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EFFECTIVENESS OF GAINING KNOWLEDGE THROUGH E- LEARNING IN UNIVERSITIES

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ABSTRACT

Researchers, users and the general public are rapidly moving towards using digital content. The World Wide Web has seen an increase in global content digital content. This precious knowledge must be preserved for the future. Libraries and publishers are the two main groups of participants in the digital protection service, so they need to join together to find the right digital protection service. A single library cannot achieve this, so the government and other leading organizations will have to initiate and support the process of digital protection. And most importantly, it is a long-term process of long-term digital protection that can be achieved by collaborating in digital protection by sharing responsibilities and costs.

Key Words: Libraries and publishers , digital protection service.

INTRODUCTION

Online learning or e-Learning in University has changed a pattern in the field of education. The e-Learning in University system is a powerful tool for achieving the objectives of the university (objectives, education and community service) and contributes to progress at the institution-level as well as at the individual level, involving both professors and students (Divjak and Begisivic 2006). E-Learning in University helps to expand the scope of education and of course if it is 'effective' it can prove to be an important asset. E-Learning in University is defined as web-based learning that integrates the Internet with learning. Welsh etc. al. (2003) said that e-Learning in University or electronic learning is known as easy learning material or learning technique through electronic technology and it aims to enhance the skills, overall knowledge and productivity of the learner in the global situation. Stockley (2003) defined e-Learning in University as a means of delivering training or educational programs electronically. It basically involves the use of a computer or electronic device, such as a mobile phone, in one way or another to provide materials for training, education or learning.

The traditional educational distribution system in universities and colleges has been a class for a relatively long time in which professors give lectures to students and students listen to students and sometimes take notes. Communication between professors and students is understood to be an important element of learning in this distribution method. Innovations in the educational distribution system, such as the School of Mutual and Reflective Thought, have challenged traditional approaches to education. Advances in information technology have enabled new educational delivery methods such as distance learning and e-Learning in

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University. As a result, many universities and colleges have joined the innovative e-Learning in University world. This has created the need for academic and technical knowledge to teach using the Internet, and this knowledge is slowly becoming a basic ability for many teachers as well as students. Given the proliferation of e-Learning in University, the key question here is how and to what extent the quality of e-Learning in University teaching and learning is changing.

E-Learning in University has penetrated the education as well as the corporate world and it also complements traditional delivery methods. Academic traditional complex patterns such as adult learning and distance learning have certainly facilitated this. E-Learning in University can be seen as an alternative to or complementary to face-to-face teaching. E-Learning in University can usually give the student more choice as well as responsibility for their own learning. E-Learning in University can change the methods of learning and promises to remove barriers in time, distance and economics. E-Learning in University is an invaluable gift for the education sector. This distance has been completely removed and learning has become a convenient and enjoyable affair. Studies show that e-Learning in University can help students increase engagement, motivation and attendance, which is an important requirement of education. Effective e-Learning in University can enhance the performance of key subjects and encourage the growth of skills needed to meet the challenges of the 21st century.

There are many research studies to suggest that e-Learning in University can definitely improve the marks obtained by students. Baumadin et al (2011) found that classes that use software and computers in teaching have a significant effect on scores even without taking an online test. Second, even if no other software is used in the classroom by students who have used multimedia and students have corresponded with the trainer by mail and attended the online exam, there are more students than students who did not use multimedia. Third, the marks obtained by the students were the best who were not taught in the classroom with the help of books or physical models but were taught with the help of a software instead and the students interacted with the teachers by mail. To a large extent, the findings prove that teaching without the use of books results in better results and improves student performance. Students who use the dictation web-based e-Learning in University program have made better progress in dictation than students who use the traditional method.

Web-based networks have provided learners with easy and straightforward access to educational resources everywhere and anytime, even by building schools in remote areas, and this has led to academic justice. This multimedia environment and the opportunity to convert data in the form of sound, images, text, video has created interest and enthusiasm among the students. Other benefits of earring include peer participation, autonomous learning, interactive, quick response. Using this method, teachers have become not only a source of knowledge transfer but also a facilitator of education. As a result, in recent years, many educational institutions have been using these technologies to improve education with less technology.

