# A Theoretical Analysis of using Traditional Methods of Teachings to get around some of the Challenges with E-Learning Programs

***Manisha***
***Assistant Professor***
***SAITM, Gurgaon***
***me_manishagrawal19@rediff.com***

***Vivek Prabhat***
***B.TECH Scholar***
***SAITM, Gurgaon***

***tiwarivivek8765@gmail.com***

**Abstract**

This article describes the challenges to be faced in creating awareness and motivation in the use of e-learning programs. E-learning is a generic term used to describe a wide variety of electronic modalities that allow access to instruction and the process within it. It refers to an alternative to the traditional classroom learning experience and is often defined as "learning online", "learning remote", "learning virtual", "learning mobile", "learning digital" and "learning at a distance". The last decade has radically transformed e-learning. At the beginning, the courses offered for e-learning were typically more personalized, as part of a group of programmers assisted by tools for creating software. This document aims to be easy to read and understand the opportunity to promote e-learning programs.

**Keywords:** learning online, learning mobile, learning digital

## 1. Introduction of E-learning

The process of using the digital era, in particular the Internet, to promote knowledge and education is called e-studying, sometimes known as learning digital or studying online. , Implicating the use of virtual resources, together with an online guide, webinar, digital tools, multimedia displays and academic interactive tools, to provide educational content to new arrivals. Without being present in a normal classroom, users can get the right to access all educational sources and take part in all academic activities through e-mastering. Allow students to conduct research whenever and wherever they choose, at their own pace, provided they have an Internet connection and vital tools, such as a computer, a tablet or a telephone. [1].

## 2. The key components of e-learning include:

**2.1. Content:** The educational content is developed or modified for online transportation, including textual content, film, audio and interactive fonts. This material can cover a wide variety of subjects and topics, along with applications for professional improvement and education based primarily on skills, as well as academic disciplines such as technology and mathematics.

**2.2. Delivery techniques**: E-learning may be delivered through diverse strategies. These may additionally include getting to know control structures (LMS) or on line systems specifically designed for web hosting and coping with publications, video conferencing gear for real-time virtual

instructions, or even cellular packages for on-the-go getting to know.

**2.3. Interactivity**: E-studying encourages interactivity to engage newcomers and promote energetic participation. It might also include quizzes, assessments, discussion forums, multimedia shows, simulations, and virtual labs [2]. These interactive factors intention to decorate the mastering revel in and offer possibilities for newcomers to use and fortify their knowledge.

**2.4. Collaboration and communication:** E-studying often gives conversation and collaboration tools to foster interplay among beginners and teachers. Discussion forums, messaging systems, email, and video conferencing allow freshmen to connect to their friends, are seeking rationalization from instructors, and engage in institution initiatives or discussions.

**2.5. Assessment and feedback**: E-mastering structures usually offer evaluation tools to evaluate inexperienced persons' progress and understanding. These assessments can take the shape of quizzes, tests, assignments, or projects. Immediate remarks are often supplied to assist freshmen pick out areas for improvement and toughen their gaining knowledge of [3].

## 3. Review of Traditional Teachings

This is the teaching method that we used in the ancient period and that is how at that time everyone learned everything so grasp easily and we did not forget that learning for a long period of time as we adopt that teaching in E-Learning as well. We have also used some methods how Guru's used to teach everything to their students.

### 3.1 Rava: Hearing and paying attention to the guru

Hearing or listening to the Guru is referred to as the first step, or ravaa. The lesson provided by the instructor in an online learning module—whether it takes the form of audio-video lectures, readings, or demonstrations—marks the start of the learning process. The focus and attention of the learner are the most crucial requirements as the teacher leads the pupil through the material. The teacher cautions pupils to avoid having preconceived notions and misconceptions about the topic, as well as prejudices regarding the area of study, throughout this phase [4].
One of the things that shocked me was that the students were depending on culturally and socially imposed experiences or preconceived beliefs rather than what they had actually experienced, according to Dr. Sridevi Yerrabati in her 2017 book "How Adults Learn, A Reflective Essay." Therefore, the teacher might start with the idea that clearing out mental clutter will free up mental space for improved focus, which will probably facilitate moving through the following two steps more easily.

