

IMPLICATION OF LRS IN ONLINE EDUCATION'S MANAGEMENT IN HIGHER EDUCATION

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Abstract: E-Learning is adopted as a demand of universe because of its methodology and easy approach. It is the basic requirement of online education and the exclusive use of online education has increased the demand to manage everything on the tips which requires a strong LRS (Learning Record Store). This study was conducted to provide a model for online learning with LRS and explore the advantages, usability, stakeholders, complications and viewpoint of online learning in higher education system from different prospective. Study also assesses the students' attitude and perception towards internet. The investigator has adopted mixed research design. 200 post graduate regular mode students were sampled through non random purposive sampling method. An investigator's constructed questionnaire was properly filled and returned to researcher by respondents. Researcher has thrown the light on meaning and concept of online learning. The study findings present that there is an ample awareness for internet between girls and boys and they are using it on their smart phones but not using it for educational purpose. On the basis of in-depth interviews with 10-ICT experts, many online learning benefits, shortcomings and stakeholders come in the light. This research develops a sense and presents a model for new online learning and to establish an online learning based education system in any organization, with the awareness of internet among PG students'. Paper also shows the students' demands from online learning to compete with the modern technical age. Present paper will help to colleges and universities for designing an active framework to introduce LRS with e-Learning to help out students through online learning.

Keywords: LRS, Layout Of Online Education, Online Education, Online Education Stakeholders.

Introduction: In the latest high competitive era of ICT and globalisation, higher education demands more efforts to be effective because learners' have to perform extra in their life than the ordinary or normal phenomenon to get success and to face day today challenges. With the ICT now classes are not limited to face to face teaching and learning. 21st century is the age of knowledge based economy. Higher education is also influenced by it, that's why it has to face modern challenges to compete at global standard. The disparity in wealth and quality of life between the developed and developing world has been attracting the attention of the world.

e-Learning is providing a dynamic helping hand to universities, colleges and school to manage their learning environment with efficiency. All teachers, students, administrators, managers and organizers are using it to broaden their educational horizon.

In India government is trying to enhance the higher education through providing funds to meet out the demands of 21st century. Reports show that in the year 1950-51, there were only 30 universities and 695 colleges and this number has increased to 634 universities and 33023 colleges up to December 2011. In the Eleventh Five year plan the total provision for higher education was Rs. 44,000 crore while in the twelve five year plan the total provision was 180,000 crore. The amount shows that government wants to increase enrolment rate of higher education.

On the other hand use of Internet is increasing and a

traditional classroom has shifted to e (electronic)-Learning or m (mobile)-Learning. If we see the statistics of online students' performance that will be surprising for a lay man.

