TRANSFER OF EDUCATION TOWARDS E-LEARNING, OER, MOOCS

DWIJ DIXIT, NIDHI PRAJAPATI

Abstract: In present everyone is comfortable with technology and demanding new ways of knowledge that is why modern era is the era of technology and governments knows the value of education. Governments are also insisting and planning to innovate new ways of imparting education. In India also our Prime Minister Mr. Narendra Modi and HRD Minister Smt. SmritiIrani have already announced their policy for latest educational planning. Day by day education is going to be highly influenced by ICT and in this era of high technology we required to be adequate with new means of education and information to survive. So meet out the requirements of every person new means of educations should be used. E-learning, MOOCs and OER can be used by learners as a developmental stage of educational development as digitalized education. E-learning has a large and growing market with the extraordinary potential and vision in education. In this paper researcher considers the issues and implications of E-Learning with regard to pedagogy in the teaching and learning process as well as OER and MOOCs. OER are considered as open educational resources available free of cost with accreditation by Common Creative in the world. While Massive Open Online Courses are adopted as a new educational pedagogy for new hi-tech generation. It is an interactive step-by-step course aimed at reaching an unlimited number of participants worldwide to create a community of lifelong learners. This paper presents a background of e learning which shows that it's the instructional content or learning experiences delivered or enabled by electronic technologies and it incorporates a wide variety of learning strategies and technologies. Researcher has thrown the light on the utility of E-learning for teachers in the 21st century and to students' demands from E-learning to compete with the modern technical age. Researcher also provides an insight into utilisation, benefits, dimensions, stakeholders, obstacles in implementation, components and structure of e-learning. With this utility of OER and MOOCs are also explained in short with their merits and components. For the success of e-learning, OER and MOOCs stakeholders should fulfil their duties with their 100% dedication and accuracy.

Keywords: E-Learning, Online Education, MOOCS, OER, Hi-Tech Education.

Introduction:

E-Learning: E-learning is not a computer system. You cannot buy it off the shelf and plug it in. You cannot hand it to network administrators and be done with the job. To have an e-learning system means having people talking, writing, teaching, and learning with each other online, via computer-based systems. While e-learning is usually found implemented via a suite of software tools, such implementation is only the surface of the e-learning environment. Through instructor and student push-and-pull, e-learning colonizes new technologies and new spaces, with each new generation of technologies providing, but also creating demand for, new kinds of delivery (e.g. gaming environments, podcasting based on MP3 players, video streaming and mobility inherent in cell and mobile phones, PDAs, and laptops). E-learning ranges from the way students use e-mail and accessing course work online while following a course on campus to programmes offered entirely online (Commission on Technology and Adult Learning, 2001; OECD 2005).E-learning encompasses a continuum of integrated educational technologies. At one end are applications like PowerPoint, which have little impact on learning and teaching strategies or the organization. At the other end are virtual learning environments (VLEs), and managed learning environments (MLEs), which can have significant impact upon learning and teaching strategies, and upon the organization (OSU, 2003; Julian *et al,* 2004). Broadly, OSU (2003) views the continuum of e-learning as the educational technology from the supplemental use of technology in the classroom, through blended or hybrid uses comprising a mix of face-to-face and fully online instruction, to fully online synchronous and asynchronous distance learning environments delivered to remote learners. 21st century learning is the process whereby digital natives utilise the power of modern technology to learn anything, anytime and

anywhere. Classrooms are no longer necessarily defined by rigid walls, as hybrid learning models blend the virtual with the physical into a truly engaged and collaborative educational experience. To meet out the requirements of the 21st century it's important to a teacher to understand the concept of e-learning and its important. Effective teaching in the 21st century must be student centred and must infuse technology into the learning experience for both rigour and relevance and emphasise higher order thinking skills.

What is E-Learning?: The e-learning models of higher education today find their roots in conventional distance education. Initially introduced to allow individuals in remote and rural areas to gain access to higher education, distance learning has evolved significantly over time. Technological advancement has been the major inspiration for change, beginning with the integration of radio broadcasting in the 1920's (Huynh, Umesh and Valachich, 2003). More recently, the advent of the Internet has enabled tremendous innovation in the delivery of post secondary education (Gunasekaran, McNeil and Shaul, 2002; Teo and Gay, 2006). As time goes by, more and more people gain access to the Internet, the cost of computer ownership decreases, and overall computer literacy increases (Huynh et al., 2003). These trends provide educational institutions an ideal channel for the delivery of educational content.

