation model of teaching as compared to the traditional method to utilize the growing use of computer in education. Jeyamani developed a Computer Assisted Instruction (CAI) package in physics for class XI students. The sample for the investigation consisted students of standard XI of the two schools selected. The pre test post test method used. Mean standard, deviation and t-test were used to treat the data finding. The experimental group obtained a higher mean than the control group. The sex wise comparison provides to be insignificant. There was no significant difference in learning level between Tamil medium and English medium students. On the basis of the research findings it was concluded that the experimental group performed significantly better than the control group. Joshi C.L. (1992), the construction and try out of networks for some topics of physics for standard XII Science stream.

According to Sindhi, N.O a study was made in 1996, titled as “traditional classroom and e-learning growing trend in India: whether education systems?”The construction and try out of multimedia package for the teaching to develop multimedia package. To study the effectiveness of multi-media package in terms of achievement in education system and conventional method of instruction. To check the retention of teaching through multimedia package. There is a significant difference between mean of pre test and post test scores of the experimental group. This shows the effectiveness of multimedia package. There is a significant difference between mean post test scores of controlled group and experimental group. This proves that the teaching through multimedia package is more effective in

comparison to conventional method of instruction. There is no significant difference between the mean post test score and mean scores of retention test of experimental group. This shows that if the teaching is done through multimedia package than student can remember it for a longer time.

According to Phoolwala R.N a study was made in 1997, titled as “traditional classroom and e-learning growing trend in India: whether education systems ?”, an inquiry into the utility and effectiveness of Micro-computers is teaching to know the utility of microcomputer for self learning on the unit ‘Carbonic Compounds’ is to check the effectiveness of the used microcomputer for the selected unit. To study the effectiveness of teaching science through microcomputer and traditional method of teaching. The opinion of the students towards teaching students through microcomputer. The difference between the mean scores of pre test and post test of experimental group was significant. So it can be said that students can learn effectively through microcomputers. Students can learn science effectively through microcomputer than through traditional method. The students revealed highly favorable opinion towards science teaching through microcomputers.

According to khirwadker, A. a study was made in 1998, titled as “traditional classroom and e-learning growing trend in India: whether education systems ?”, Development of Computer Software for learning to conducted a research on development of computer software for learning from M.S. University of Baroda. To develop CAI package in subject of students, studying GSTB syllabus. To study the effectiveness of the software package in terms of instructional time and achievement of student. To study the effect of the software package on student achievement in relation to student (a) intelligent level (b) motivations level and (c) attitude towards the package. To study the attitude of the student and teacher regarding the effectiveness of the CAI package with regard to aspects of the software such as content of the software, presentation of the software, examples and illustrations, graphs and figures, evaluation items, Utility of the software and instruction given in the instructional manual that are provided with the software. The three chapters were selected based on difficulty level. In the actual experiment design was pre test, post test design. The data was

quantitative as well as qualitative including teachers and students' opinion about the package. The data analysis was done by ANOVA, ANCOVA and content analysis. The sample for experiment was 30 students in experimental group and 30 students in control group randomly taken. The time duration was one month for both the groups. Investigator had collected data of achievement through pre and post test data about attitude towards package through it structured and unstructured interview schedule. It was found that the software package developed for teaching three units of standard XI Chemistry textbook of GSTB was effective in terms of students' achievement. Also CAI was found to be time effective. The experimental group took 45 hour time in average to complete the three units of Chemistry. Later on the academic achievement of student of experimental group was found to be affected by variables like IQ, academic motivation and attitudes and lastly, majority of experimental group students had positive attitude about various aspects of software package especially regarding presentation of content logical sequencing and language used for understanding the content. The school subject teacher always held the positive attitude.

According to_kadhiravan, S. a study was made in 1999, titled as “traditional classroom and e-learning growing trend in India: whether education systems?” Effectiveness of Computer Assisted Instruction in relation to student's use of Self-regulated Learning Strategies. To find out whether there is any difference among the three instructional strategies viz. Lecture Method (LM), Computer Assisted Instruction (CAI) as individualized strategy and Computer Assisted Instruction with peer interaction (CAIPI) in terms of their effectiveness in improving the performance in physics among the higher secondary student with different level of cognition, viz. knowledge, application and understanding. To develop syllabus based computer software package fir the selected units in physics at higher secondary level. evaluate the developed Computer Software from technical and pedagogical points of view. To find out whether there is any difference among different instructional strategy and Computer Assisted Instruction with peer Interaction in terms of their effectiveness in enhancing the retention as reveled by the learners' performance in the retention test. To construct criterion referenced test (CRT) based on the content areas taught through different instructional strategies in the present study. Develop a tool to

measure the students' use of Self Regulated Learning (SRL) strategies. To find out whether there exists any relationship between the students' performance in physics as measured by the post test and their use of self regulated learning strategies. The sample consisted of 105 students of standard XI (first year higher secondary course) studying in three different schools situated in Coimbatore and Harur at Tamilnadu. Tools used in the study included syllabus based computer software packages, in areas such as wave motion elasticity, a pre-test developed in physics was used to assess the knowledge of students at class X level, five adjective based criterion- referenced tests in selected content areas were developed; and Self Regulated learning Scale (SRS) was developed to measure the students use of self regulated learning strategies. Statistical techniques like Quasi Experimental Design, S.D., ANOVA and t –value were used to analyze the data collected among the instructional strategies, viz. LM, CAI and CAIPI, CAIPI was the most effective instructional strategy in terms of realizing the instructional objectives in physics at higher secondary stage. Among the three instructional strategies, CAIPI is the most effective one in terms of its effectiveness in realizing the instructional objectives in the context of content with low difficulty level. There was a significant difference among different instructional strategies, viz. LM, CAI and CAIPI in enhancing the students' use of SRL strategies. (iv) CAI and CAIPI had some influence on students' use of SRL strategies while lecture method had not. There was significant difference among the instructional strategies viz. LM, CAI and CAIPI in terms of their effectiveness in enhancing the retention of what was already learnt in physics. There was a differential effect on the cognitive development of the students in physics due to their use of self-regulated learning strategies. The study cites 193 references.

According to Meera.S a study was made in 2000, titled as “traditional classroom and e-learning growing trend in India: whether education systems?” Relative Effectiveness among Different Modes of Computer-based

Instruction in Relation to Students' Personality Traits to find out whether there is any significant difference between the Conventional Lecture Method and the Computer Assisted Instruction (CAI) as an individualized Instructional strategy in terms of their effectiveness in realizing the instructional objectives in to find out significant difference among the different modes of Computer-based Instruction

viz. Tutorial, Drill & Practice and Simulation in realizing the instructional objectiveness in to find out whether there is any significant difference among the different modes of Computer-based Instruction (CBI), viz. Tutorial, Drill and Practice and Simulation in terms of their effectiveness in enhancing the retention of cognition as revealed by the learners' performance in to develop syllabus based CAI package to assess the personality of the subjects of the control and experimental groups using Cattell's 16 P.F Inventory with a view to study whether it has any influence on the media effectiveness in realizing the instructional objectives. Quasi-experimental method as well as qualitative and quantitative approach was adopted for the study. The sample was taken four groups of each having 35 students selected through probability sampling method. Cluster sampling technique was adopted in the study. The tools were used in the study such as Cattell's 16 P.F inventory for students, CRT developed by Raymond B and Achievement test. Different modes of Computer based Instruction, viz. Drill, Practice and Simulation were more effective than conventional lecture method in realizing the instructional the conventional lecture method and the different modes of the Computer-based Instruction, viz. Tutorial, Drill and Practice and Simulation were not influenced by the learner's personality. There was significant difference among the different modes of CBI (Computer-based Instruction), viz. Tutorial, Drill and Practice and Simulation in terms of their effectiveness in enhancing the retention of cognition as revealed by the learner's performance in the retention test. There was significant difference among the different modes of Computer-based Instruction in enhancing retention of what have already learnt. Seventy five references were included in the study.

According to Dalwadi.N a study was made in 2001, titled as "traditional classroom and e-learning growing trend in India: whether education systems ?" Development of Computer Assisted Instruction in Science for the student of standard IX Dalwadi conducted a research on development and try out of Computer Assisted Instruction in Science from the M.S. University of Baroda as a part of the M.Ed. degree. The research is of an experimental type. The researcher conducted this study on the unit of 'Light'. As a tool the researcher prepared a Computer Assisted Instruction for collecting the data. The Developing CAI in Science for standard IX to study the effectiveness of the CAI in the terms of

achievement of students. Opinions of the Science teacher and students regarding the effectiveness of the Developed CAI. CAI was found to be effective individualized instructional technique for teaching science to standard IX students. It helped the student to learn the topic of 'Light' and clarified the concepts. Students were found to have a positive opinion towards the developed CAI. Students opinion towards the CAI was found to be favorable as far as the statement related to the interest, mode of presentation, content clarity and the question asked in the CAI. A Science teacher was found to have a positive opinion towards developed CAI. Also, the data analyzed revealed that teacher has given favorable statements regarding content, language clarity, mode of presentation, clarity in graphics and evaluation procedure in developed CAI.