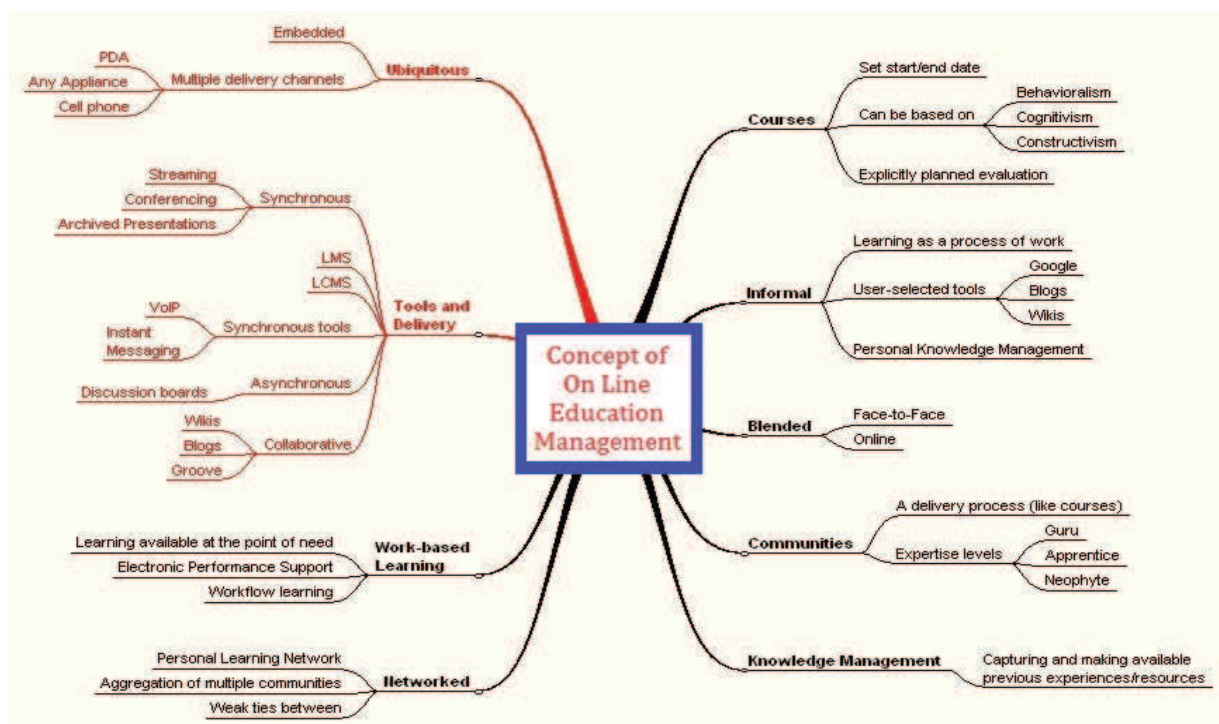
1. 46% of students say their biggest motivation for enrolling in an online course was to advance their current career.
2. 37% of online students were the first in their family to attend college.
3. 33% of people taking some online course are studying business.
4. University of Phoenix has the largest proportion of online students at 15%.
5. 39% of online students fall between the ages of 18 to 29 years.
6. 21% of online students pay their education using personal funds only.
7. 70% of virtual learners are female.
8. 29% of online graduates earn \$85-150k annual income.
9. 60% of students taking an online course are employed full-time.
10. 37% of online students indicate that they enrolled because of the accelerated courses, which fast-tracks students to a degree.

But in India it's failed in its' role and the growth in the users or community of internet and its traits are demanding an e-learning education system with LRS, because use of internet for study is achieving the height of glory at global scenario as mentioned above.

It has brought the significant changes in education system. So to manage record online, effective and accurate LRS is required. To stand at global standard it is important to introduce online education with effectiveness in India, for that it is need to understand that what is LRS? It is a Learning Record Store (LRS) to store the learning records and data for long time. The LRS is simply a store room for learning records online that can be accessed by an LMS (Learning Management System) or a reporting tool. A LRS can live inside an LMS, or it can stand on its own. The data stored in an LRS can be accessed by LMSs, reporting tools, or other LRSs, and can be stored as individual learning records and/or entire transcripts.

Online learning with LRS is the advance stage of e-Learning, it consists the features of usable, customizable, secure and scalable in education. LMS (Learning Management System) and LRS (Learning Record Store) will be the special features of online learning. Here LRS can be individually survived or may be in LMS (Learning Management System). In universe 40,000 + schools and colleges are using LRS to manage their data. So when a LRS will be associated with e-Learning in higher education will known as advance version of online learning.

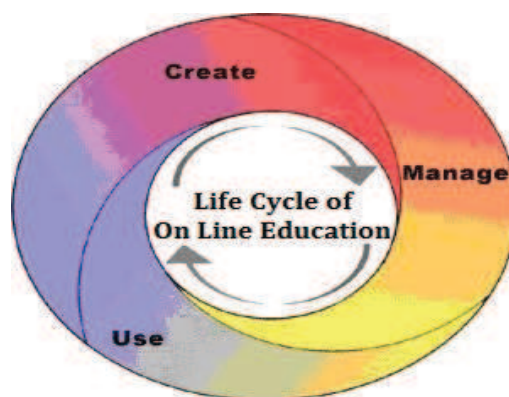
e-Learning with LRS is a complete solution to handle all important data and records of students, teachers, faculty and finance. This feature will increase the students' participation through blended and collaborative learning. It will reduce the time to manage the learning record. To establish an online learning system with LRS in any organization too much infrastructure is not required. It will enhance the competition in PG students because at present no one is keeping eye on them that's why they are not paying attention on education. For them only passing numbers are sufficient. After this online learning will be attractive, creative and will stimulate learner to do extra efforts. It will cut short the cost of education because it having the basic features of e-Learning with LMS and RMS. It is very easy to establish with less resources. It will also provide the verity of question after the completion of chapter and will not produce second chapter content till the learner won't fill the feedback as choice features, single choice, single choice time limit, fill ups, true-false, multiple choice, fun stuff , question bank etc. Through this policy student authority on content will grow. This will be the complete layout of online learning with LRS.