E-learning, or electronic learning, has been defined a number of different ways in the literature. In general, e-learning is the expression broadly used to describe "Instructional content or learning experience delivered or enabled by electronic technologies" (Ong, Lai and Wang, 2004, page 1). Some definitions of e-learning are more restrictive than this one, for example limiting e-learning to content delivery via the Internet (Jones, 2003). The broader definition, which will be used for the purposes of this article, can include the use of the Internet, intranets/extranets, audio- and videotape, satellite broadcast, interactive TV, and CD-ROM, not only for content delivery, but also for interaction among participants (Industry Canada, 2001). More recently, this definition can be further expanded to include mobile and wireless learning applications (Kinshuk, Suhonen, Sutinen, and Goh, 2003; Lehner, Nösekabel and Lehmann, 2003). Welsh. Wanberg. Brown and Simmering (2003, p.246) define e-learning as the use of computer network technology through the Internet to deliver information and instruction to learners. Holmes and Gardner (2006) point out that e-learning provide access to resources that promotes learning on an anyplace, anytime basis. E-learning is simply defined as a delivery of course content via electronic media such as Internet, Intranet, Extranet, satellite broadcast, audio/video tapes, interactive TV and CD-ROMs (Urdan and Weggen, 2000).

As a working definition of e-learning, from the **Higher Education Funding Council for England (HEFCE)** can serve as a starting point: The use of technologies in learning opportunities, encompassing flexible learning as well as distance learning; and the use of information and communication technology as a communications and delivery tool, between individuals and groups, to support students and improve the management of learning. **(HEFCE, 2005: 12).**

'**E-learning**' as a term is a hybrid. Like many compounds, the two elements have worked together to create a new hybrid. Nevertheless, it is made up of two parts: *e* + *learning*. The 'e' of e-learning has a longer history than many will assume, including long-term efforts to capture voice and images, and to store and then transmit those recordings.The 'e' in e-learning joins many common hybrids such as e-mail, e banking and e-commerce in signifying enactment through electronic means, typically interpreted as computer based. Essential components of all 'e' enterprises are the computer hardware and software, but also the networking infrastructures that make it possible to collect and distribute data, information and knowledge to people at different times and locations. Devices that permit access to these data streams now no longer need to be the fixed desktop computer. The mobility and multimedia capabilities afforded by laptops, palmtops (also known as Personal Digital Assistants, PDAs), mobile phones, and media players (e.g. MP3 players), shatter our notions of where and by what means 'e' activities can take place. Thus, in considering e-learning, we include a range of electronically networked Information and Communication Technology (ICT) via which learning can take place.

The 'learning' in "e-learning" is the second element in 'e-learning' equation. While this is not the place for a consideration of the various theories of learning, it is necessary to say briefly what we mean by learning. Researcher recognizes that there is already much

material on learning theory relevant to e-learning (e.g. work on collaborative learning, Bruffee, 1993, and computer-supported collaborative learning, Koschmann, 1996), and so on. Here we highlight four general aspects of learning.

First, learning is a personal and social/political *transformative* act in which new knowledge is gained by the learner. The degree of transformation is critical to the kinds of learning that will take place.

Second, although learning is experienced by the individual, it is essentially an ***effect of community***: not only is knowledge generated and preserved by a community throughout history, it is also learnt as an effect of being part of a community (Bourdieu, 1986; Crook, 2002; Haythornthwaite, 2006 Rogoff, 1990; Vygotsky, 1986). Some of the knowledge will be tacit, some will be explicit.

Third, in order to distinguish it from experience, the transformative aspect of learning takes place in relation to ***bodies of knowledge***. This does not mean to say that all knowledge is outside the learner because learning may take the form of enhanced self-knowledge; but it does mean that the learning is given definition by the way it transforms the learner in relation to knowledge of some kind. Hence learning and knowledge are inextricably related.

Fourth, in keeping with the transformative and community aspects of learning, we add that knowledge is not simply delivered to a learner. The transformative act creates ***new knowledge*** that is the product of a learner's (or learners') research and exploration in territory previously unrecognized or uncharted. But this journey is not taken alone.

Of the four aspects of learning, it is probably the second – the nature and effect of the community of learners – that is the most distinctive in an e-learning environment.

