A Study on Karnataka LMS- Opportunities and Challenges for Developers and the Learners

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ABSTRACT

Education in India is a holistic process for the attainment of continuing values in the life of each and every citizen, and also contribute towards creating a fair, just and equitable society of responsible citizen. In the country traditional methods of learning have been in use in the education.. Conventional methods are not suitable to enhance their multi-talented personality in certain situations. E-learning is supposed to be an excellent solution for the old problem of mass education since there are too many knowledge seekers and not enough knowledge providers. E-learning is a kind of web-based training. . It has experienced a outstanding evolution and growth in the last few years. This is definitely due to massive advances in information and communication technologies (ICT). The insertion of e-Content in learning is now inevitable, as result the UGC initiative is designed to meet the new challenges, and to help India take the lead in this newly emerging field. The Karnataka Government has take an initiative and released a digital initiation program scheme named Karnataka LMS Scheme (K-LMS)The main aim of this digital initiation is to make the curriculum of colleges online in digital mode. Digital platforms include digital courses in multiple languages as PPT, videos, quizzes, assignments and study material. The Karnataka state government has claimed that this digital initiative will boost e-learning in colleges.

This paper focussed on K-LMS and other platforms. Students' perceived advantages and pitfalls of online learning , opportunities and challenges for tutors they facing while creating and delivering the contents and their opinion on effectiveness of Online classes as compare to physical class are discussed here.

Keywords: K Lms, E-Learning, Digital Platform

INTRODUCTION

Principally the traditional methods of learning have been in use in the education.. Conventional methods are not suitable to enhance their multi-talented personality in certain situations. Hence ICT enabled education, training and learning is much more suited than customary methods. The primary teaching methods and educational system are class room lectures, presentations, and workshop experiments. These remain aided by film aids such as projectors, stereo systems, and film projection. A teacher is similar to a supervisor in that he or she leads, guides, facilitates, and mentors students. As a result, teachers have become role models for students, leading them to a brighter future. The traditional education system in India could only serve a small group of people who were wealthy and could afford to be educated. Nevertheless, as internet expertise grows, web-based e-learning systems are increasing in popularity. Previously, information seekers had to physically commute to libraries, but newer ICTs allow knowledge seekers and students to locate the required information at the tip of their fingers. Since these methods are online, you may take lessons in any subject or course at any time from any part of the world. Saving time, cash, paper, or other resources might be useful and increase accessibility for the both course students and instructors.

The importance of e-learning has grown significantly as a result of changing ICT (Information and Communications Technology) trends and the scarcity of time. Students' accounts of eye strain from prolonged screen usage, however, provide factual support for Spitzer's findings (2001).Academics, coaches, and students can use the course materials successfully at any time and from any location once they have been digitised that

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used a Content Management System (CMS) & completely available on the web. (1) Any digital content product that is available to be distributed via microelectronic medium is referred to as e-content. Typical examples are metaphors, music, and information. (2011) Anurag Saxena (2011) Anurag Saxena The National Program for New tech Enhanced Learning (NPTEL) is a project initiated by the Ministry of Human Resources Development of the Government of India with the goal of restoring the excellence of production education in India through the development of coursework video recorder and online courses. In Karnataka also Government has released a digital initiation program scheme named Karnataka LMS Scheme. (LMS is a higher tier of online course stage that instructor can use to create, host, deliver and sell online courses.) For the first time Government take the initiation throughout the covid lockdown period as schools and colleges are shutting due to pandemic. The main aim of this cardinal initiation is to make the curriculum of colleges and schools online in digital mode. Digital platforms include digital courses in multiple languages as PPT, videos, quizzes, assignments and study material. The Karnataka state government has claimed that this digital initiative will boost e-learning in schools and colleges. It will be advantage about 4.5 lakh students and 24,000 tutors in the Karnataka state. The budget of the Learning Management System Project in the state of Karnataka comes to about 34.14 crores..