The primary objective of the online learning with LRS is to provide the digital content, motivate the students, transfer the knowledge as student requires, maintain the record of learners' learning, report the

parents and help students to become successful e-learner. The ultimate goal of the Online learning with LRS will be to independent student for life-long learning and education at everywhere, anytime and

anything. The cycle of online learning with LRS will be as



Life Cycle of Online Education + LRS

Objective of the study: The present study has been conducted under these objectives:-

1. To know the internet awareness in higher education's students.
2. To find out the stakeholders of online learning for the purpose of LRS.
3. To find out the challenges in higher education to implement online learning with LRS.
4. To explore the competencies of online learning with LRS.
5. To explore the post graduate students' demands from online learning.

Research Methodology: Descriptive survey method is found to be more suitable for this type of research work. Therefore to achieve the objectives of the present study descriptive survey research method design has been selected.

Tools and Technique: Self constructed objective questionnaire with 1 subjective question for students' demands from online learning was used. To explore the stakeholders, Online learning implementation's challenges in higher education and competency of online learning with LRS, 10 ICT experts were selected those are working in prestigious ICT groups for in depth interview.

Sample: Purposive sampling technique was used in the study. The sample for the present study was consists of 200 hundred girls and boys (100 each) of post graduation standard of distance education of Kota city. To explore the stakeholder and competency of Online learning 10 ICT experts were purposively selected those are working in prestigious ICT groups.