Although there are many benefits associated with e-Learning in University but those benefits can only be reaped if e-Learning in University is effective. There are several studies that offer important suggestions for evaluating the effectiveness of e-Learning in University. Shank (200) refers to methods for evaluating the effectiveness of external e-Learning in University training programs. Her research lists measures of effectiveness, learning basic measurements in terms of student performance. Other measures of effectiveness include examination and test scores and course completion rates, which give an overall indication of course-success in the case of students.

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EFFECTIVENESS OF E-LEARNING IN UNIVERSITY:

There are many benefits to adopting e-Learning in University in education, especially in higher education institutions, and given its many advantages and benefits, e-Learning in University is considered one of the best methods of education. Numerous studies and authors have proven the benefits and advantages of adopting e-Learning in University technology in universities. Some studies take advantage of e-Learning in University as an ability to focus on the needs of individual tutors. For example, Mark (2000), in his review of his book on e-Learning in University strategies for imparting knowledge in the digital age, states that one of the benefits of e-Learning in University in education is to focus on the needs of the individual learner as an important component of the process. Education rather than the needs of 'instructors' or 'educational institutions', some of the benefits of adopting eLearning in education due to literature review include the following.

1. It is flexible when questions of time and place are considered. Each student has the luxury of choosing the place and time according to his / her preference. According to Smedley (2010), the adoption of e-Learning in University provides time and delivery and acknowledgment to the institution as well as its students or learners.
2. E-Learning in University enhances the efficiency of knowledge and qualification by easily accessing a large amount of information.
3. It is able to provide communication opportunities among students through the use of discussion forums. In this way, e-Learning in University helps to overcome obstacles that may interfere with participation, including the fear of talking to other learners. E-Learning in University motivates students to interact with others, as well as to exchange and respect different opinions. E-Learning in University facilitates communication and improves relationships that sustain learning. Wagner et al (200) note that e-Learning in University provides additional possibilities for interaction between students and teachers during content delivery.
4. E-Learning in University is effective in that students or learners do not have to travel. It is also effective in the sense that it provides learning opportunities for a maximum number of learners who do not need many buildings.
5. E-Learning in University always takes into account the differences between individual learners. Some learners, for example, prefer to focus on certain parts of the course, while others are willing to review the entire course.
6. E-Learning in University helps to compensate for the shortage of academic staff, including teachers or facilitators as well as facilitators, laboratory technicians etc.
7. The use of e-Learning in University allows for self-pacing. For example, the asynchronous path allows each student to study at his or her own pace and to be slow or fast. This increases satisfaction and reduces stress.

Holmes and Gardner summarize the above benefits of e-Learning in University in terms of the ability of e-Learning in University to evaluate students or learners as they learn, while at the same time enhancing their experience through community interaction for community learning, cultural diversity and globalization. The most important feature for them as well as the advantage of e-Learning in University in education is that they are on the students or learners. Through e-Learning in University, according to Raba (2005), goals can be achieved with minimal effort. Both the learner and the teacher may be able to achieve and continue the development by gaining experience provided by competing experts in various fields of knowledge. According to Khan (2005), the effects of e-Learning in University on educational ethics are ensured. This is because the environment for e-Learning in University is tolerant, so it is a great way to give users equal access

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to the information world regardless of their location, their age as well as caste origin and caste. The e-Learning in University environment also helps teachers or students to become self-reliant which is why teachers are no longer the only source of knowledge. Instead, they become mentors and mentors. E-Learning in University helps build communities to communicate and interact with others globally. However, according to Algahatani (2011), the benefits of e-Learning in University If used properly, the benefits of e-Learning in University outweigh the benefits of traditional education.

CONCLUSION:

While e-Learning in University has its advantages over educational adoption, it also has some disadvantages. There are some disadvantages to e-Learning in University that support the study. For example, despite claims that e-Learning in University can improve the quality of education that by providing online learning materials, only improved learning outcomes are available for specific types of group assessment. E-Learning in University is just a support tool for existing teaching methods. The most notable protest of e-Learning in University is the complete absence of personal interactions not only between individual tutors and teachers but also among fellow students. Regardless of all the disadvantages of e-Learning in University, there are many advantages that motivate its use and encourage the search for ways to reduce disadvantages.

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