



NEP-2020 RETHINKING EDUCATION IN CONTEMPORARY INDIA

Dr. Ritu Bhardwaj



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12.

Introduction of Learning Management System

Neha Sharma

Assistant Professor

IFTM University, Moradabad

Abstract

The Learning Management System (LMS) has been established in a number of universities across the world to help students and lecturers for communication without the barriers of traditional classroom. It is an environment with digital software which is specially designed to manage user learning interventions as well as deliver learning content and related resources to students. Since the Learning Management System has already implemented in different scenario and it has also been made compulsory for the lecturers to apply in their daily lectures, it is important to identify feedback of students as users of Learning Management System. In earlier findings, it has shown the impact of using Learning Management System in the higher learning environment in various universities across the world. Therefore, this paper will provide several insights of the LMS Phenomenon.

Keywords: Learning Management System, Higher Learning, Outcomes, Tools, Impact, Worldwide.

Introduction :

The implementation of course management or learning management systems, which allow educators to develop and deliver instruction and learning opportunities in an organized and collaborative manner, is one of the most recent innovations in distance education. Texts and multimedia resources, such as learning objects obtained from various learning repositories, can be incorporated into these systems. They can provide a variety of assignments for students to compete at their leisure, either alone or with other students. Students can work together on projects and mentor one another. Instructors can provide helpful comments in a timely manner. Educators can provide the same high-quality learning experiences to students on campus and students thousands of kilometers abroad using course management systems.

Most university students nowadays also have access to the internet as their university provides internet access and usually there are more internet cafes within a University or walking distance from the university's campus, catering to students. Some also have internet access within their own house as they subscribe to an internet service provider.

University students are mostly independent in their learning as lecturers usually give out lecture notes and further information are left for the students to discover on their own, as it is not a one-way learning process which is practiced in the primary and secondary school system. The learning process is a two way process in the university level, lecturers shares their knowledge and students give their feedback or thoughts in return to concerned subject is discuss in classroom. Therefore, university students needs to constantly develop their knowledge by finding out more information.

A Learning Management System (commonly abbreviated as LMS) is a software application that allows you to manage, document, track, and report on learning activities and events. The majority of Learning Management Systems (LMSs) are web-based, allowing for 'anytime, anywhere, any pace' access to learning content and administration. Some LMSs can also help us to deliver and manage instructor – led synchronous and asynchronous online teaching. An LMS or learning management system is a strategic solution for planning, delivering and managing most learning events, such as online, virtual classroom and instructor – led courses among students.

The Learning Management Systems are another name for LMSs. They are, however, meant for a far broader purpose, according to Chapman and Hall (2001), and are used to establish information portals for businesses and can serve as the foundation for the practice of Knowledge Management. LMS should be able to do the following in general (ASTD), 2009:

- Use self-service and self-guided services
- To centralize and automate administration
- Centralize training initiatives on a scalable web-based platform
- Promote portability and standards
- Personalize content and facilitate knowledge reuse.

Characteristics of LMS :

In general, LMSs include a variety of characteristics, and Edutools (2009) compares both proprietary and open source systems based on the features that users have highlighted. Some of the basic features of an LMS based on Edutools are given below:

Learner Tools

a) Communication tools

- A discussion forum is an online text conversation between participants that is threaded.
- Discussion Management encompasses all aspects of accessing and scheduling for a discussion forum.
- Learners can use file exchange programmes to upload files from their local PCs and share them with instructors or other students in an online course.
- An online course's internal email is electronic mail that can be read or sent from within the course.
- Online Notes/Journal allows students to keep a private or personal journal. Personal diary entries can be shared with their instructor or other students, while private journal entries cannot be shared.
- A real-time chat is a dialogue between people over the Internet in which they exchange messages at almost the same time.
- Whiteboard tools include an electronic version of a dry-erase board used by teachers and students in a virtual classroom (also known as a smartboard or electronic whiteboard) as well as other synchronous services like application sharing, group browsing, and document sharing.