Result and discussion

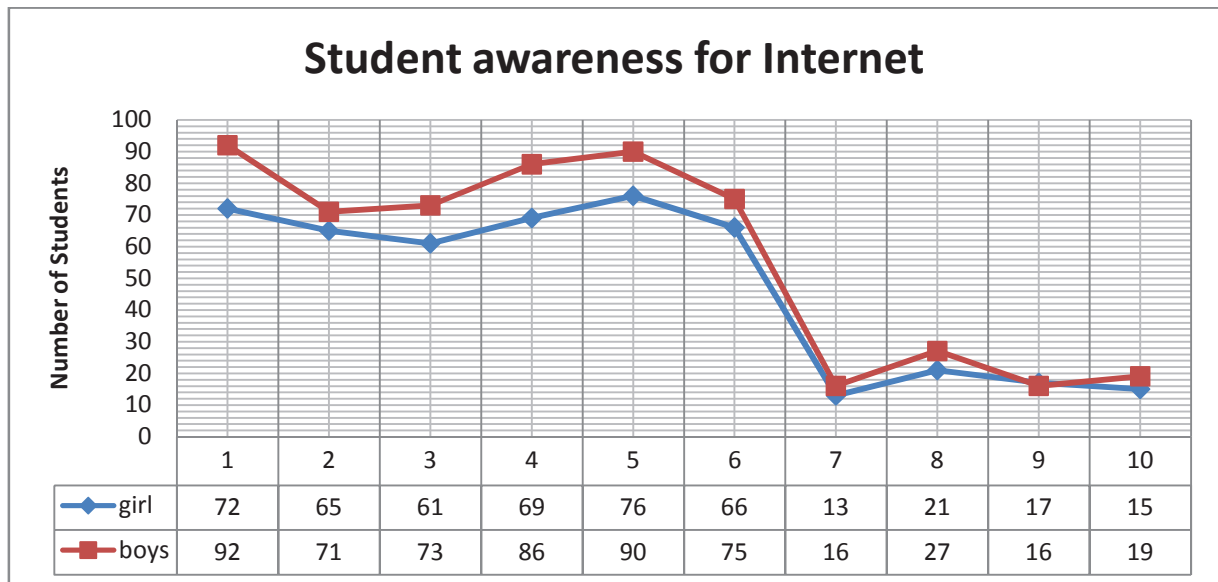
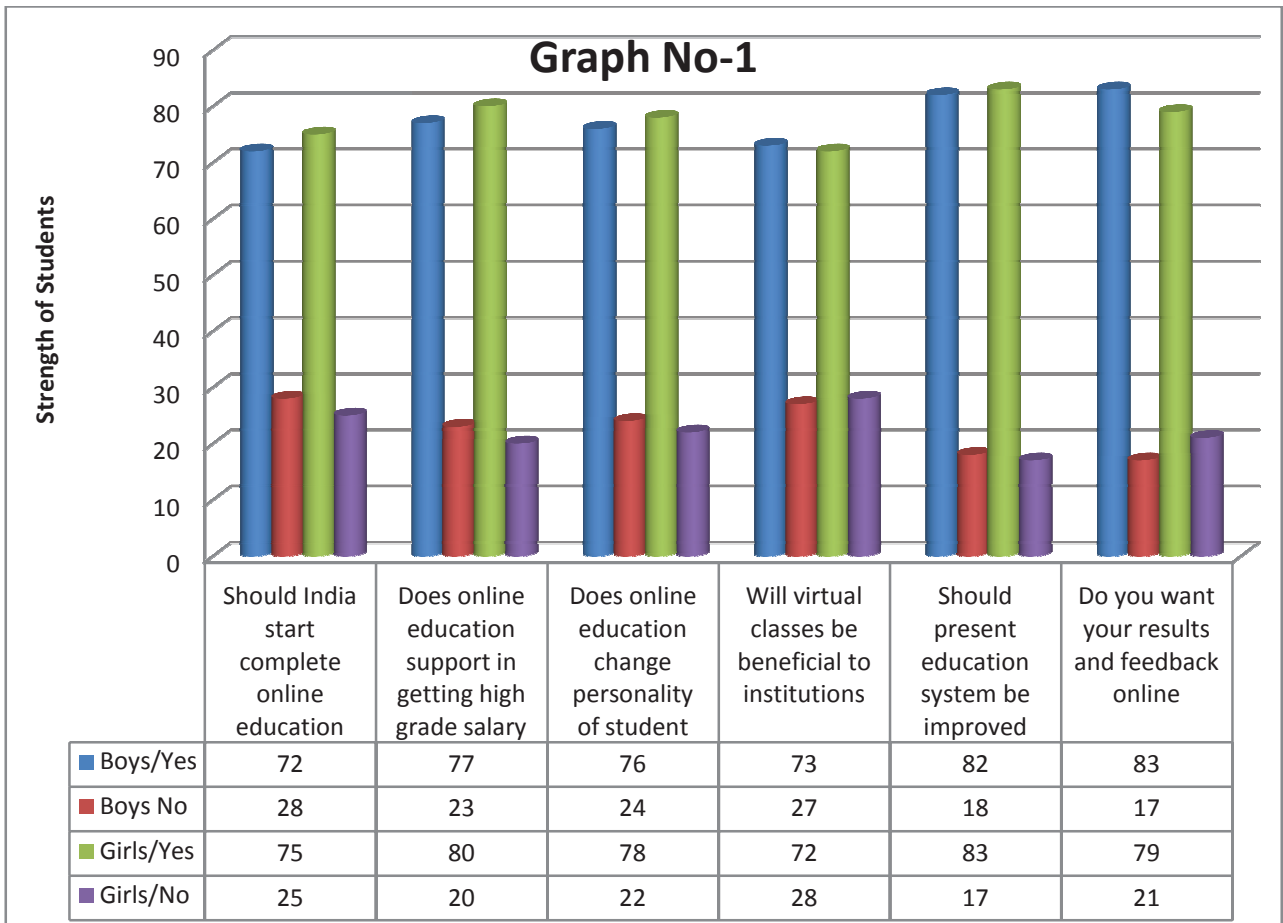
After receiving the questionnaire it was found that student want online education with special LRS. Respondents' responses show with 73.5% that to compete with the new hi tech era and demands India should start complete online education at higher education standard. Modern era demands, techno friendly employees and it was proved above on the

basis of statistical data that those have completed their education through online mode they have grasped good salary packages around the world that's why 78.5% students thinks that online education is helpful in getting good pay scale.72.5% students having feeling that virtual classes will be beneficial for universities and colleges to educate ample of students group at a time and it will save money and time also. 82.5% students want that present education system of India should be improved in which everything should be updated and easy to excess. While 81% students want their feedback and their results on online because regular instant feedback after every chapter will motivate them to do more studies.