In light of "ravaa," a title for an online program might be created that describes the mindset the student should have. The module's approach may be implied by the title. Here's an illustration:

#### 3.1.1 Learning Stage 1: Listening/Reading/Understanding How concentrated are you?

A teacher could include formative evaluations and/or activities that let students practice being focused and attentive to the material in such a module in addition to the readings and lectures (without impacting the grade). Several tools can help with this, including Quizlet, EdPuzzle, Hot Potatoes, and Canvas Studio. Ravaa is comparable to

the "campfire" idea presented by Thornburg in Campfires in Cyberspace (2004). "Teaching as storytelling has a sacred quality, and this activity took place in sacred places, usually around the fire," he claims. The storyteller uses the flame as a focal point and the noises of the night as a backdrop as they impart wisdom to the students, who in turn become storytellers to future generations. This is why the "campfire" is a sacred area for Śravaṇa. In this sense, the phrase "campfire" refers to the sacred area where the Guru imparts his or her wisdom through rava, and thus resembles cognitivism. However, the student is not merely a passive receiver of knowledge, but rather determines its true significance. [5] The learning process has just begun. The Guru's function may have altered to that of a mentor in the modern internet setting, but the triad's basic components—teacher, medium of instruction, and student—remain the same.

**Manana: Thinking, pondering, and dispelling uncertainties**

After ravaa, students move on to manana, where they reflect, think, and dispel any remaining uncertainties. Here, they reason and consider the matter at hand until they fully grasp it. During the analysis process, they work through uncertainties, misconceptions, and confusion. Their aim is to thoroughly comprehend the Guru's teachings. This is the time and place for talking with classmates and asking questions of the teacher. Here, taking notes and reading the same passages repeatedly is required, and this type of studying needs effort and dedication. The title of an online learning module might read, for instance:

**3.1.2 Learning Stage 2: Converting understanding to knowledge by reflecting on the readings.**

Discussions and other activities like blogging and community chats can be conducted using the Manana module.

Systems include top-notch discussion features and are linked to instructional software like Padlet. Manana could be tied to the "watering hole" in Thornburg's Campfires in Cyberspace. Although in Vedic methodology Manana is related to a Q&A with the teacher, the idea could equally well apply to an online programme. With the aim of gaining wisdom, introspection is prioritized [6]. As one may expect, Manana is similar to constructivism and social learning theories. It's crucial to stress that Manana is the process of delving in-depth into the knowledge acquired during the ravaa stage.

**Nididhyasana: Increasing insight and understanding**

Students transfer from Manana to Nididhyasana, where understanding deepens and epiphanies occur. One is alone during this phase of meditation. Here, the knowledge developed or constructed throughout the preceding two stages is internalized so that it can actually exist. The knowledge is put to use and exercised. Students go on to experience and conviction after their doubts are dispelled. [9] Because Nididhyasana continues beyond the course, the journey doesn't finish here. Nididhyasana, in relation to Thornburg, can allude to the "cave" where one withdraws for more in-depth reflection. This stage could have the following title in a learning module:

**3.1.3 Learning Stage 3: Integrating (Knowing is not sufficient. Can you put this knowledge to use? Have you had it? Allow it to move into action naturally?**

The cave, where we first encountered ourselves, is another important early learning environment, according to

Thornburg. The Nididhyasana stage consists of acting with all the force of the Self. Assignments like essays or tests can be included in such a programme. Individual contributions would still require a solo retreat to the "cave" and a demonstration of the capacity to use the knowledge or skill, even if a collective project were assigned. This demonstrates how Nididhyasana is necessary for learning to result in realization or knowledge. [7]

In the Vedic era, a lot of stress was placed on the student's mental environment since a sound, alert, and concentrated mind could easily make the transition from knowledge to realization. In light of today's suffering, overburdened, disadvantaged, and distracted students, these Vedic practices seem to be more necessary and relevant. Adding a learning method to a teacher's toolset may make sense and be advantageous for both the student and the teacher if it can help students develop their minds and is a tried-and-true 5,000-year-old methodology. [12]

The following list includes upcoming new e-learning tools and technologies:

i. creation of an online qualitative testing framework;

ii. Creation of a standard or framework for evaluating the caliber of e-Learning content;

iii. Creation of new tools, applications, and technologies for gamification, micro learning, and artificial intelligence (AI);

iv. Creation of Interactive Experiments, 3D Labs, and Simulations;

v. Creation of e-content packaging and distribution methods that are compatible with mobile devices; the creation of curriculum materials utilizing AR/VR; [8]

vii. Personalized e-Learning, Adaptive Learning, and

viii. Big Data Reporting and Learning Analytics, which includes the measurement, gathering, analyzing, and reporting of data about students and their environments.