According to Patel, R. a study was made in 2001 , titled as “traditional classroom and e-learning growing trend in India: whether education systems ?”A study of learning through Computer Assisted Learning Material in relation to selected production variables and contiguity Rupesh conducted a research on a study of learning through Computer Assisted Learning Material in relation to selected production variable and contiguity from M.S. University of Baroda, as a part of the M.Ed. degree. To analyze CALM in relation to production variables and contiguity and to study the effectiveness of CALM in terms of mean achievement of students. To study the learning through various message items in relation to production variable and contiguity. The research is an experimental type. In order to study the effectiveness of the developed CALM pre test post test single group design was used. A single group of thirty students was selected purposely as a sample for the present study. There has been found significant gain through interaction with the Computer Assisted Learning Material on Solar system and Magnet –Standard VIII through the computed correlated t values. The status of the CALM in terms of production variable and contiguity vis-à-vis achievement has been found quite higher, except on a few teaching points where there was need to improve upon graphics, mode of presentation, spatial contiguity of text and animation and temporal contiguity of animation and narration.

According to Joy, B.H.H and Manickam, L.S.S a study was made in 2002, titled as “traditional classroom and e-learning growing trend in India:

whether education systems?” Computer Assisted Instruction: Attitude of Teachers and correlates and to assess the knowledge in computer, attitude to computer Assisted Instruction and teacher competency of Science teacher and to assess the effect of training on these variables. The sample consisted of 50 high school science teachers of the Thiruvananthapuram revenue district, Kerala randomly selected with the help of purposive sampling. Of these, only 35 teachers formed the experimental group. While the control group consisted of 26 primary school teachers who were undergoing B.Ed. Course selected randomly with the help of purposive sampling.

According to Helen Joy, Samasanandaraj and manickaam a study was made in 1996, titled as “traditional classroom and e-learning growing trend in India: whether education systems?” Tool constructed on knowledge and attitude. Computer Assisted instruction Questionnaire was used. There was no significant difference on the teacher competency in the pre and post scores or between the experimental and control group. But teacher competency was positively related to post knowledge in CAI of the experimental group. There was a significant difference between the groups in their attitude towards computer education. As a result of training in Computer Assisted Instruction (CAI), the attitude of the experimental group became more favorable towards computer education. There was correlation between age and attitude towards use of computer. There was significant difference in the pre and post scores of the experimental group on knowledge in CAI and attitude towards use of computer.

According to Vasanthi, A. and Hema, S a study was made in 2003, titled as “traditional classroom and e-learning growing trend in India: whether education systems?” teaching Chemistry for 1 year B.E. students through Computer Assisted Instruction the effectiveness of teaching chemistry through Computer Assisted Instruction over the traditional teaching Method. To study the effectiveness of the Computer Assisted Instruction over the traditional teaching Method in pre test scores and post test scores. The sample consisted of 60 students selected from 220 students of Sivnath Aditnagar College of Engineering, Tiruchendur, in Thoothukundi District on the basis of marks. Those students were divided into two equal groups of 30 each on the basis of marks obtained in the class

test. One group was taken as the control group and the other group was taken as the experimental group. A pre test and post test parallel group experimental design was used. The experimental group was given the CAI software. Statistical technique like Mean, S.D and t-test computed to analyze the data collected. There is significant difference between the mean gain score of the control group taught through TTM and the experimental group administrated by the CAI in all units put together. There is no significant difference between the mean scores of pre test of control group taught through TTM and experimental group administrated by CAI in all units together (Electrochemical and bonding). There is no significant difference between the mean scores of post test of control group taught through TTM and experimental group administrated by CAI in all units put together. The study cites 15 references.

According to Singh, B. a study was made in 2005, titled as “traditional classroom and e-learning growing trend in India: whether education systems ?” Effectiveness of Computer Assisted Instruction for teaching Biology .The study compared the effectiveness of Computer Assisted Instruction (CAI) as compared to lecture method on the topics ‘Tissues and cell’ Experimental method was used for conducting this study. Pre test, post test, experimental group and control group design was used for the study. The sample selected 28 students (14 in control group and 14 in experimental group) of class IX by random sampling from the student studying in Ramanujan Public School. An achievement test was constructed to measure students’ learning about cell and tissues. It consisted of 60 items designed to measure knowledge, understanding and application. Students were taught cell and tissues by lecture method. Through CAI, CD-Rom for science standard class IX was used for teaching. Mean, S.D. and t-ratio were calculated to analyze the data. Both the methods were effective in enhancing the learning about cell and tissues. While lecture method was more effective than CAI for the teaching cell, CAI was more effective then lecture method for teaching tissues.

According to Dange, j.k. and Wahb, S.A a study was made in 2006, titled as “traditional classroom and e-learning growing trend in India: whether education systems ?” Effectiveness of Computer Assisted Instruction on the Academic achievement of Class IX Student’s Physical Science and to find out

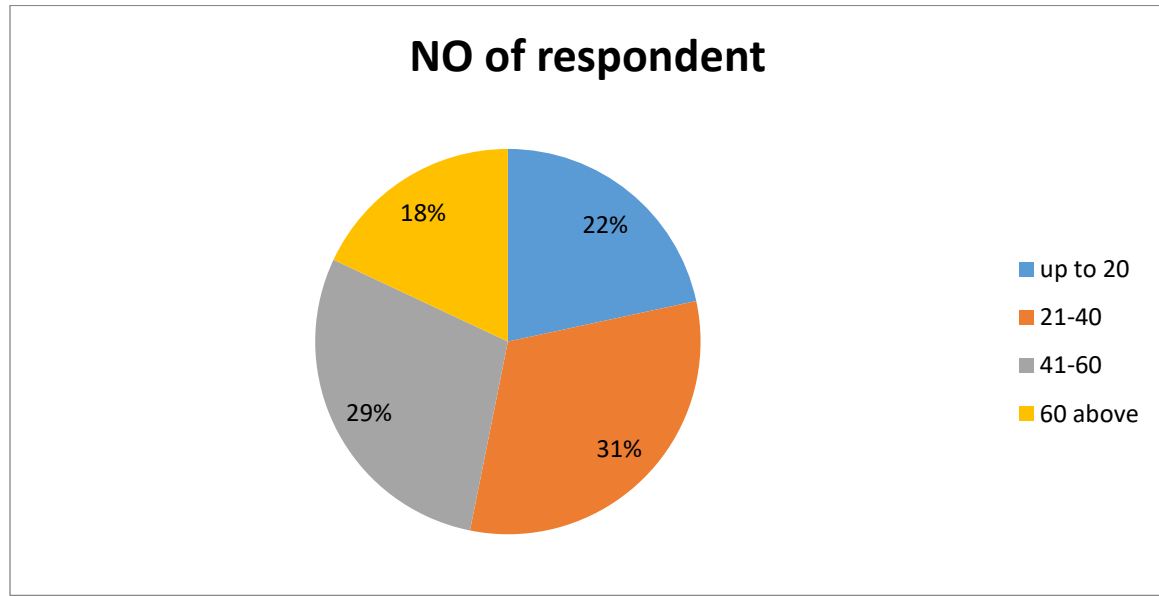
the effectiveness of teaching Physics for Class IX through conventional method to find out the effectiveness of reaching Physics for Class IX through Computer Assisted Instruction. To find out the effectiveness of teaching Physics for Class IX through Computer Assisted Instruction package of "Universe". The present experimental study involved a parallel or equated group experimentation which was more complete and accurate than the one group experimentation. The sample of 32 students was divided into two equated groups of 16 students each. They are studying in IX Class of Sri Aurobindo High School, Shimoga. N The control group of another 16 students was taught the same content by conventional method. Mean, standard deviation and t test were computed the data for finding results. There were no significant difference between mean gain scores of experimental and control group of pre post. There was no significant difference between mean gain scores of pre test and post test of control group. There was significant difference between mean gain scores of pre test and post test of experimental group. There was significant difference between mean gain scores of post test of control and experimental group. The study cited 7 references.