1. To achieve the first objective of the study questionnaire was sent by email to girls and boys of distance education mode.

The responses of subjects show that at present age student are equipped with the latest ICT tools and having good knowledge of internet. 76% girls and 90% boys are familiar to internet, 82% (72% & 92%) distance mode students are using smart phones while only 68% (65% & 71%) students are using desktop PC. Therefore 77.50% (69% & 86%) students are using social networking sites like twitter, facebook, skype etc. 70.5% (76% & 75%) are students are using their smart phones for searching images, videos, songs, lyrics, contents etc. But there is huge gap between educational implication of internet and general use of internet. Responses show that only 14.5% (13% & 16%) are using google scholar to find out something and solve their queries related to their study syllabus. 24% (21& 27%) students are using Wikipedia but most of the time they find that so many insignificant context are there which misguide them to their main objective. Only 16.5% (17% & 16%) are using youtube to searching educational contents and related videos on the other hand

only 17% (15% & 19%) are using slideshare to content



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2. **Online learning with LRS's Stakeholder:**-In an organizational context, a stakeholder is a constituency of an organization (Thompson and Strickland, 2001). In the same sense, the stakeholders of online learning are those that are affected by it. After analysing the contents of interviews a list of the main stakeholder in context to establish an online learning system in a organization is as follow along with their motivations to use online learning and their concerns about it.

a) **Instructors:** In online learning education, as in traditional classroom learning, instructors guide the educational experiences of students. Depending on the mode of Online learning education delivery, instructors may or may not have face-to-face interaction with their students.

b) **Students:** Students are the consumers of online learning. In the context of higher education, they are college and university going students. Students want to solve their all problem through online learning education with the use of high ICT tools.

c) **Educational Institutions:** The universities those will provide education through online learning system will come in this context. The popularity of online learning education has lead to the creation of new online educational institutions.

d) **Writer and Editor:** Course content may be created or written by instructors or acquired from external sources. The growth of online learning education has created a market for commercialized educational content creators, particularly for more introductory courses that are offered consistently at multiple institutions. There must be content editor who edits data according to significance of any particular standard. Content editor must be specialised in this job because miss spelt content can create

confusions in students.

e) **Technology Providers:** Technology providers develop the technology that enables online learning education delivery. They must have competency with latest technology of education.

f) **Accreditation Bodies:** Accreditation bodies are organizations that assess the quality of education institutions offerings. These bodies should establish and consider the minimum requirements to be accredited, their accreditation will provide a level of prestige that non-accredited institutions can't possess.

g) **Developer:** It will be the person who will develop and design the whole system with the support of technology provider.

h) **Problem Solver:** It will the most important person with technology competency in the organization because most of the time students will face the problem related to their content, course material, network connectivity, software, hardware etc.

i) **Project Manager:** Project manager will the person who will manage and coordinate everything related to e-Learning, online learning, LMS, RMS etc. through messages, meetings, letters, workshops, seminars, symposium, conferences and so on with the experts.

j) **Innovator:** It has to innovate new ideas and new technology for the system to establish effective online learning system.

k) **Researcher:** Researcher has to search new concepts, theories, ideas, practices and new technologies through which system can run smoothly.

l) **Employers:** Employers will be those organizations and institutions members who will hire ICT friendly staff for their organization.