## 4. Accessibility Challenges of E-learning

### 4.1 Infrastructural Problems

- The free use of computers and the Internet in public libraries and classrooms should be a priority for governments in developing nations.
- Free computer and internet access at nearby community facilities should be offered by nonprofit entities.
- The Internet and computer labs should be accessible to students at educational institutions.
- Internet connectivity should be available in parks and other public areas, thanks to local governments.

### 4.2 Change Mindset for E-learning Program:

Changing your mindset for e-learning can help you embrace the online learning experience and make the most of it. Here are some strategies to help you shift your mindset:

- **Develop Effective Study Habits:** Explore different study techniques and strategies that work well for you in an online environment. Experiment with note-taking methods, active reading, summarizing key points, or using

online tools for organizing and reviewing course materials. Discover what study habits align with your learning style and optimize your understanding and retention of the content.[13]

- **Engage Actively:** Actively engage with the e-learning materials and activities to foster deeper learning. Participate in discussions, ask questions, and contribute to online forums or group projects. Take advantage of interactive features and multimedia elements to make your learning experience more immersive and interactive.

- **Practice Self-Motivation:** Stay motivated by reminding yourself of your goals and the reasons why you chose e-learning. Celebrate your achievements along the way, no matter how small. Find ways to keep yourself motivated, such as setting rewards for completing milestones or finding a study buddy who can hold you accountable.[17]

### 4.3 Training and Digital Literacy

In the current digital era, training in digital literacy is essential because it gives people the information and abilities they need to efficiently use and navigate digital technologies. Digital literacy is the capacity to use digital tools and platforms to access, assess, produce, and convey information. Information literacy, digital security, online communication, basic computer skills, and critical thinking are just a few of the talents it incorporates. [11]

**Here are some key points to consider when it comes to training in digital literacy:**

**A) Basic Computer Skills:** Start by building a foundation of basic computer skills, including understanding hardware components, operating systems, file management, and using productivity software such as word processors and spreadsheets. This training helps individuals become comfortable with using computers and prepares them for more advanced digital tasks.[15]

**B) Information Literacy:** Develop skills in critically evaluating and analyzing information found online. This includes assessing the credibility, reliability, and bias of sources. Learn how to fact-check information and avoid misinformation or fake news. Understand copyright and intellectual property rights to respect ethical guidelines when using digital content.

**C) Media Literacy:** Develop critical thinking skills related to consuming and creating digital media. Learn to analyze and interpret different media forms, including images, videos, and audio. Understand the impact of media messages, biases, and manipulation techniques. Foster the ability to create and share digital content responsibly. [10]

### 4.4 Time management

Time is one of your most valuable resources, regardless of your age, gender, employment status, or anything else. It will take time to complete everything you aspire to do or achieve in your lifetime. Those who want to learn online should pay particular attention to this. Since you determine your own learning and pace, you must learn effective

time management skills to free up enough time for your online courses and the rest of your obligations.[17]

**Simple Time Management Training**

What are the steps for learning time management if it is a skill? Although time management's fundamental ideas are simple to understand, it can be challenging to regularly apply them in daily life. If you wish to achieve, you will need these inherent resources:

- You need to be persistent and consistent in how you use your time. You'll have to be persistent if you want to make yourself use your time the way you wanted to and avoid reverting to your old habits.

- You can't expect to achieve unless you have a strong commitment to mastering time management techniques. You can't just pick up some time management tips and go on. You must be willing to practice it continuously until it comes naturally to you.

- Create a mental goal that will motivate you to employ better time management techniques. Use your success and completion of your online learning to motivate you to continue because learning accomplishments may be a highly effective motivator.

### 4.5 Learning difficulties (BARRIERS/SPECIAL NEEDS)

However, some e-learning components may not be accessible to students with disabilities due to the learning environment's capacity to meet the needs of all learners (IMS Global Learning Consortium, 2004). These consist of: Similar concerns were voiced during COVID-19; for instance, Irish students with disabilities reported having trouble utilizing new modes of learning and assessment due to accessibility issues, such as the inability to enable captions; the setup or lack of equipment; and the compatibility of their assistive technology with the VLE/assessment software, particularly for students with visual impairments, specific learning differences, hearing impairments, and dyspraxia. [14]

## 5. Conclusion

E-learning has revolutionized the way we learn and acquire knowledge, offering numerous benefits such as accessibility, flexibility, convenience, diverse learning materials and resources, personalized learning, global networking, and collaboration. Accessibility breaks down barriers of time and location, enabling individuals from all corners of the world to access educational resources and courses. This inclusivity promotes lifelong learning and empowers individuals to develop their skills and knowledge. We have also used some methods how Guru’s used to teach everything to their students in ancient period as those methods we implement in virtual learning to make it more efficient and effective. Adaptive learning technologies track progress and provide personalized recommendations, enhancing motivation, engagement, and overall learning outcomes.