DATA ANALYSIS AND INTERPRETATION:

DATA ANALYSIS:

Data analysis is the most crucial of any research .Data

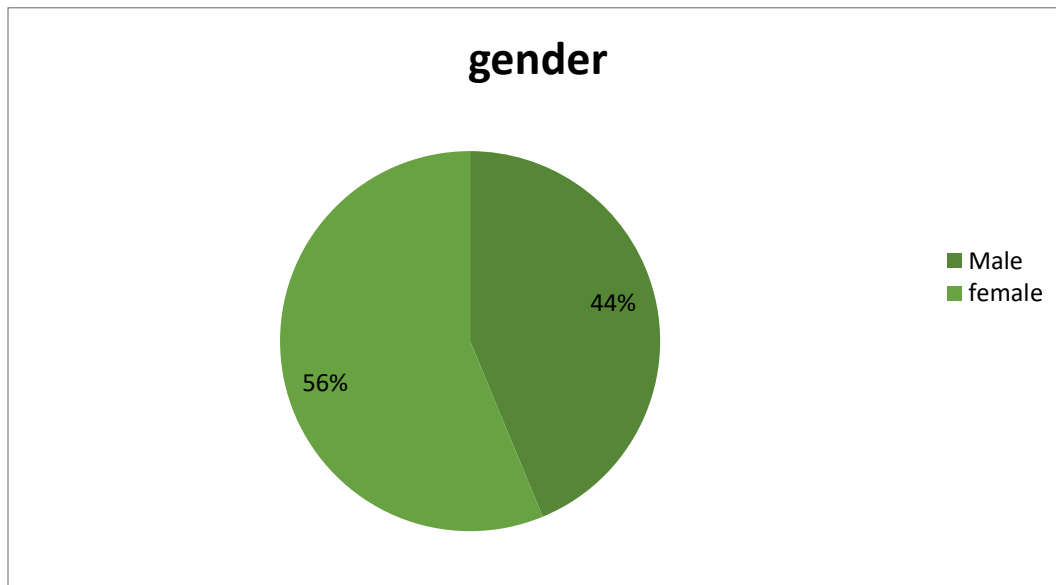
Q.1 Age of respondents



Age	%	No of respondents
Up to 20	20%	5
21-40	48.3%	15
41-60	26.7%	10
60 above	5%	2

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 1 shows that out of 32 respondents 5% are up to 20, 15% are of the age group 21-40, 10% are of the 41-60 and 2% are above 60 years.

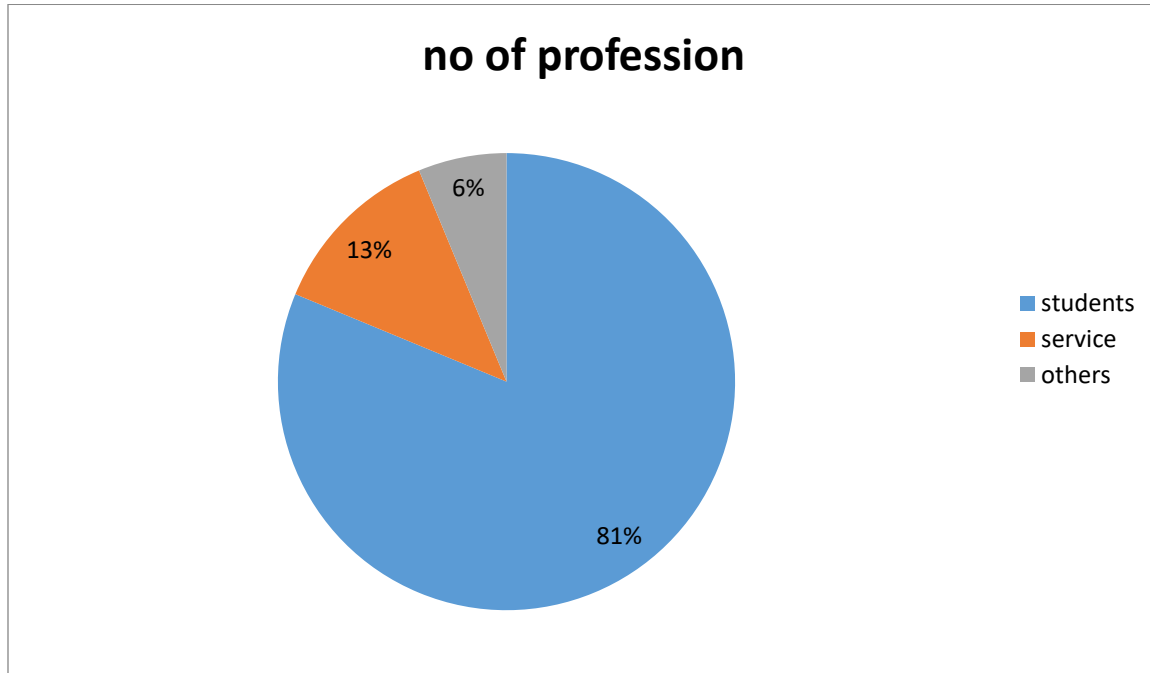
Q.2 Gender



Gender	%	No of respondents
Male	14	43.8%
female	18	56.3%

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 2 shows that out of 32 respondents 43.8% are up to male, 56.3% are the of the gender group 18 female

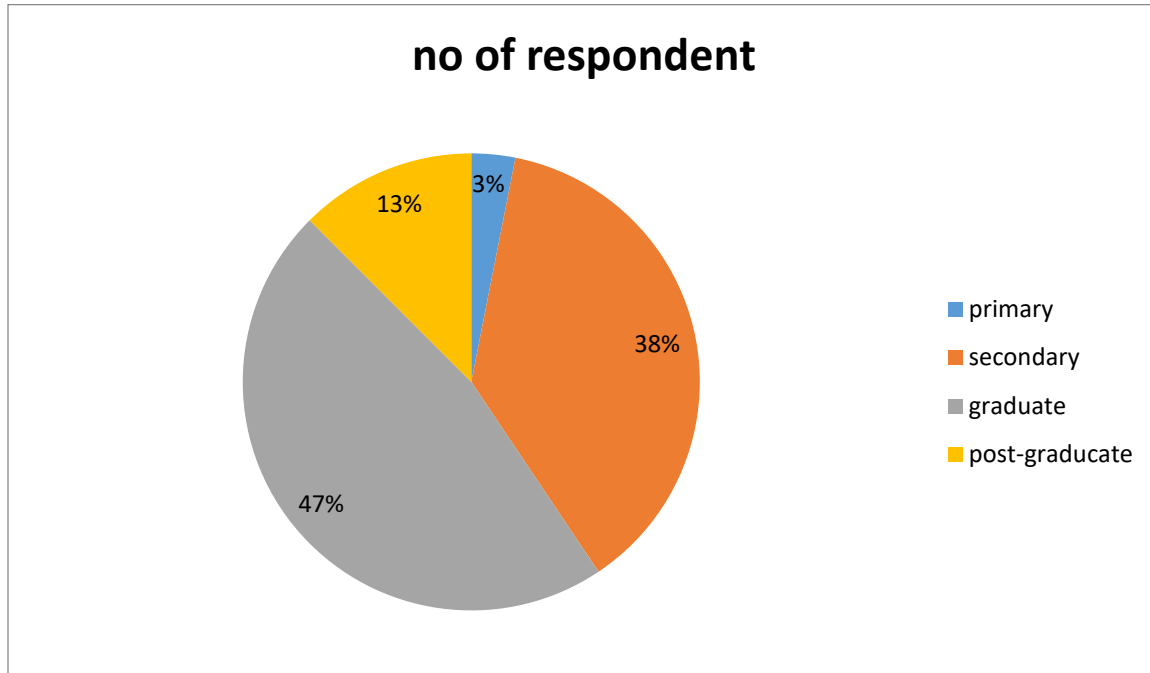
Q.3 PROFESSION



Profession	%	No of respondents
Students	81.3%	26
service	12.5%	4
others	6.3%	2

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 2 shows that out of 32 respondents 81.3% are up to students, 12.5% are the of the service, 6.3% are of the others.

