PREFACE

Recent technological growth has laid the foundation for a revolution in learning in the form of e-Learning. e-Learning began in late 1990s with the introduction of computers and overhead projectors in classrooms and has developed to include interactive computer programmes, simulations, video and audio conferencing and real-time online discussions. The paradigm of learning has changed with the introduction of e-Learning and it has transformed the lecture model to an interactive model. Online learning supplemented learning and allowed the learner to learn by doing. The popularity of internet has allowed global access to information in real time. It has brought learning to learners instead of bringing the learners to learning.

The resources of online learning have overcome the constraints of time and distance, thereby making learning very flexible. In the current technological era, the need for knowledge workers has increased as the need for manual workers has decreased. Lifelong learning is seen as a way out for the success of modern society. Online learning is considered as the only feasible answer to the question of creating lifelong learners. In recent years, governments of developing nations have shown interest in exploring the potential of online learning to deliver information which is current, cost effective and easily accessible.

Although it has been accepted that e-learning is a prospective tool for enhancing learning at all levels, many feel that its limitations are still too vast to depend completely on it. There is considerable indifference and skepticism about e-learning amongst teachers and students even today. The administrators are looking at this new medium as a challenge to implement and at the same time as an opportunity to deliver lessons in an effective manner.

The present study identifies the factors and dimensions of e-Learning from the perspective of faculty and students. The thesis is comprised of seven chapters besides References and Appendix. The chapter I titled Introduction has three parts - Conceptual framework, Rationale of the Study and Objectives. The chapter II on Review of Literature contains the extensive review of earlier researches. An attempt has been made to draw attention to the prevalent gaps in knowledge to complement the objectives of the study. The chapter III titled Research Methodology outlines the
research procedure. It is divided into four parts: The Study, The Design, The Sample and The Tools.

The chapter IV is titled Results. The results have been presented in two stages, namely Layout of the Experiments and Grand Summary of the Results. The chapter V is titled Discussion. The results are discussed in the light of grand summary of the study and findings of other relevant researches have been reported to draw some significant observations. The chapter VI titled Summary, Conclusions and Suggestions is divided into three parts - The Summary, The Conclusions and The Suggestions. It presents a chapter-wise outline to provide an overall picture of the contents of the thesis. The chapter VII relates to Implications of the study. Implications focus on the utility of the generated knowledge and its applications for different purposes. The references are given at the end covering all those studies which have been referred in the chapters of the thesis, followed by appendices to include the two psychometric instruments used for data collection.

Date: Monica Trakru

Candidate