## 6. References

1. D. Benta, G. Bologa, I. Dzitac, E-learning Platforms in Higher Education. Case Study, Procedia

Computer Science, Volume 31, 2014, Pages 1170-1176, ISSN 1877-0509

2. Valverde-Berrocoso, J., Garrido-Arroyo, M. D. C., Burgos-Videla, C., & Morales-Cevallos, M. B. (2020). Trends in educational research about e-learning: A systematic literature review (2009–2018). *Sustainability*, *12*(12), 5153.

3. Kassymova, G., Akhmetova, A., Baibekova, M., Kalniyazova, A., Mazhinov, B., & Mussina, S. (2020). E-Learning environments and problem-based learning. *International Journal of Advanced Science and Technology*, *29*(7), 346-356.

4. C. Maggo and P. Garg, "From linguistic features to their extractions: Understanding the semantics of a concept," 2022 Fifth International Conference on Computational Intelligence and Communication Technologies (CCICT), 2022, pp. 427-431, doi: 10.1109/CCiCT56684.2022.00082.

5. Mushtaha, E., Dabous, S. A., Alsyouf, I., Ahmed, A., & Abdraboh, N. R. (2022). The challenges and opportunities of online learning and teaching at engineering and theoretical colleges during the pandemic. *Ain Shams Engineering Journal*, *13*(6), 101770..

6. Meenakshi, P. G., & Shrivastava, P. (2021). Machine learning for mobile malware analysis. Cyber Crime and Forensic Computing: Modern Principles, Practices, and Algorithms, 11, 151.

7. Havryliuk, N., Osaulchyk, O., Dovhan, L., & Bondar, N. (2020, May). Implementation of E-learning as an Integral Part of the Educational Process. In *Society. Integration. Education. Proceedings of the International Scientific Conference* (Vol. 4, pp. 449-459).

8. Nanwal, J., Garg, P., Sethi, P., &; Dixit, A. (2021). Green IoT and Big Data: Succeeding towards Building Smart Cities. In Green Internet of Things for Smart Cities (pp. 83-98). CRC Press.

9. Garg, P., Dixit, A., & Sethi, P. (2021, April). Opportunistic networks: Protocols, applications & simulation trends. In Proceedings of the International Conference on Innovative Computing & Communication (ICICC).

10. Kumar, V., & Sharma, D. (2021). E-learning theories, components, and cloud computing-based learning platforms. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, *16*(3), 1-16.

11. Baig, M. I., Shuib, L., & Yadegaridehkordi, E. (2022). E-learning adoption in higher education: A review. *Information Development*, *38*(4), 570-588.

12. Dixit, A., Sethi, P., & Garg, P. (2022). Rakshak: A Child Identification Software for Recognizing Missing Children Using Machine Learning-Based Speech Clarification. International Journal of Knowledge-Based Organizations (IJKBO), 12(3), 1-15.

13. Dixit, A., Sethi, P., & Garg, P. (2022). Rakshak: A Child Identification Software for Recognizing Missing Children Using Machine Learning-Based Speech Clarification. International Journal of Knowledge-Based Organizations (IJKBO), 12(3), 1-15.

14. Almaiah, M. A., Al-Khasawneh, A., & Althunibat, A. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. *Education and information technologies*, *25*, 5261-5280. (IJKBO), 12(3), 1-14.

15. Maatuk, A. M., Elberkawi, E. K., Aljawarneh, S., Rashaideh, H., & Alharbi, H. (2022). The COVID-19 pandemic and E-learning: challenges and opportunities from the perspective of students and instructors. *Journal of computing in higher education*, *34*(1), 21-38.

16. Jin, Y. Q., Lin, C. L., Zhao, Q., Yu, S. W., & Su, Y. S. (2021). A study on traditional teaching method transferring to E-learning under the COVID-19 pandemic: From Chinese students' perspectives. *Frontiers in Psychology*, *12*, 632787.1):21-38.

17. Kibuku, R. N., Ochieng, D. O., & Wausi, A. N. (2020). e-Learning Challenges Faced by Universities in Kenya: A Literature Review. *Electronic Journal of e-Learning*, *18*(2), pp150-161.