From 'e' + 'learning' to e-learning: We have discussed the 'e' and 'learning' in e-learning, but this separation to discuss the technical, computer-based means of delivery and social perspectives on learning must now be recombined to consider the social and technological construct that is e-learning.

E-learning technologies: Functionally, e-learning includes a wide variety of learning strategies and ICT applications for exchanging information and gaining knowledge. Such ICT applications include television and radio; Compact Discs (CDs) and Digital Versatile Discs (DVDs); video conferencing; mobile technologies; web-based technologies; and electronic learning platforms.

Why E-Learning Competency for Teachers?: Today's classroom teachers must be prepared to provide technology-supported learning opportunities for their students. Being prepared to use technology and knowing how that technology can support student learning must become integral skills in every teacher's professional repertoire.

Teachers must be prepared to empower students with the advantages of technology. Schools and classrooms, both real and virtual, must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter while incorporating technology, concepts and skills. Real-world connections, primary source material, and sophisticated data-gathering and analysis tools are only a few of the resources that enable teachers to provide unimaginable opportunities for conceptual understanding.

E-learning Components: Khan (2001) pointed out that; an e-learning program in terms of various components and features. Components are integral parts of an e-learning system. Features are characteristics of an e-learning program contributed by those components. Components, individually and jointly, can contribute to one or more features. Khan (2005) has organized e-learning components into seven categories;

1. Instructional Design (ID)
2. Multimedia Component
3. Internet Tools
4. Computers and Storage Devices
5. Connections and Service Providers
6. Authoring/Management
7. Programs, Enterprise Resource Planning (ERP) Software,
8. Server and Related Applications

Dimensions of E-Learning: The extent of e-learning technology use in course delivery varies widely. The variations in the configuration of e-learning offerings can be described through a number of attributes, as listed in Table 1 below. These attributes can be classified into the dimensions of synchronicity, location, independence, and mode. An e-learning course component can be described by indicating which one of the two attribute values from each dimension is applicable.

E-learning can be synchronous (real-time) or asynchronous (flex-time). Synchronous e-learning

includes technology such as video conferencing and electronic white boards (Romiszowski, 2004), requiring students to be present at the time of content delivery. Asynchronous applications include programmed instruction and tutorials that allow students to work through the screens at their own pace and at their own time. Most of the courses available on the Internet are based on this asynchronous model (Greenagel, 2002). Students can be involved in e-learning from distributed locations, as in distance learning, or from the same place, such as using a group support system in a classroom to work on an assignment (Gunasekaran et al., 2002). E-learning applications also differ in the levels of collaboration that they involve. Some courses are entirely independent and individual, while others incorporate some elements of group learning such as discussion forums or chat rooms. The mode of course delivery can be entirely electronic (with or without an instructor) or take a more blended approach integrating electronic and classroom delivery to varying extents. Many current e-learning offerings follow the latter mode, taking advantage of the benefits of various types of delivery (Jack and Curt, 2001).

It should be noted that a single course component will consist of a single attribute value from each dimension, yet a course may contain several components, each with different attribute values. For example, some components of a course may be delivered synchronously and others asynchronously, or a course may involve some online components and some in-class components.

Table 1: The Dimensions of E-Learning			
Dimension	**Attribute**	**Meaning**	**Example**
Synchronicity	**Asynchronous**	content delivery occurs at a different time than receipt by the student	lecture module delivered via email
	synchronous	content delivery occurs at the same time as receipt by the student	lecture delivery via web cast
Location	**Same place**	students use an application at the same physical location as other students and/or the instructor	using a GSS to solve a problem in a classroom
	Distributed	Students use an application at various physical locations, separate from other students and the instructor	using a GSS to solve a problem from distributed locations
Independence	**Individual**	students work independently from one another to complete learning tasks	students complete e-learning modules autonomously
	Collaborative	students work collaboratively with one another to complete learning tasks	students participate in discussion forums to share ideas
Mode	**Electronically only**	all content is delivered via technology, there is no face-to-face component	an electronically enabled distance learning course
	Blended	e-learning is used to supplement traditional classroom learning	in class lectures are enhanced with hands-on computer exercises

What are students demands from e-learning?: Students are demanding these attributes in e-leaning:

Simplify the design not complicated it: Learners say that the most important factor in a course's design is "it make it easy for me to find what I want".

Clear, brief and scan able E-Learning screens: Students want to pay less attention on content that's why they want that the courses must me brief, easy and understandable so that they can grasp the whole concept in short time.