b) Productivity tools

- Bookmarks make it simple for students to return to significant pages in their course or elsewhere on the internet. Bookmarks can be used privately by an individual student in certain circumstances, or shared with an instructor or a group in others.
- Calendar/Progress Review tools allow students to keep track of their course plans and associated assignments.
- Searching within a course is a feature that enables users to locate course content using key terms.
- Work offline/synchronize is a set of tools that allows students to work offline in their online course while still having their work synchronized the next time they check in. Students can sometimes download course information to their personal computers and work on it offline.
- Orientation/assistance features are intended to assist students in learning how to utilize the course management system. Self-paced tutorials, user manuals, and email or telephone helpdesk support are common examples of these products.

c) Student Involvement tools

- Group Work refers to the ability to divide a class into groups and give room for group work, allowing the lecturer to assign specific assignments or projects.
- Community networking technologies enable students to form social bonds, study groups, clubs, and collaborative teams without the need for instructor involvement.
- Student Portfolios are spaces where students can present their work from a course, upload a personal photo, and enter demographic data.

Support tools

a) Administration tools

- Authentication is a technique that operates like a lock and key, allowing a user to access software by entering the correct user name (login) and password. Authentication also refers to the process of creating and maintaining user identities and passwords.
- Course authorization tools are used to grant unique access privileges to course content and tools to different user roles, such as students, instructors, and teaching assistants. Students,

for example, can access pages while instructors can create pages.

- Students are added to and dropped from online courses using registration tools. Registration tools are used by administrators and/or professors, but students also use them when self-registration is offered. Students can be added to or removed from the course at any time.
- Hosted Services indicates that the course management system is hosted on a server at the product provider's location, and the institution is not required to provide any hardware.

b) Course Delivery tools

- Test types specify the types of questions that the software can handle.
- Controlling when and where tests can be taken, as well as under what conditions, is part of automated testing management.
- System services for importing and exporting tests and test banks, as well as statistical analysis of test results, are included in automated testing support.
- Instructors and assistants can review and mark student work while they are online using online marking tools.
- An online grade book allows you to keep track of your students' progress and work while also issuing course grades.
- Instructors can use course management tools to govern how an online class progresses through the curriculum.
- Student tracking refers to the capacity to track how students use course materials, as well as perform extra analysis and reporting on aggregate and individual usage.

c) Content Development tools

- Compliance with accessibility standards refers to meeting the requirements that enable individuals with impairments to access information on the internet. The blind, for example, use a screen reader to read the screen, but Web pages must be built in such a way that screen readers can simply navigate them.
- The software complies with the WAI WCAG 1.0 AAA requirements, according to the product provider.
- Course templates are tools that assist teachers in laying out the foundation for an online course.
- Customized Look and Feel refers to the ability to alter the

aesthetics and appearance of a course. This includes the ability to brand courses with an institution's logo.

- Instructional design tools, such as lesson templates or wizards, assist instructors in constructing learning sequences.
- Instructional standards compliance refers to how well a product adheres to standards for sharing instructional materials with other online learning systems, as well as other aspects that may influence whether or not to move to another product.
- Text, audio, video, graphics, animation, and multimedia content authoring and integration.
- Use of blogs and wikis by students and instructors.

Strengths and Limitations :

The Learning Management system has the following:

Strengths

- It establishes a centralised learning environment that ensures uniformity in teaching and student evaluation;
- It is open to students 24 hours a day, seven days a week, and numerous students can access the course content at the same time;
- It provides basic, easy-to-use templates to assist teachers in quickly developing software-related abilities;
- It allows students to be tracked to see how they are performing, how much time they spend on course pages and activities, and so on;
- It allows teachers to spend more quality time in class by allowing them to assign regular work to be completed after class via the LMS.
- It can give students with the opportunity to learn in a collaborative group setting;
- It provides learners with a one-stop solution because all connected activities are managed through the LMS, and learners can use it as a reference to search for and obtain information.