Q.4 EDUCATION

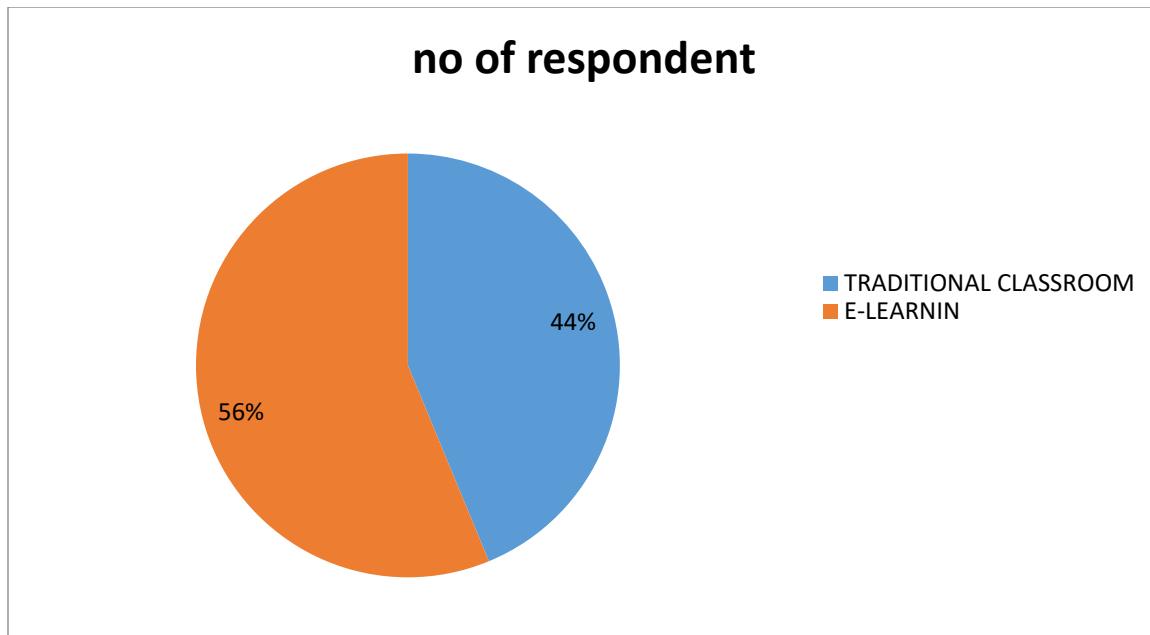


EDUCATION	%	No of respondents
UP TO PRIMARY	3.1%	1
HIGH SECONDARY	37.5%	12
GRADUATE	46.9%	15
POST - GRADUATE	12.5%	4

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 3 shows that out of 32 respondents 3.1% are up to up to primary, 37.5% are the of high secondary, 46.9% are of the graduate, 12.5% are the of post-graduate.

Q.5 you prefer more traditional classroom or e-learning?

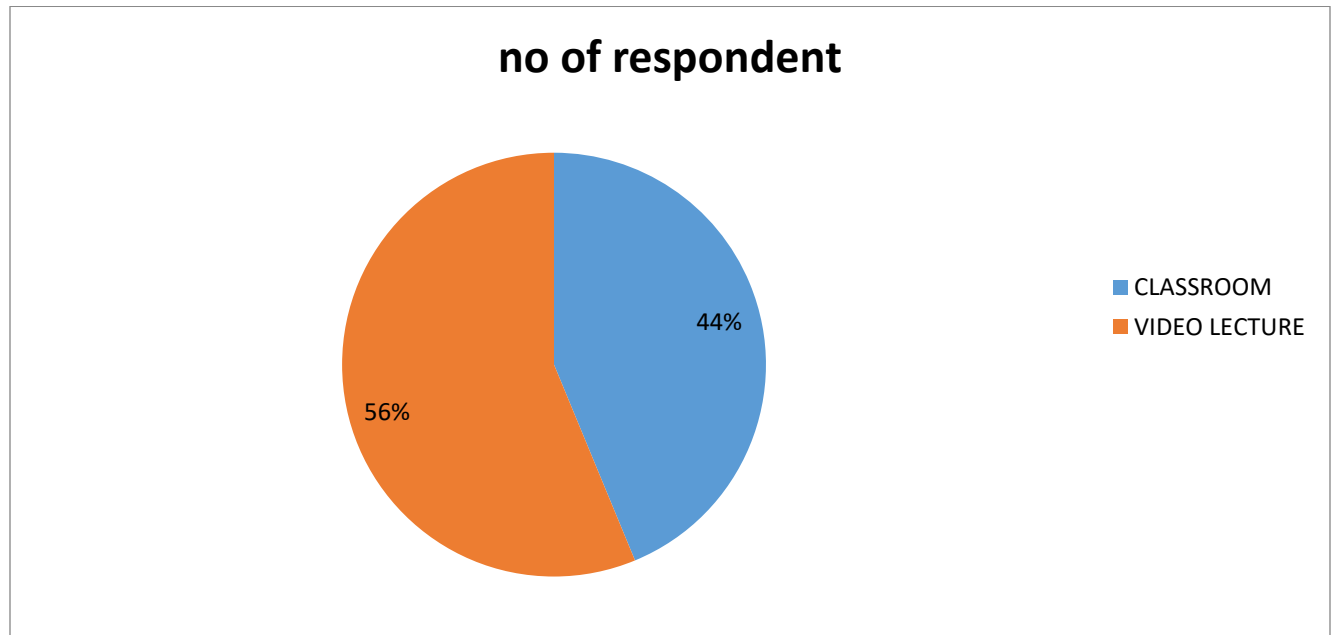
32 responses



	%	No of respondents
Traditional classroom	43.8%	14
e-learning	56.3%	18

Interpretation: The pie chart shows us the data as a whole and in 100%. Table shows that out of 32 respondents 43.8% are up to up to traditional classroom,56.3 % are the of e-learning

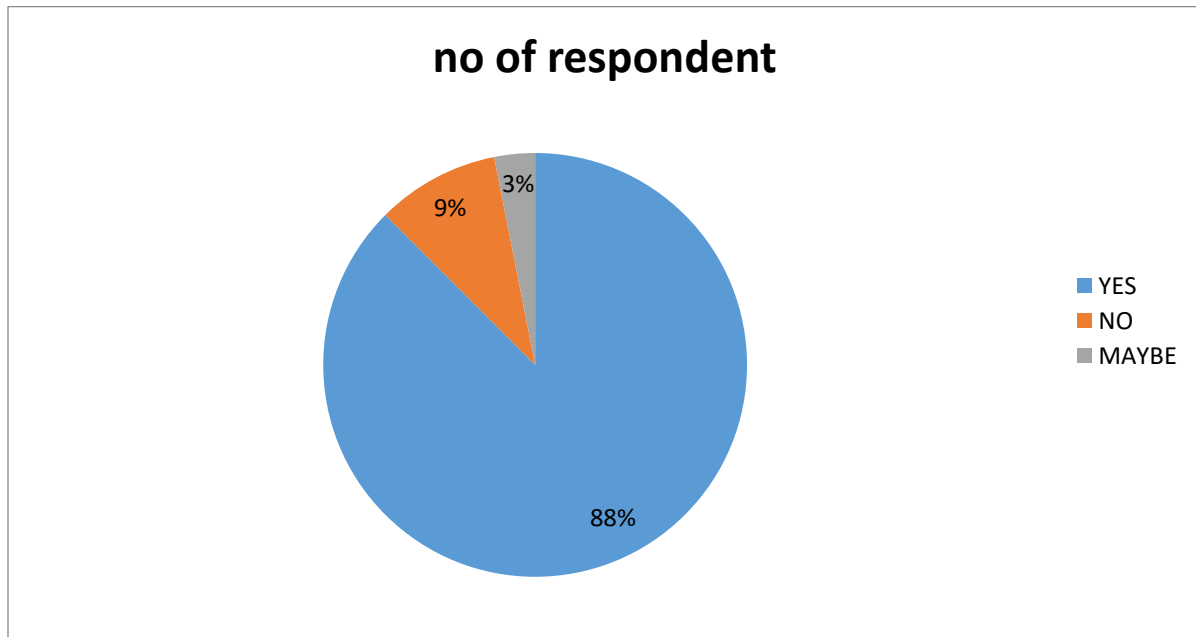
Q.6 Are you prefer classroom notes or video lecture for studying?



	%	No of respondents
CLASSROOM	65.8%	21
VIDEO LECTURE	34.4%	11

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 4 shows that out of 32 respondents 65.8% are up to up to classroom,34.4 % are the of video lecture.