Research Problem

Researcher wants to know effectiveness of K-Lms in students learning process and what challenges content developer that the teachers were facing in creating material, PPT, MCQs, and videos. This study attempted to focus on K-Lms, e-content innovation in changing education concepts, and whether it would replace physical teaching

LITERATURE REVIEW

(Petrides, 2002) He stated that the participants revealed that working in team environments in an online course was cooler because nearby was less need to rearrange every person schedule. Aside from time elasticity, choices associated to the learning experience were also cited as positives. The online erudition environment excels in footings of flexibility.

Vijayakumari,(2011) The use of technology in the classroom motivates new students and keeps them actively involved in the learning process. A computer is an extension of the mind, hands, and eyes synthesis, just as books are indeed an extension of the intellect, cinema is an extension of the eye, audio is an extension of the ear, audio conferencing is a leeway of the mind and vocal cord, satellite expertise is indeed an extension of human reach, and computer networks are indeed an extensions of the human cooperation. Therefore, we would anticipate that e-content will be able to inspire the novice in a way that makes the most of its early learning potential.

Nachimuthu Dr. (2011) The most recent format for teaching that has increased awareness of conceptual kinks is e-content. E-overarching content's purpose is to eliminate inequalities among beginners through efficient instruction. E-content really makes instructors more effective. It raises the learner's degree of familiarity, which fosters creative discernment, and it offers impending thoughts based on the offered linkages and allusions.
Schirmer and Lockman (2020) To determine if in-person instruction is more successful than online learning, a research was conducted. The study's conclusions indicate that pupils do more suggestively recuperating in online courses than in traditional learning.

UGC (2012), To create the e-content materials, thirteen categories are sorted successively by technical backers and topic specialists These thirteen set of includes, home; objectives; specific topic mapping; summary; text with depictions and animations; video and audio; coursework, quiz, and tutorial; situations, lexicon, and links; case studies; FAQs; download; blog; and contact are necessary, based on the UGC, mediating factors for econtent expansion.

Mow (2008) Science, math, languages, and programming are just a few of the fields where information expertise, e-learning, and e-contents have been applied in the past. The main goal of that is to make it easier to understand such challenging material and to resolve questions about these kinds of themes.

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Research Gap

Many studies focussed on online education as the biggest means of the medium of education . But at present , there is a lack of research on online classes and its long term effect on physical class in India. Teaching and learning online has posses many challenges, researcher wants to study these opportunities and challenges.

Objectives:

1.To Examine Learners and teachers readiness to adapt e-learning platforms.

2 To know whether LMS empower learners to manage their own learning

3.To know how do the students perceive the effectiveness of online education .

Hypothesis

H_0 :There is no significant difference in mean Experience across Four categories of age group of teachers in contents development for K-LMS.

METHODOLOGY

This survey includes the opinions of 400 degree-seeking students who attended urban, semi urban, and rural institutions before enrolling at Bangalore University. To gather demographic data and assess the degree of mindfulness of a e-learning system, a set of inquiry forms has been sent. The question about the circumstantial evidence is covered in the first part. The questions in the second portion are about utilising e-learning to learn and how to do it in a way that is comfortable for you to use while also being beneficial, simple to use, and selfsufficient.

Source of Data: The study fundamentally depends upon prime data collected through interview schedule from four hundred students from three academies classification based on Rural, Semi urban and Urban by embracing convenient random sample technique. Data also collected from LMS team of DCE , Articles in the periodicals, monthlies and websites for the secondary sources.

Sample Design: The researcher selected three geographical area like Bangalore city college as Urban,100 Under Graduate students since government college and 100 from city Private college; 100 UG students after Magadi government college as semi urban and 100 students from government college Bidadi as rural college for the determination of the study and places embraces were near to Bangalore city for the convince of the academic and it embraces both the gender and all three main streams ,arts commerce and science. In the study 100 teachers of different faculties are also included from selected colleges for the study who have created econtent for K-lms.