Limitations :

For the construction of online course content, many LMSs provide templates. Templates enable teachers to build and create courses in a familiar environment quickly and simply without requiring much training.

Where comprehension and knowledge building are important, templates are appropriate. However, when it comes to developing knowledge of subject matter that requires illustration and demonstration, such as mathematics and physics, they are woefully inadequate.

The majority of modern LMSs can gather, organise, and report data on learners' activities. Data on time spent on a learning activity, when it was started and completed, and the number of attempts at an assessment question may all be tracked. However, tracking negates a crucial benefit of LMS: the development of a safe environment devoid of the fear of failure and the strain of time that characterises traditional classrooms. Some students may be hesitant to explore, take risks, or push the boundaries of their knowledge if they are aware that all of their learning activities are being tracked and documented. Instead of learning from their own mistakes (which is a very successful method of learning), they may try to avoid making any mistakes at all.

Users will demand many advanced features and functionality as they become more knowledgeable and comfortable with the use of LMS, such as wireless device support, better collaborative learning tools, and better content management capabilities, as they become more knowledgeable and comfortable with the use of LMS. Functionality, customizability, flexibility, interoperability, and scalability may all be improved in the next generation of LMSs. Furthermore, once users have become tired of the new technology's pleasures, they will concentrate on the tools' educational capabilities. This will result in the creation of solid LMSs that are led by pedagogical considerations rather than what the developers or tools can do.

Conclusion :

In this modern era, where information is disseminated quickly via the internet, the LMS is an essential tool for university students as not they can keep updated with their coursework, but get instant notification pertaining to their daily assignments. In return, lecturers have an easier time reaching out to their students out of class hours and can instantly update them over the LMS about issues regarding their coursework. It is responsibility for universities to provide proper training and guidance for students and lecturers using LMS, as well as have a team which is on-call at all times to solve any problems that may arise.

Nevertheless, most university students have access to their

university's LMS or similar systems that help to enhance their learning process. Many have also expressed positive opinions about LMS, therefore it has been proved that LMS is a necessary implementation in all universities across the World.

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NEP-2020 RETHINKING EDUCATION IN CONTEMPORARY INDIA

About the book

National Education Policy (NEP) 2020 completes three years of implementation. It stands as a milestone in India's pursuit of universal access and quality education. NEP 2020 is helping school and colleges too, become enablers of solutions driven grassroots innovation. The policy can play a deceive role in shaping the future of the Nation.

As we mark the third anniversary of the National Education Policy (NEP) 2020, this book is a collection of papers to be discussed at the National Seminar on the various theme of NEP 2020: Rethinking Education in Contemporary India. The areas covered include Role of ICT in education, inclusive education, gender equity in social justice, digital information, challenges in online education, educational leadership, researches on innovative teaching pedagogies. The papers in the book also reflects about quality concerns problems in education 48 papers of 67 contributors are in this book.

About the Author

Prof. Ritu Bhardwaj is working as a Principal in Professor Grade at Pt. Deen Dayal Upadhyay Management College, 17, Mall Road, Meerut Cantt. She has completed 19 years of working journey in Teacher Training College. She grow up in Meerut and completed her education from Meerut University, Banasthali Vidyapeeth and SS University, Varanasi. She has completed her Ph-D in Sanskrit from Central Institute of Buddhist Studies, Choglamsar, Leh (Laddakh) and Ch. Charan Singh University, Meerut in Education. She has supervised more than 72 dissertations of M.Ed students. She is approved internal and external examiner from CCS University and 03 self finance Universities. Her articles has been published in newspaper time to time and 57 research papers has been published in National and International, Peer Reviewed, UGC care listed and index journals with citation. 08 Hindi Lessons, Varta, Geeton Bhari Shaam, Geet Mala many more radio programs has been broadcasted by AIR, Leh, Ladakh.



Shubham Publications

📍 3A/128, 1st Floor, Hanspuram

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✉ shubhampublicationsknp@gmail.com

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