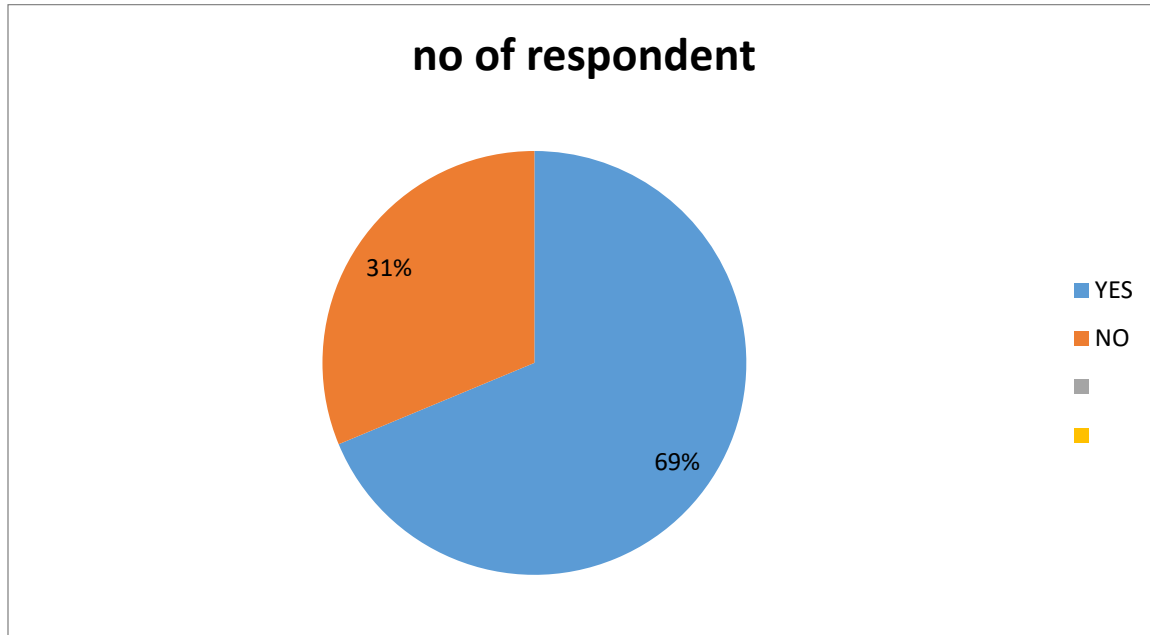
Q.7 Have you ever watched online educational video?



	%	No of respondents
YES	87.5%	28
NO	9.4%	3
MAYBE	3.1%	1

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 5 shows that out of 32 respondents 87.5% are up to up to YES, 9.4 % are the NO, 3.1% are of the Maybe.

Q.8 Does traditional learning was more effective than e-learning?

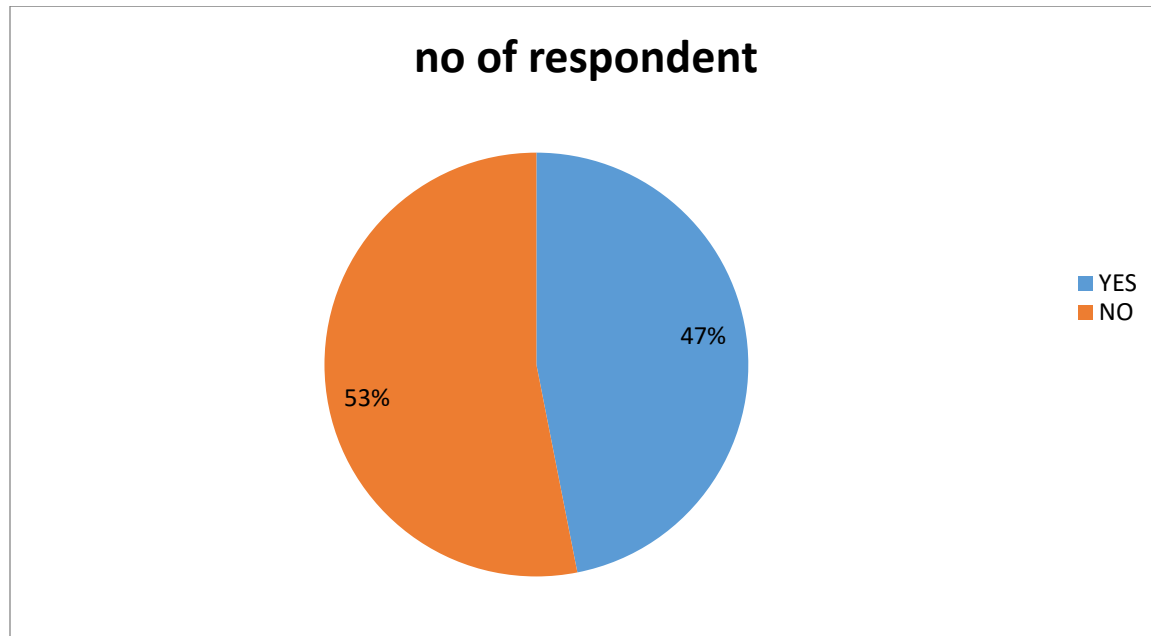


	%	No of respondents
NO	31.3%	10
YES	68.8%	22

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 6 shows that out of 32 respondents 31.3% are up to up to NO,68.8 % are the of YES.

Q.9 Have you ever taken an online course?

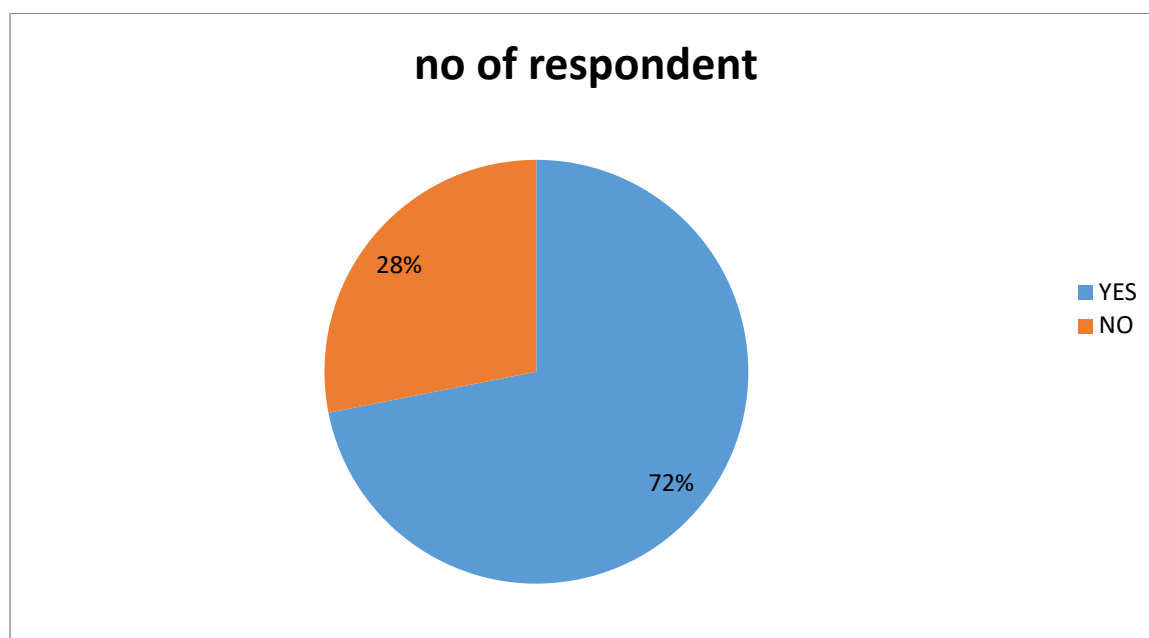
32 responses



	%	No of respondents
YES	46.9%	15
NO	53.1%	17

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 7 shows that out of 32 respondents 46.9% are up to up to YES, 53.1% are the of NO.

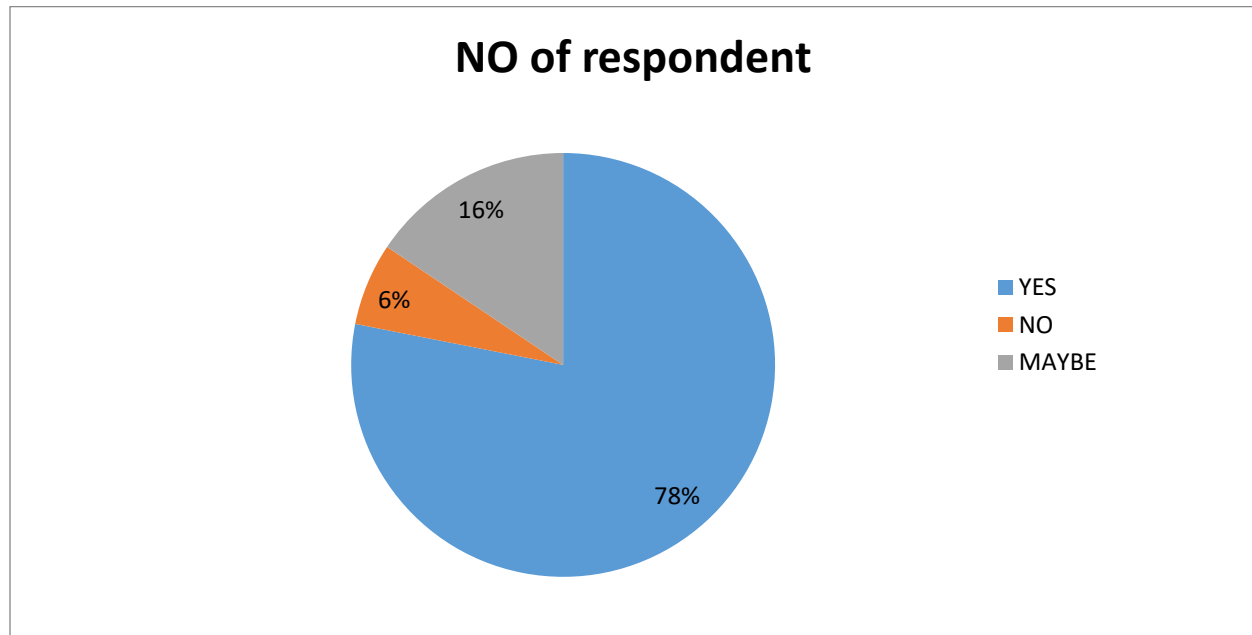
Q.10 Are you know all student in a classroom are taught with the same materials?