Data Analysis and Interpretation

In the first paragraph we consider the teachers experience and opinion on online teaching and content development we collected information from 100 teachers from sample colleges. Multiple responses analysed

Teacher Experience On K-Lms Online Teaching Platform:

To study the teacher experience in developing materials and presenting the class and their readiness to adopt online teaching researcher asked nine questions, and their multiple opinions are recorded in the below table

Table 8.1 shows multiple response of teachers perception and experience on K-LMS

Statements	Frequency	Percentage	Percentage of cases
1.It is easy to handle online class	82	16.17	83

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2.By extending the lesson plan beyond traditional method it helps to become more efficient educator.	93	18.34	82
3.It enhance skill and knowledge	87	17.16	87
4. We can cover more concept on online teaching than the class room teaching	80	15.78	80
5.Syllabus can be completed as per the schedule	90	17.75	90
6.Easy to maintain and record Attendance	75	14.80	75
	507	100	

Table 8.1 portrays the teachers perception about online class and experience of teachers in the creation of econtents for LMS, Firstly 93 percent flees that By extending the lesson plan beyond traditional method it helps to become more efficient educator. 90 percent argue that Syllabus can be completed as per the schedule . 87 percent states that It enhance their skill and knowledge. 82 percent comments that It is easy to handle online class. while 80 percent reacted that We can cover more concept on online teaching than the class room teaching.75 percent feels that it is Easy to maintain and record Attendance of students.

Table 8.2 Shows multiple Challenges faced by the teachers on creating classes for K-LMS e-learning platform.

Statements	**Frequency**	**Percentage**	**Percentage of cases**
The technical skill of the learners as well as tutors can be a limiting factor to implement e learning.	66	10.93	66
Difficult to Converting abstract knowledge into digital learning content	79	13.08	79
Communication between students and instructors more complicated	70	11.59	70
e-learning is best suited for training topics than regular classes	65	10.76	65
eLearning goes obsolete and requires repeated changes	47	7.78	47
It is difficult to hold learners during online classes due to monotones /stereotype classes.	68	11.26	68
Challenge is to keep a track of the learners progress and how well they are getting acquired with it.	76	12.58	76
Learners are often resistant to change so, they may not access the content hence module may not delivering desire outcome.	58	9.60	58
Challenging for the developers creating all models in limited time.-Material, PPT,MCQ and Videos	75	12.42	75
	604	100	

N=100

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Table 8.2 Depicts the teachers perception about online class and experience of teachers in the creation of econtents for LMS Firstly, Fascinatingly and perhaps which look obvious is that fact that more than seventy nine percent (79. percent) of the respondents, feels that "Difficult to Converting abstract knowledge into digital learning content because it demands experts availability, process maturity, efficiency .particularly science and commerce subjects.76 percents comments that it is difficult to keep a track of the learners progress and how well they are getting acquired with it" as students feedback is necessary to assess the students learning process .Next one 75 percent of the tutors feels that "It is Challenging to the developers creating models in limited time like material, PPT, MCQ and Video lectures as result there sare chances that they may commit mistake by speeding up the development process. 70 percent feels that Communication between students and instructors more complicated that is personal interaction in online class is not possible.68 percent of respondents told in the on line class it " It is difficult to hold learners during online classes due to monotones /stereotype classes. 66 percent of faculty feels that " The technical skill of the learners e-learning is best suited for training topics than regular classes as well as tutors can be a limiting factor to implement e learning 65 percent feels that" e-learning is best suited for training topics than regular classes.58 percent of the faculty opinion that "Learners are often resistant to change so, they may not access the content hence module may not delivering desire outcome" Finally 47 percent of tutors feels that eLearning goes obsolete and requires repeated changes. It is due to change in the syllabus or changes in the concept may lead to content became outdated then frequently teacher has update the content.

Hypothesis Testing

H_0 :There is no significant difference in mean Experience across Four categories of age group of teachers in contents development for K-Lms .In a sense that the mean experience score do not significantly differ between the age of respondent with 21 to30 years of age group with respondents of 31 to 40 years age group ,then between age group 31 to 40 to 41 to 50 and so on.