Valuable, immediately usable and practical information: Students want that kind of material which they can use in their exam etc. rather then insignificant plenty of content. Content should make them busy not to exhausted them.

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.

Unlock the navigation: Students like to feel a sense a control. If the course will be more restricted then the learners will be more disengaged and frustrated to teachers.

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 they content under E-Learning concept should be creative and logical to create challenges to learners.

E-Learning Stakeholders: In an organizational context, a stakeholder is a constituency of an organization (Thompson and Strickland, 2001). In the same sense, the stakeholders of e-learning are those that are affected by it. While reviewing the e-learning literature during the development of this article, a list of the main stakeholder groups in the context of higher education was compiled.

Students: Students are the consumers of e-learning. In the context of higher education, they are undergraduate or graduate students enrolled at a university or college.

Instructors: In e-learning, as in traditional classroom learning, instructors guide the educational experiences of students.

Depending on the mode of e-learning delivery, instructors may or may not have face-to-face interaction with their students.

Educational Institutions: Educational institutions, in the context of higher education, include colleges and universities. In addition to the traditional list of postsecondary institutions, the rise in popularity of e-learning has lead to the creation of new, online only educational institutions.

Technology Providers: Technology providers develop the technology that enables e-learning delivery. This category consists of a broad range of services, from the facilitation of individual distance learning courses, to complete Learning Management Systems (LMS) provided by companies such as Blackboard.

Accreditation Bodies: Accreditation bodies are organizations that assess the quality of education institutions offerings. Those institutions meeting the minimum requirements will be accredited, providing them a level of credibility that non-accredited institutions will not possess.

Employers: Employers, in this context, are those organizations that will potentially hire graduates of higher education institutions. Often, there is a tendency for employers to view online education from reputable traditional institutions in a more positive light; however the acceptance of online degrees in general is increasing (Chaney, 2002). This is a positive trend for e-learning in general and for completely online educational institutions in particular.

E-Learning Stakeholders' Responsibility: The various stakeholders in higher education e-learning interact with one another in a variety of ways. The success of e-learning is thus dependant on the cooperation of all of those stakeholder groups. Consequently, each stakeholder group has responsibilities towards the other stakeholders to help fulfil their motivations and address their concerns. Stakeholders are only responsible for quality and effective e-learning.

E-learning implementation challenges in learning institutions: In the implementation E-Learning policy and strategic plan for teaching and learning processes, many universities and educational institutions are still facing a lot of challenges. Among those challenges some of them are stated here.

Lack of systemic approach to E-Learning implementation: Integration of E-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 E-Learning integration process without clear plans to

guide the way. The institution E-Learning policy and strategic plan should be defined to provide a framework for the development and implementation of specific E-Learning projects. The diversity and competing interests of different stakeholders in the institution should be recognized when developing E-Learning policy and a strategic plan. The following issues, amongst others, should be taken into consideration:

i. E-Learning infrastructure already in place.

ii. E-Learning skill levels in the institution.

iii. Number of staff and students in each department and projected growth.

iv. Academic management process: curriculum development, assessment methods and administration.

v. Cost-effectiveness analysis (including hidden costs) and the choice of proper technologies for the needs of the institution and

vi. Staff development in new technologies.

Awareness and attitude towards E-Learning: It is important for all stakeholders in the institution to know the existing E-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 E-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.

Administrative support: Administrative support is critical to the successful integration of E-Learning into teaching and learning processes. Administrators can provide the conditions that are needed, such as E-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 E-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.

Technical support: This includes issues like installation, operation, maintenance, network administration and security. This is an important part of the implementation and integration of E-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 E-Learning. Appropriate strategies should be in place to ensure that integration of E-Learning in teaching and learning process goes together with the recruitment, training, retaining and retention of required staff.

Transforming higher education: Many institutions fail to integrate e-learning into teaching and learning because they are using e-learning to replicate their traditional practices, content and control. Their plans appear to be driven by e-learning and not by pedagogical rationale and focus (Ehrmann 1995). 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 that revolution necessitates restructuring universities and colleges – that is, changing the way higher education institutions are planned, managed and organized.

Staff development: Integration of e-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 e-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 in instructional design (Bates 1997). Pelgrum (1999) recommends staff training to be a continuous process for regular updates with the development of e-learning.

Lack 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 e-learning application. Stakeholders must agree

on the projects to be implemented, including their role therein. Employees must see e-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 interests of their particular departments.