4. Online learning with LRS provides a great mechanism for allowing instructors, teachers and students to incorporate active and innovative learning into their teaching and learning practice. It can enhance learning stamina, capacity and experiences with the requirement of 21st century. In order to find out the implementation challenges of online learning and its stakeholders open ended questionnaire interviews were conducted. Some of most the effecting challenges and advantages of online learning are stated here:-

4.1 Online learning's implementation challenges

1. **Deficiency of systemic approach to online learning implementation:** Integration of i-Learning in the functions of any organization is a complex process that needs to be fully conceptualized and defined from the beginning. However, this is not the case in many higher learning institutions in developing countries as

most of them have embraced the online learning integration process without clear plans to guide the way. The institution online learning policy and strategic plan should be defined to provide a framework for the development and implementation of specific online learning projects. The diversity and competing interests of different stakeholders in the institution should be recognized when developing online learning policy and strategic plan. The following issues, amongst others, should be taken into consideration:

- online learning infrastructure already in place.
 - online learning skill levels in the institution.
 - Number of staff and students in each department and projected growth.
 - Academic management process: curriculum development, assessment methods and administration.
 - Cost-effectiveness analysis (Including hidden costs) and the choice of proper technologies for the needs of the institution and
 - Staff development in new technologies.
2. **Awareness and attitude towards online learning:** It is important for all the stakeholders in the institution to know the existing online learning facilities and services and their importance in relation to their specific tasks. They are not appreciated as a means of creating efficiency and cost-effectiveness. Lack of awareness goes along with attitude. Positive attitude towards online learning is widely recognized as a necessary condition for their effective implementation. Full involvement of all stakeholders in the implementation process is a key to addressing awareness and attitude problem. Formally organized awareness programmes, visits to similar institution where success has occurred, and short trainings can contribute to raise the awareness and change the attitude of stakeholders towards facilities and services.
 3. **Administrative support:** Administrative support is critical to the successful integration of online learning into teaching and learning process. Administrators can provide the conditions that are needed, such as online learning policy, incentives and resources. The commitment and interest of the top management and other leaders at every level is the most critical factor for successful implementation of online learning. According to Cameron and Ulrich(1986), a transformational leadership is a leadership that involves a process of fundamental change which is required for the institutions to adapt to changes brought about by the information society.
 4. **Technical reinforce:** This includes issues like installation, operation, maintenance, network administration and security. This is an important part of the implementation and integration of online learning in education system. In most cases however, technical support is not available, which implies that trainers and students require some basic troubleshooting skills to overcome technical problems when using online learning. Appropriate strategies should be in place to ensure that integration of online learning in teaching and learning process goes together with the recruitment, training, retaining and retention of required staff.
 5. **Changing scenario of higher education:** Many institutions fail to integrate e-Learning into teaching and learning because they are using e-Learning to change their traditional practices, content and control. However, effective integration requires a transformation process where all stakeholders are involved to re-examine their existing structures and practices, as pointed out by Bates (2000: 13), if universities and colleges are to successfully adopt technologies for teaching and learning, many more than minor adjustments in current practice will be required. Indeed, the effective use of technology requires a revolution in thinking about teaching and learning. Part of the revolution necessitates restructuring universities and colleges –that is, changing the way higher education institutions are planned, managed and organized.
 6. **Deficient funds:** Financial resources play a key factor to the successful implementation and integration of online learning in education. It is obvious that countries with higher financial resource bases stand a good chance than those with limited resources. In addressing the problem of limited funds and sustaining donor funded projects, higher learning institutions can do the following:
 - Adopt freeware and open sources software for teaching and learning activities,
 - Continuously press for more funds from their governments and
 - Diversify sources of funds to have a wide financial base.
 7. **Employee Growth :** Integration of online learning in teaching and learning does not only deal with introduction of new hardware and software, and new pedagogy of teaching and learning but both trainers and the students have to adopt new roles, and change their online learning behaviours and ways of teaching and

learning. Faculty staff requires training not just in the choice and use of appropriate technologies, but more fundamentally in how people learn and how instructional designs work (Bates 1997). Pelgrum (1999) recommends staff training to be a continuous process for regular updates with the development of online learning.

8. **Scarcity of ownership:** It is critical that all stakeholders contribute to and own the policy and the plan. Institution-wide consultations are necessary in the identification of challenges, and in proposing areas for online learning application. Stakeholders must agree on the projects to be implemented, including their role there in. Employees must see online learning as tools rather than as competitors for their jobs. A related challenge is getting stakeholders in an organization to think for the organization rather than the natural tendency of considering the interest of their particular departments.
9. **Some more obstacles are as:-**
 - a) Lack of models of good practise in ICT,
 - b) Negative attitudes to computers in education,
 - c) Computer anxiety and a lack of confidence,
 - d) Fear of change and a lack of personal change management skills,
 - e) Unreliable equipment,
 - f) Lack of technical, administrative and institutional support,
 - g) Shortage of qualified and skilled teachers ,
 - h) Low level of learning achievements,
 - i) High drop-out rates at higher education level,
 - j) Lack of opportunities for remote area and
 - k) Lack of study materials and resources.

