Implications and Impact

Commentary

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• eLearning Palm Print
• Country Profiles
• ICT and Students
• Important Trends
• Copyright and OER
• Conclusions & Recommendations
- Infrastructure
- Content
- Technology and Tools
- Teachers and Learners
- Quality
- Barriers and Enablers
<table>
<thead>
<tr>
<th>Country</th>
<th>Computers per 100 inhabitants</th>
<th>Internet users per 1000 inhabitants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>2.50%</td>
<td>3.70%</td>
</tr>
<tr>
<td>Brunei Darussalam</td>
<td>9.10%</td>
<td>50.00%</td>
</tr>
<tr>
<td>India</td>
<td>3.20%</td>
<td>7.50%</td>
</tr>
<tr>
<td>Malaysia</td>
<td>22.70%</td>
<td>56.30%</td>
</tr>
<tr>
<td>Maldives</td>
<td>20.00%</td>
<td>28.30%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>0.50%</td>
<td>16.80%</td>
</tr>
<tr>
<td>Singapore</td>
<td>74.30%</td>
<td>71.10%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>3.70%</td>
<td>12.00%</td>
</tr>
</tbody>
</table>

Figure 5: India has shown the highest number of students registered in eLearning programmes
**Figure 7:** Blended eLearning programmes are most common

- **Completely online**
- **Blended mode** (mix of face-to-face and online components)
- **Face-to-face with some online components**

**Figure 4:** Number of eLearning programmes has increased over the years

Cumulative number of programmes:
- 1992: 3
- 1993: 5
- 1994: 6
- 1995: 7
- 1996: 8
- 1997: 12
- 1998: 16
- 1999: 18
- 2000: 24
- 2001: 34
- 2002: 47
- 2003: 61
- 2004: 70
- 2005: 76
- 2006: 80

**Figure 3:** 'Social Sciences' is the most favoured Discipline for eLearning Programmes

- Social Sciences: 21.2%
- Sciences: 8.4%
- Engineering and Technology: 3.0%
- Medicine and Health: 8.9%
- Humanities: 9.4%
- Commerce and Management: 10.3%
- Agriculture: 13.3%
- Others: 24.1%

**Figure 20:** Students prefer to access eLearning platform from home

- Computer laboratories on the campus: 78%
- Home: 84.6%
- Designated Tele-Learning centres/hot spots/access points: 31.9%
- Others: 17.6%
Figure 19: Communication tools are extensively used in eLearning

Figure 22: Use of video conferencing for synchronous sessions

Figure 23: ‘Skype’ is the most used video conferencing application for synchronous sessions
Figure 12: In majority of cases institutions have copyright over the e-content developed in-house

Figure 13: Lack of clarity about licensing of eLearning materials
• eLearning in Commonwealth Asian countries is an increasing trend
• Enthusiasm among the faculty and staff is high
• Institutions are integrating ICTs and online technologies in their programmes
• eLearning programmes are largely offered in blended mode
• Diversify programme offerings through eLearning
• Offering completely online programmes
• Respond to market needs through more eLearning
• Encourage continuous professional development
• Ensure usability by people with disabilities
• Prioritize development of quality parameters/guidelines
Thanks
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