Inadequate funds: Financial resources form a key factor to the successful implementation and integration of e-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:

   i. Adopt freeware and open source software for teaching and learning activities;
  ii. Continuously press for more funds from their governments; and
 iii. Diversify sources of funds to have a wide financial base.

Open Educational Resources: World's population is rapidly increasing. With this demands of educational resources are also growing. Open educational resources are one of them to meet out the demands of academic fraternity. First of all to get the complete meaning of the paper it is required to understand the meaning of OER. Open Educational Resources (OER) are teaching, learning, and research resources, including media and tools, that are free from copyright restrictions or are publicly licensed for anyone to distribute, adapt, translate, re-mix, and improve. OER are the foundation for open, free and worthful education movement, which is rapidly expanding in the numbers of people, projects, resources, and policies designed to support its continued growth and impact. It is a relatively new theory which can be seen as a part of a new trend towards openness and freeness in higher education. The goal of the open education movement is to build a global learning commons—a large pool of OER that anyone in the world can access, share, modify, and combine with other open resources.

The term 'Open Educational Resources' (OER) was coined in 2002 during the UNESCO *Forum on the Impact of Open Courseware for Higher Education in Developing Countries*, convened to consider the potential, for developing countries, of the Massachusetts Institute of Technology (MIT) initiative to put course materials online for open

access. The participants in the meeting defined Open Educational Resources as digitalized materials offered freely and openly to educators, students and independent learners to use and reuse for teaching, learning and research. They define it as "The open provision of educational resources enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purpose."

The two most important aspects of openness have to do with free availability over the Internet and less restrictions on the use of the resource. The user should be able not only to use or read the resource but also to adapt it, build upon it and thereby reuse it, given that the original creator is attributed for her work. In broad terms this is what is meant with "open" in all three movements. It is also what is more or less covered in the definition used by The Open Knowledge Foundation when they say that knowledge should be legally, socially and technologically open.

The currently most used definition of OER is: "Open Educational Resources are digitised materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research." To further clarify this, OER is said to include: Learning Content: Full courses, courseware, content modules, learning objects, collections and journals. Although the most used, this definition needs further refinement. To start with it is not obvious what is meant by "open". Walker defines "open" as "convenient, effective, affordable, and sustainable and available to every learner and teacher worldwide" and Sir John Daniel speaks of "the 4 As: accessible, appropriate, accredited, affordable" (Downes, 2006). Downes argues that "the concept of 'open' entails, it seems, at a minimum, no cost to the consumer or user of the resource" and goes on.

There is no consensus the term "open" should mean "without restrictions" as is apparent from the Creative Commons license, where authors may stipulate that use requires attribution, that it be non-commercial, or that the product be shared under the same license. So while "open" may on the one hand may mean "without cost", it does not follow that it also means "without conditions". (Downes, 2006)

Finally it is also open to debate what the term "resources" should mean. It is possible to distinguish between the type and the media of the resource. Resource types might be courses, animations,

simulations, games etc. and resource media might be web pages on the Internet, radio, television or paper.

In the present scenario of Indian population and its economic status, these open and free educational resources are required because it is required to obtain latest knowledge and information. In knowledge societies, the educational models those developed in eight or nine centuries ago will no longer supportive and relevant. Knowledge societies require more citizens and knowledge with high-level skills, given an ever-changing context that demands a population of lifelong learners. Meeting the scale of such a demand for learning opportunities cannot be addressed easily in the current model. The cost of meeting escalating demand by building more infrastructures are simply not feasible: it would be too costly, and it would take too long. For that other options should be encouraged, using technology and distance education to reach more learners in a more cost-effective manner. And, finally, to spread the quality education to many more population it will be a cheapest mood to instructional educational methodology. Even in the promotion of Idea cellular company advertisement we can see that they are promoting online learning.

MOOC (Massive open online course): MOOCs are new educational pedagogy for 21st century. A Massive Open Online Course (MOOC) is an interactive step-by-step course aimed at reaching an unlimited number of participants worldwide to create a community of lifelong learners. The term MOOC was coined during the course "Connectivism and Connective Knowledge" by Dave Cormier, from the University of Prince Edward Island (Canada). MOOCs are the natural evolution of Open Course Ware, first created by the Massachusetts Institute of Technology (MIT) in 2001. Studying in sync with thousands of online learners has massive benefits. As a MOOC Learner, anyone can get the education and knowledge of a special interest subject. It is free of cost. MOOCs provide each course on open access to anyone with internet access across the world. MOOCs provided by academic experts in their field. We call them the 'Educators' of the course. MOOCs are **flexible** so fit around life. MOOCs connect students to **top educators** and international learners. Most significantly, MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests.