4.2. Online learning's implementation advantages: There are so many components and core features which make online learning outstanding with LRS in the field of higher education as it reduce instruction time up to 60%, it promotes knowledge retention, it is inexpensive, online learning works just as well, online learning is global excessive, it is eco friendly and paper saver, user friendly, modern web technologies, affordable, customization, freedom of open source, amazing support, wide range of features, flexible pricing, mobile version is available, hosted on cloud servers, plugin market place, secure & reliable and multiple language support.

The LRS with e-learning will provide courses and batches, user management, human resources, school calendar, student attendance, finance, timetable, student information, examination, event management, multiple dashboards, employee login, student admission, teacher login, news management, student/parent login, hostel/dormitory, video conference, online

examination, moodle integration, library, task, , discussion, poll, instant fee, assignment, data management, placement, mobile version, tally integration, blog, google apps integration, custom import, custom report, colour themes, biometric integration, SMS alerts and disciplinary module in any system.

5. In the analysis part of the students' subjective answers, the researchers have found that students also having many expectations with online learning. Students are demanding these attributes in online learning:
 - i. **Design of instruction and education should be simple:** Learners say that the most important factor in a course's design is "it makes it easy for me to find what I want".
 - ii. **online learning must be clear and brief:** Students want to pay less attention on content that's why they want that the courses must be brief, easy and understandable so that they can grasp the whole concept in short time.
 - iii. **Valuable, immediately usable and practical information:** Students want that kind of material which they can use in their exam and in future etc. rather than insignificant, plenty of content. Content should make them busy not to be exhausted them.
 - iv. **Don't sounds like a robot. Sound more like a real people:** Conversational writing kicks formal writing! Conversational writing causes students brain to wake up and pay attention. So learning must be interactive.
 - v. **Unlock the navigation:** Students want to move free in their educational environment. So if the course will be more restricted then the learners will be more disengaged and frustrated to teachers.
 - vi. **Instead of static presentation, create challenges:** Without any challenges, they may be able to complete their assignments imposed on them, but they won't likely be stimulated by the course. So the content under online learning should be creative, effective, up to mark, empirical, authentic and logically set to create challenges to learners.

Conclusion: In the conclusion of this research paper investigators can say that the future of e-learning with LRS is a bright and it would have large, growing and significant market with the splendid potential and vision in education. It can contribute to substantial improvements in education. Digital content and networked applications will transform higher education's teaching and learning practice in India. To develop a system to support LRS with e-learning distance universities, conventional universities and institutions should plan for online

learning development because without this faculty members and technologist will be in isolation. To bring out the best results all strategic plans should be clear to everyone. It requires everything should be sequentially and logically upload on online system in the form of videos, audio, electronic lectures, instruction etc. A technology service provider must always be ready to help the students otherwise student will not be comfortable in this system. In order to maximize its potential, implementation should endeavour to satisfy the requirements and concerns of all the involved stakeholder groups as much as possible. The stakeholders should fulfil their duties as soon as possible with their 100% dedication and accuracy. Students should participate as proactively as possible, provide feedback to improve future experiences, and communicate the learning possibilities that online learning creates. Institutions should provide the technical infrastructure and

support required to enable comprehensive solutions. Content and technology providers should provide high quality, interoperable solutions that consider learning principles. Accreditation bodies should provide and enforce clear guidelines for this new form of learning delivery. Successful implementation of online learning also requires a project champion, who will communicate the responsibilities and the importance of cooperation to each group. Through the effective classification of information related to e-Learning and LRS, managers can successfully implement online learning in their institution. Paper also shows the importance of online learning in the 21st century and students' demands from online learning to compete with the modern technical age. Present paper will help to institutions or universities for designing a framework to LRS with e-Learning. In future implementation's experiences can be researched.

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