	%	No of respondents
YES	71.9%	23
NO	28.1%	9

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 8 shows that out of 32 respondents 71.9% are up to up to YES,28.1 % % are the of NO.

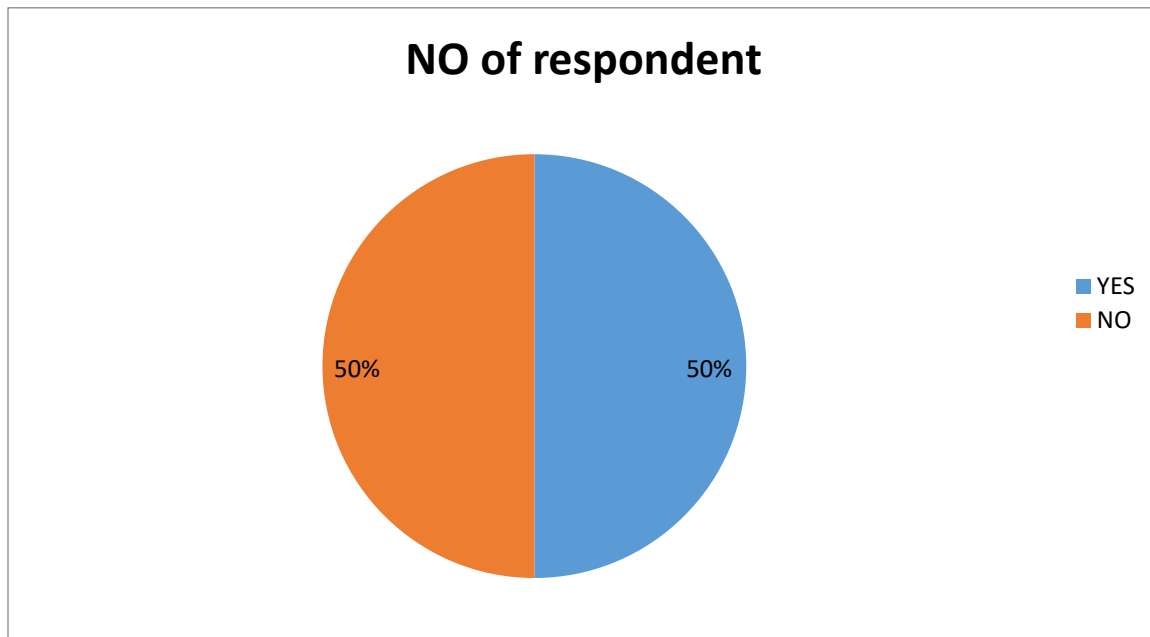
Q.11 Are you know about e-learning?



	%	No of respondents
YES	78.1%	25
NO	6.3%	2
MAYBE	15.3%	5

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 9 shows that out of 32 respondents 78.1% are up to up to YES, 6.3 % % are the of NO, 15.3% are the of maybe.

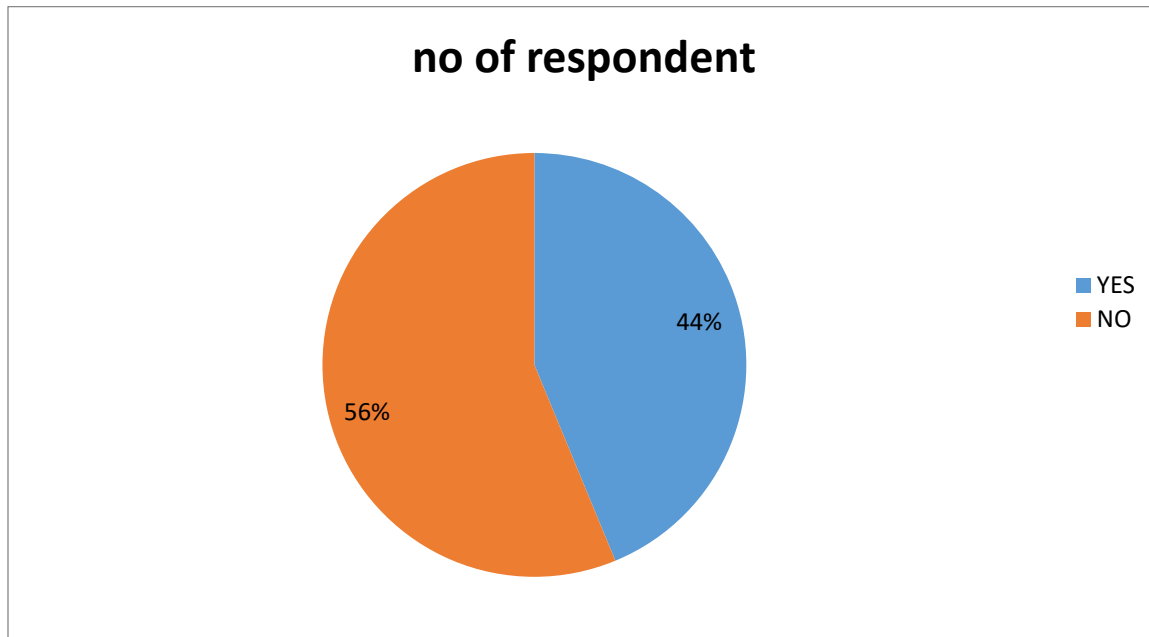
Q.12 is it students get proper knowledge on e-learning like tradition classroom?



	%	No of respondents
YES	50%	16
NO	50%	16

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 7 shows that out of 32 respondents 50% are up to up to YES,50 % % are the of NO.

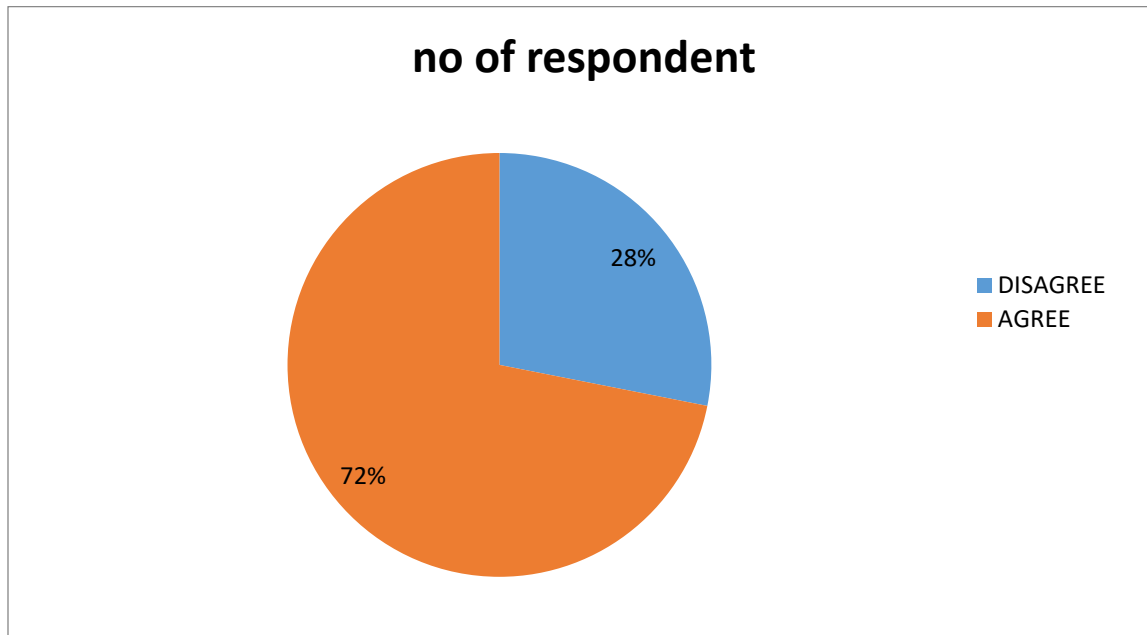
Q.13 Do you think e-learning is good for small children?