Classification of MOOCs

At the beginning, the first MOOCs had a strong and deep collaborative philosophy (cMOOCs), but this philosophy has evolved to a commercial sense (xMOOCs).
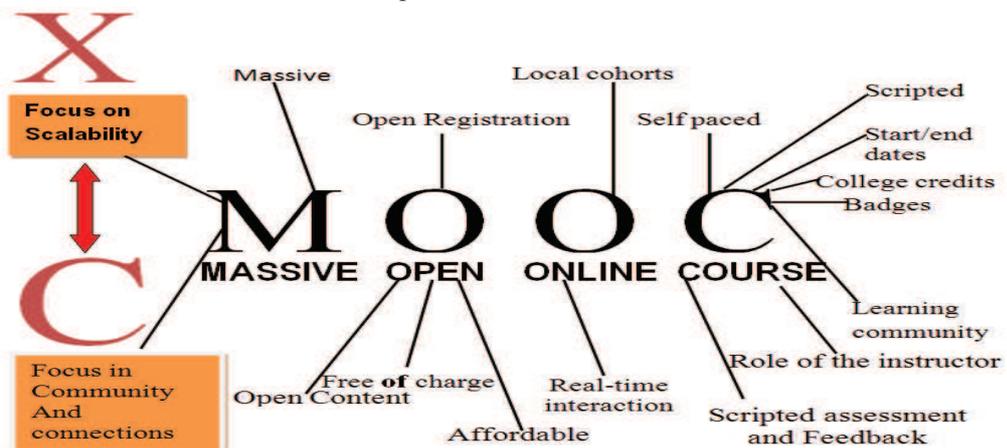
Diagram No. 1 Characteristics of MOOCs

cMOOC: A **cMOOC** emphasizes the connectivist philosophy: it is a social platform for collaboratively sharing and building knowledge within a community of people.

xMOOC: An **xMOOC** relies on a more traditional model of education, based on lectures recorded in videos, and usually is well-financed.

These are the some major characteristics of the MOOCs.

Conclusion: In the conclusion researcher can say that E-learning is a large and growing market with great potential in education. In order to maximize this potential, e-learning implementations should endeavour to satisfy the needs and concerns of all stakeholder groups as much as possible. The

Stakeholders' should fulfil their duties as soon as possible. Students and Instructors should participate as proactively as possible, provide feedback to improve future experiences, and communicate the learning possibilities that e-learning creates. Institutions should provide the technical infrastructure and support needed 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. Employers need to recognize the validity of this form of education and work with other stakeholders to ensure that educational process is going smoothly. Successful implementation of e-learning also requires a project champion, who will communicate the responsibilities and the importance of cooperation to each group. Through the effective dissemination of information, those involved in e-learning can be made aware of how they fit into the complete picture, and the importance of their specific roles in e-learning implementation success. When all

stakeholders will fulfil their responsibilities to create effective and meaningful e-learning experiences, positive outcomes extend beyond success in specific courses and programs to facilitate lifelong learning and discovery. Researcher has thrown the light on meaning and concept of e-learning, OER and MOOCs. Paper also shows the importance of e-learning, OER and MOOCs for teachers in the 21st century and to students' demands from e-learning, educationist, MOOCs, OER to compete with the modern technical age. For the success of OER and MOOCs there should be vast awareness campaigns among youth and academician. There should be regular trainings, workshops, conferences and seminars on e-learning, MOOCs and OER to solve the quarries of the academicians and students and to explain the concept, fundamentals of e-learning, MOOCs and OER, benefits and barriers for institutions to use and produce e-learning, MOOCs and OER material. For designing a framework in an educational institute present paper will help to have an overlook on e-learning, MOOCs and OER.

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Dwij Dixit/1J15 Keshavpura Teachers Colony /Student/ St. Joseph Hi-tech Gurukul/ Kota/Rajasthan/ dixitdwij0208@gmail.com/+919602056788

Nidhi Prajapati/Om Niwas, H.No. 638 Behind Gurudwara, Kota/Research Scholar/VardhmanMahaveer Open University/Kota/me.nidhi.kota@gmail.com/ +918107770920