Table No.8.3 One -way ANOVA between age and Experience of teacher on K-Lms content creation:

	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	1.176	3	0.392	0.628	0.597
Within Groups	2552.216	409	0.624		
Total	2553.392	207			

It is seen from one-way ANOVAs results (Table7.3)That there is no significant (statistically) difference in overall mean score of Experience of faculty on content development for K-Lms ($F_{(3,204)}$ 0.628, P=0.597,p>0.05) dimension among four age group categories. So, we accept null hypothesis and reject the alternative hypothesis. In other words, mean experience level rating scored Not differ significantly between faculty with age groups ,that is 21 to 30 years of age , respondents 31 to 40 years of age group, between the respondents with 41 to 50 years of age group and finally 51 to 60 years of age group

Learner's Perception Behind the Selection of Online Learning Platform

Students' superficial metiers of online learning may help to manage their own learning and learning takes place effectively. To measure this we have prearranged nine points factors chart

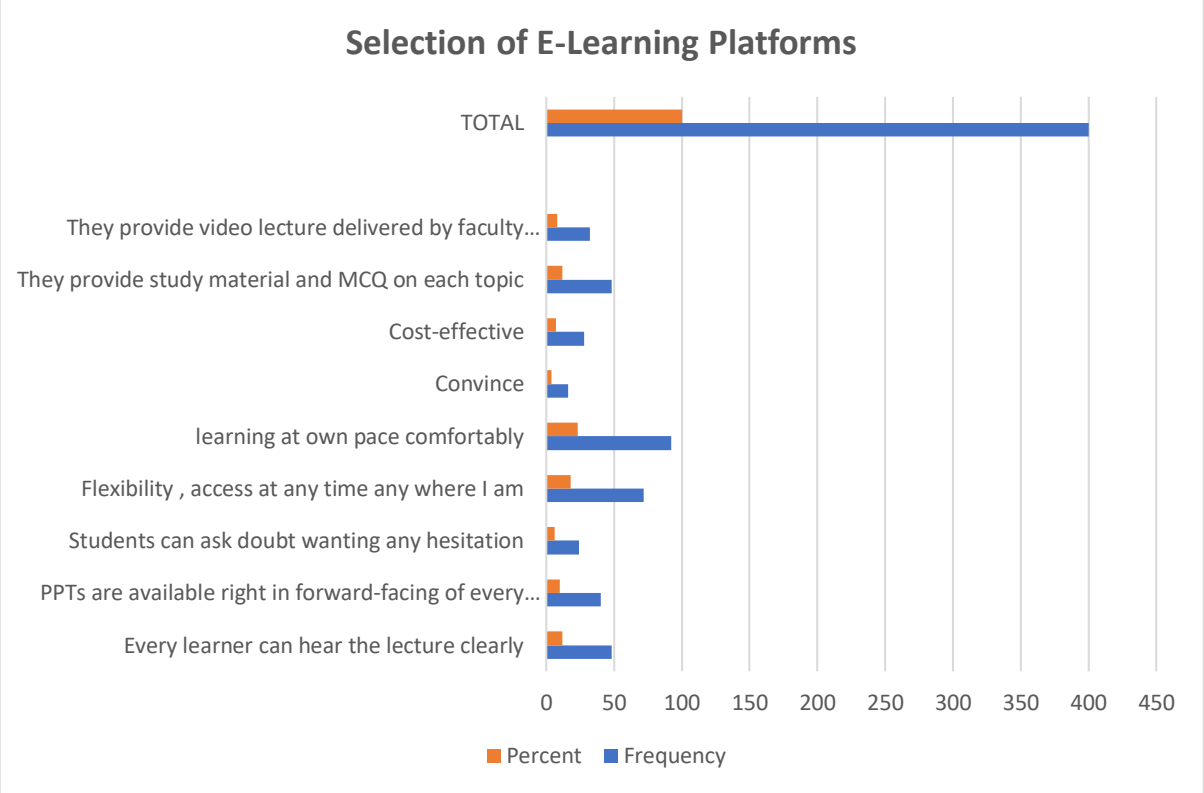
Table.8.4: Factors behind the selection of e-learning platforms

Statement	**Code**	**Frequency**	**Percent**
Every learner can hear the lecture clearly	A	48	12
PPTs are available right in forward-facing of every single student	B	40	10

Students can ask doubt wanting any hesitation	C	24	06
Flexibility , access at any time any where I am	D	72	18
learning at own pace comfortably	E	92	23
Convince	F	16	04
Cost-effective	G	28	07
They provide study material and MCQ on each topic	H	48	12
They provide video lecture delivered by faculty handling the subject	I	32	08
TOTAL		**400**	**100**