	%	No of respondents
YES	43.8%	14
NO	56.3%	18

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 7 shows that out of 32 respondents 43.8% are up to YES, 56.3% are the of NO.

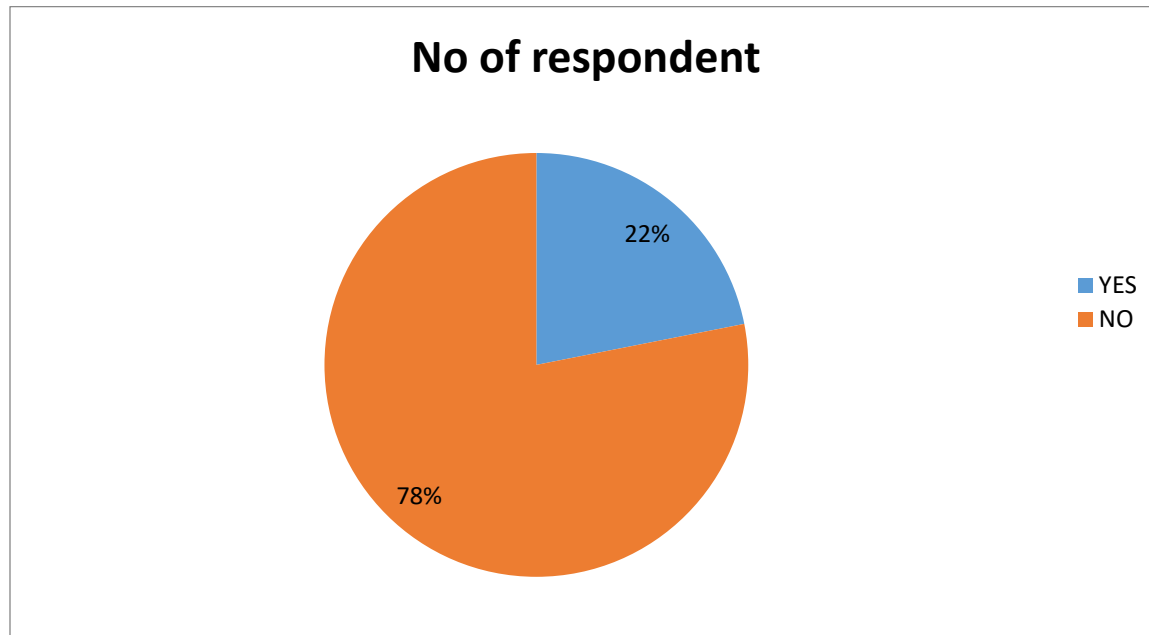
Q.14 is it for new generation e-learning is good ?



	%	No of respondents
DISAGREE	28.1%	9
AGREE	71.9%	23

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 7 shows that out of 32 respondents 28.1% are up to up to YES, 71.9% are the of NO.

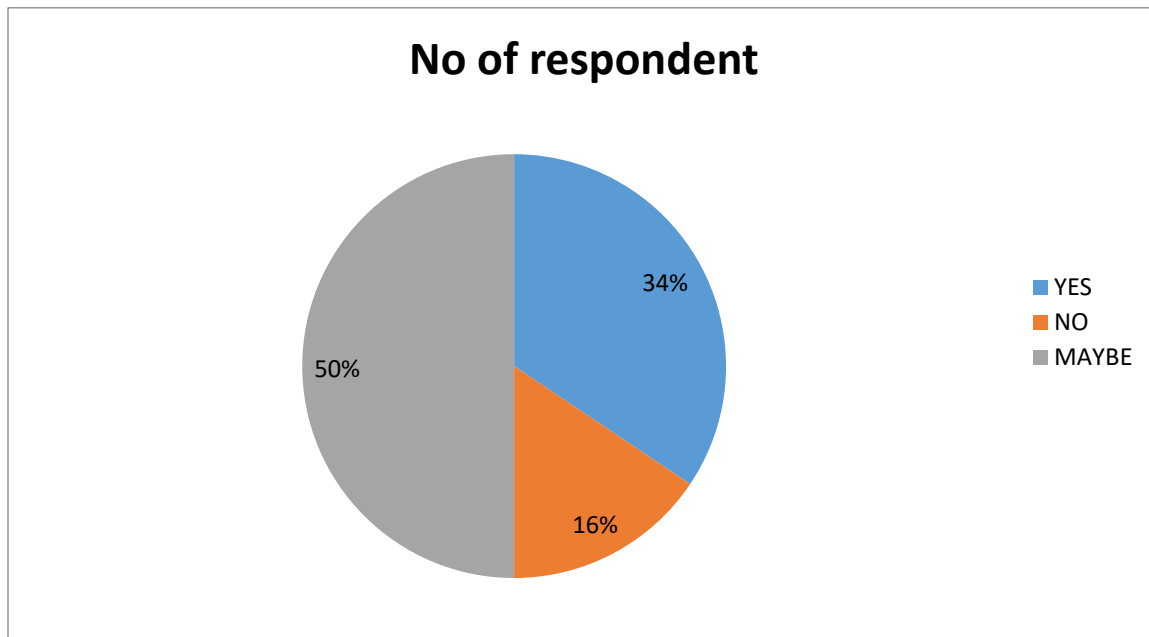
Q.15 I n village side children know about e-learning or not?



	%	No of respondents
YES	21.9%	7
NO	75.1%	25

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 7 shows that out of 32 respondents 21.9% are up to YES, 78.1% are the of NO.

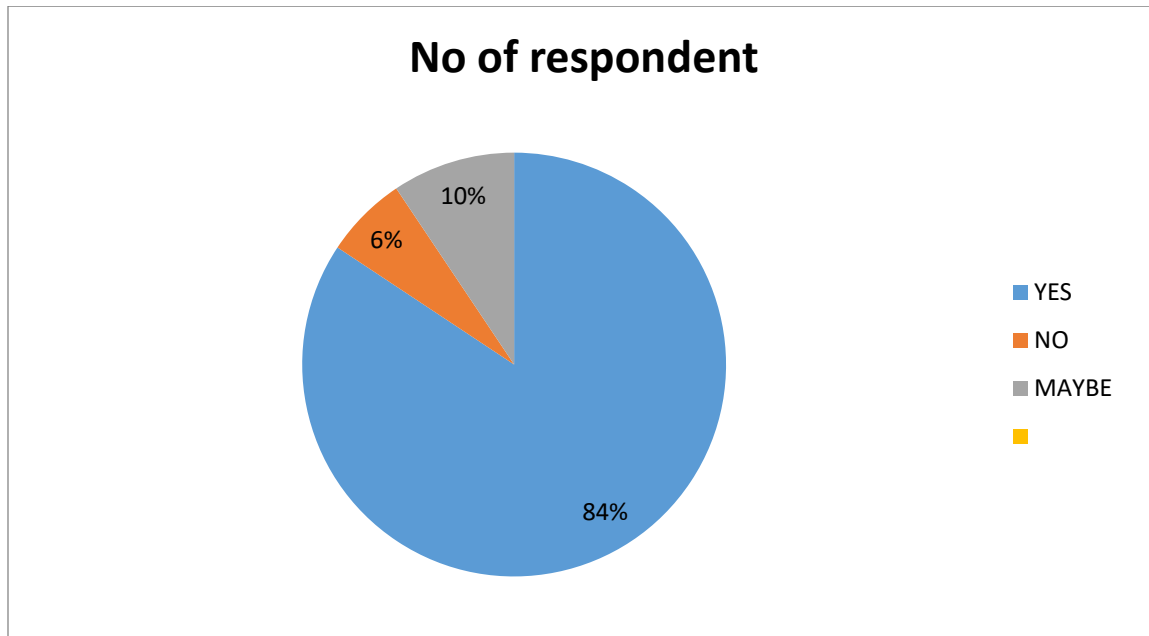
Q.16 E-learning gives you proper knowledge or guides like traditional classroom?



	%	No of respondents
YES	34.4%	11
NO	15.6%	5
MAYBE	50%	16

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 7 shows that out of 32 respondents 34.4% are up to up to YES,15.6% are for NO,50% are for maybe

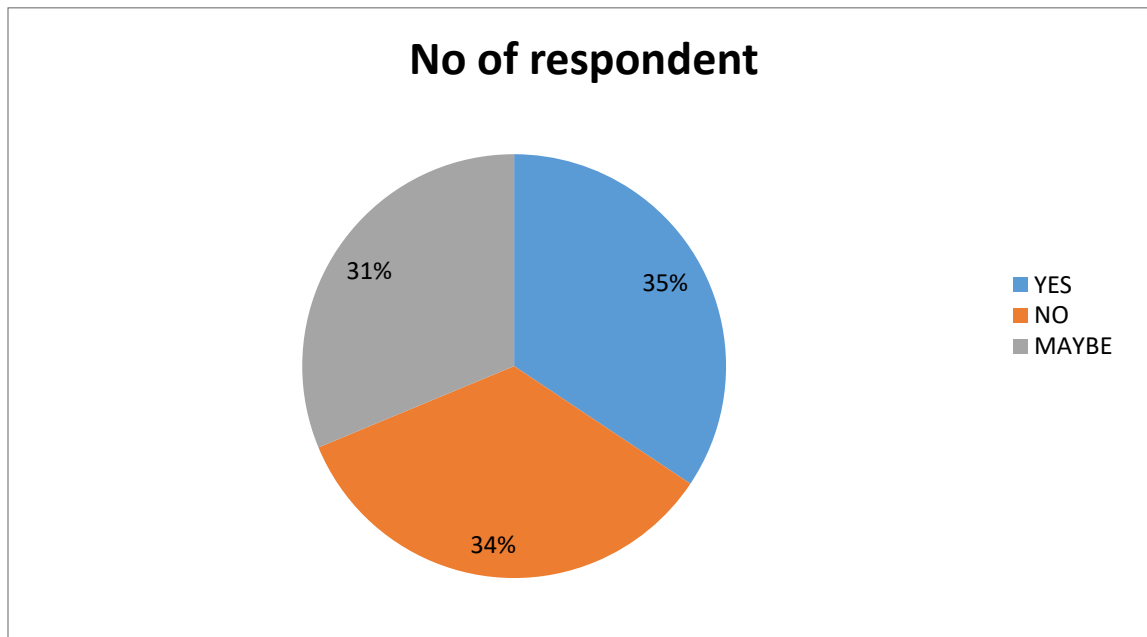
Q.17 Does teachers help students in traditional classroom?



	%	No of respondents
YES	84.4%	27
NO	6.3%	2
MAYBE	9.4%	3

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 15 shows that out of 32 respondents 84.4% are up to up to YES, 6.3% are of NO and 9.4% are of maybe.

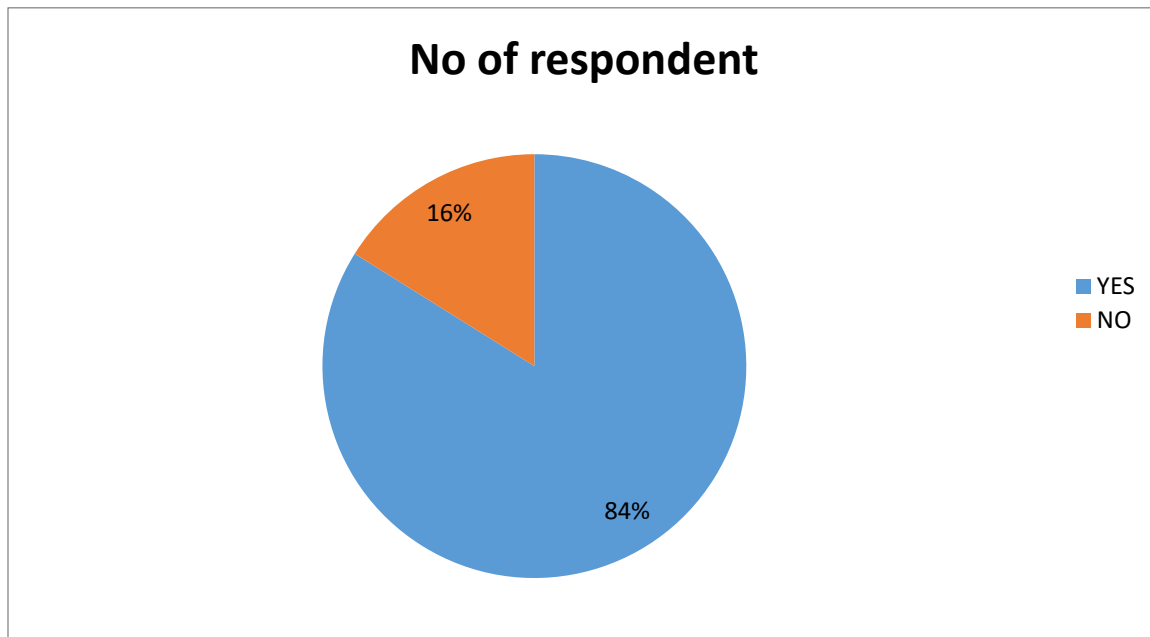
Q.18 In e-learning it help to students to do group work or group study?



	%	No of respondents
YES	34.4%	11
NO	34.4%	11
MAYBE	31.3%	10

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 7 shows that out of 32 respondents 34.4 % are up to YES, 34.4 % are the of NO and 31.3% are of maybe.

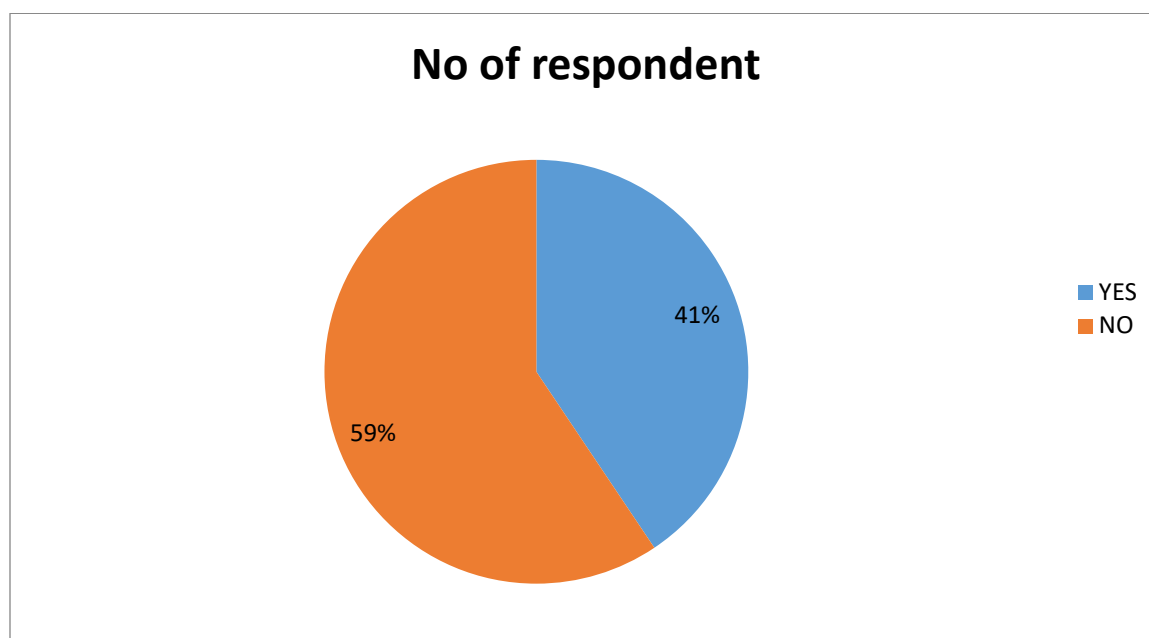
Q.19In traditional classroom it help to students to do group or group study?



	%	No of respondents
YES	83.9%	26
NO	16.1%	5

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 7 shows that out of 32 respondents 83.9% are up to up to YES, 16.1 % are the of NO.

Q.20 In e-learning should teacher help students in studying or doubt in particular topic thought online?



	%	No of respondents
DISAGREE	40.6%	13
AGREE	59.4%	19

Interpretation: The pie chart shows us the data as a whole and in 100%. Table 7 shows that out of 32 respondents 40.6% are up to up to YES, 59.4 % % are the of NO.

INTERPRETATION:

This was the last question asked to the respondents. There were some positive and some negative experience of the respondent with the students and teachers.

CONCLUSION AND SUGGESTION:

From this research paper we can conclude that e-learning is growing trend in education sector not traditional education. As compared to e-learning with traditional classroom the traditional classroom is more useful for rural side because they do not know about e-learning they more prefer to traditional ways.