N=400

Graph on Factors behind the selection of e-learning platforms



From table 8.5 the consequences has been establish that most of the factors e- Learner's perception behind the selection of online e-learning platforms are - respondents give first preference to learning at unusual pace comfortably -data confirmations 23 percent ;second preference - Flexibility, access at any time any where I am 18 percent ;students give equal weight age two factors that is "all can hear lecture clearly and all study material MCQ availability by 12 percent ; 10 percent indicate PPTs are available right in front of every students; 8 percent indicate that lecture delivered by faculty who regularly handle the subject.7percent responded that online platform are cost effective; 6 percent express that Students can ask doubt without any hesitation; 4 percent give convenience has last preference.

Study On Students Perception for Not Opting On-Line Classes

Study is also made an attempt to record the opinion of students about their perception for not opting on line classless with ten statements. Results are show in the following paragraph with chart and graph.

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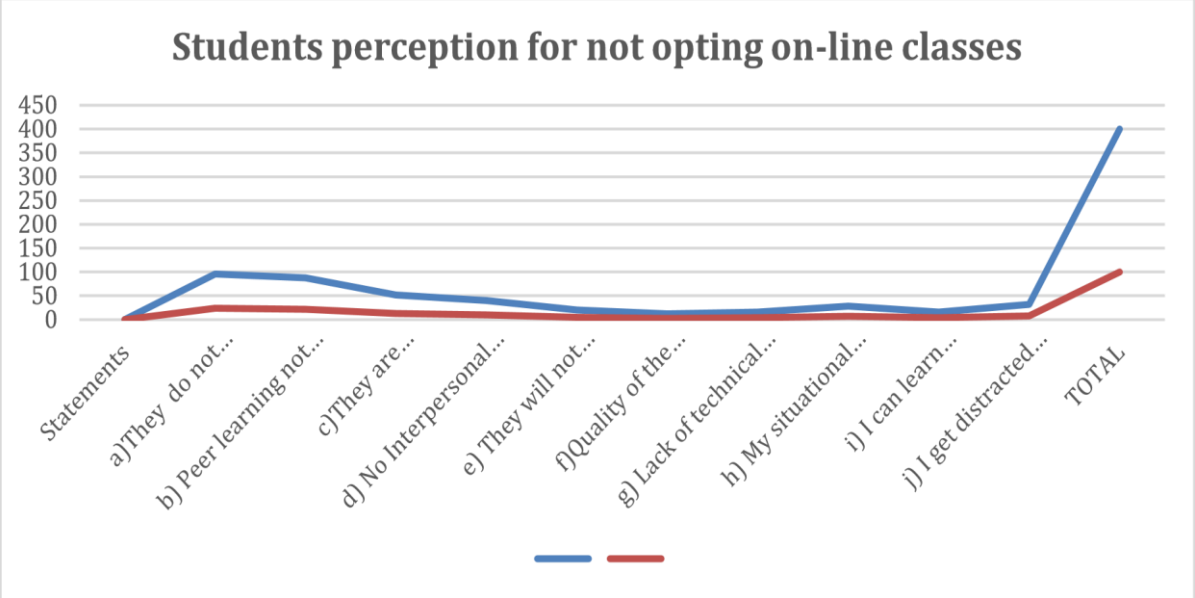
Table 8.6 shows Study on students perception for not opting on-line classes

Statements	Frequency	Percentages
a)They do not create real -class room environment	96	24
b) Peer learning not possible	88	22
c)They are monotonous/stereotype	52	13
d) No Interpersonal relationships	40	10
e) They will not improve writing and creative skill	20	5
f)Quality of the course material provided is not good	12	3
g) Lack of technical knowledge of online tutor	16	4
h) My situational encounters are not suitable like non readiness of devices and net connection	28	7
i) I can learn effectively with uninterrupted network connectivity	16	4
j) I get distracted with other internal disturbances at home viz. house hold work, TV, Chatting etc.	32	8
TOTAL	400	100

Chart Showing Study on students perception for not opting on-line classes



Researcher considered ten dynamics to study whether the online classes are as operative as physical class and to study what students encounter while attending online classes. From the above graph it is found that 24 percent of the students express that Online class do not create real traditional class room atmosphere 22 percent feels that Peer learning is not possible while 13 percent express that online classes are monotonous as same videos and voice are seen and heard, 10 percent express that in

online class it is not possible to maintain Interpersonal associations so it does not give pace for sustaining personal connection among the students. 8 percent feels that, they are distracted with various activities at home like TV, conversation, household routine activities so they may be busy with these 7 percent opines that situational challenges are not suitable like non availability of devices and net connection also, these methodological issues made the students lose their focus. 5 percent feels that online class will not improve

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writing and creative skill as the soft copies of the material are readily available . 4 percent of students impression is that lack of technical knowledge on the part of the tutor and poor network connection poses problems to learners and they can learn better with never-ending network connectivity, 3 percent sense that Quality of the course material, PPT and videos in case of online classes are not good and they will not support to become academic experts.

FINDING AND SUGGESTION

The goal of this study was to examine tutors and students' knowledge of the online learning system and determine if it allows students to complete their own learning based on successful online learning experiences.

First we consider teacher opinion on opportunities they have analyses made with six certain statements. Maximum of 93 percent of teachers feels that "By extending the lesson plan beyond traditional method like preparing PPT, soft copy of Study material, MCQ and Videos it helps to become more efficient educator. Lest " 75% of developers opinion that ".Easy to maintain and record Attendance" as it is automatically recorded in platform. The study indicated 79% of the tutors feels that "Difficult to Converting abstract knowledge into digital learning content because it demands experts availability, process maturity, efficiency .particularly for science and commerce subjects. while 47% eLearning goes obsolete and requires repeated changes. In Hypothesis testing null hypothesis proves" That there is no significant (statistically) difference in overall mean score of Experience of faculty on content development for K-Lms"

Then results of learners indicate that respondents give first preference to learning at unusual pace comfortably and last preference to convince. Study on students perception for not opting on-line classes shows that highest of that ,96 percent of the students express that Online class do not create real traditional class room atmosphere and lowest of 16% feels that Lack of technical knowledge of tutor and uninterrupted net work issues are the problems them. . Researchers recommend that concerned authorities of the educational institutions provide free high-speed Internet access in college campus to facilitate students accessibility. 56% agree that" online education is taking its lead into day's middle-of-the-road education system. while only 32% prefer LMS over Traditional University education system.

CONCLUSION

Technology is a tool that may and should be used successfully in the planning and delivery of educational processes. However, e-learning can also be utilised in conjunction with in-person instruction in which case the term "blended learning" is frequently employed. E-learning is naturally adapted to detached learning and flexible learning. It allows trainees to some extent to control their own knowledge. Online lessons are the only way to teach kids, especially in situations like the Covid lockdown period. The conformist classroom with blackboards do not appear to be being replaced by the K-LMS or any other e-learning platforms; rather, they appear to coexist alongside the current system. Electronic announcements are not always an effective substitute for in-person conversations because LMS is an excellent platform for both developers and learners to study and gain information, resourcefulness must be displayed in every academic institution through several schemes. The governing classes and organisations that provide online education may believe that most pupils have a reliable internet connection at home. Since most students choose real-time transport networks, which largely rely on solid internet connection, the internet issue we noticed is crucial to students' online learning experiences. Teachers as well as students gain confidence, self-esteem and renewed motivation in e-learning environments Students who failed to properly set up the online learning platforms may lose confidence and enthusiasm for online learning, which would result in an unfavourable learning experience. Therefore, the eagerness of the internet substructure and the methodological abilities of the students continue to be the notable experiments for the widespread adoption of online learning

Limitations

Limitation of this study which need to be addressed are of two. Firstly, The study cover only three places under one University with small sample .So results may vary from one university to another. Secondly, Every individual teacher has their own style in creating and presenting, This characteristics of the teacher may have had an influence on students opinion.

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Scope Of Future Research

Further research should be focussed on online education is far more affordable as compared to physical learning. Similarly, Creating paperless learning environment is beneficial to the education system, Issues regarding Continuous and stable internet connectivity for adopting online education in India. should be focussed .

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