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IMPACT OF E-LEARNING ON STAKEHOLDERS

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Abstract:

E-learning involves the use of information and communication technology to teach and deliver learning materials and it's becoming increasingly important in education post covid. Therefore, this study aims to explore the critical challenges that face the current e-learning systems and investigate the main factors that support the usage of e-learning system during COVID-19 pandemic. The need for the Indian educational ecosystem to compete with the fast-growing educational technology market around the world is interlinked with the economic and social evolution of the nation. The paper also necessitates e-learning as a social investment and signifies that government policies for e-learning are the elements that solely define the future of e-learning. Thus, this study is aimed at examining the effectiveness of online learning and the challenges that it presents to pupils' abilities to learn.

Keywords: E-learning, Online, Covid-19

Introduction:

E-learning has found its way into the education system of developing nations as well. The advancement in technology and communication has made teaching and training possible anywhere, anytime. E-learning tools are playing a crucial role during this pandemic. E-learning systems can assist learning providers to manage, plan, deliver and track the learning and teaching process. Furthermore, it aims to help instructors, schools and universities facilitate student learning during periods of universities and schools' closure. In addition, most of these systems are free which can help ensure continuous learning during this Coronavirus pandemic. E-learning in the university system is influenced by a number of factors. The explosive growth in e-learning has been triggered by a variety of factors from globalization to the movement towards learning as a competitive advantage. As a result, there has developed a need to inform learners of the skills and information need for confident in e-learning. Many Universities and educational institutes have tried to bring in learning management systems (LMS) to facilitate the face-to-face learning process. Information technology infrastructure development means providing the opportunity to improve the learners' knowledge on information technology as well as in other relevant subjects. Most of the learners often spend their time to browse internet as a good "source of knowledge". As a practice many other local universities have introduced Electronic Learning Management

System as a supportive system for the face-to-face learning system.

The fundamental environment components for e-Learning systems include the whole information system related to eLearning environments should consist of several management functions, such as curriculum/learning materials management, learners' profile/log-data management. Education is a service industry; as they study education industry by measuring the quality of its services and the satisfaction of its customers. The most important is the perceived quality of the institution and the graduates it produces. Further with the advancement of the ICT, the requirement of the industry has changed ever more rapidly as industry becomes more flexible. The human resources related to eLearning involved many stakeholder groups such as students, teachers, school administrators and eLearning producers. Successful e-learning system is dependent on the extent to which the needs and concerns of the stakeholder groups involved are addressed.

Objective of the Study:

- To study the challenges face in E-Learning.
- To study how blended technology can change E-Learning from challenge into opportunity.

Research Methodology:

- This study is based on secondary data where the information is collected from books, Journals, research articles and electronic media.
- The study is limited to E-learning in India only.

Pupils' Perspective on Online Learning:

Behaviour is strongly influenced by an individual's attitudes. Positive attitudes result in positive behaviour and negative attitudes always cause negative behaviour. This observation corresponds with the nature of students' engagement with e-learning (online learning). Several studies have highlighted the challenges and opportunities associated with e-learning during the pandemic. Researchers endeavour to understand the benefits and obstacles that various stakeholders involved in e-learning have experienced. The student's voice is a significant consideration in this context. Therefore, further research is necessary to identify the challenges that restrict students' abilities to achieve their goals. So, it is concluded that students' attitudes influence the effectiveness of E-learning. Accordingly, students that are optimistic and enthusiastic will not experience e-learning as an obstacle to their academic success. Students felt that conventional learning differed greatly from online learning. Furthermore, students felt that face-to-face learning is crucial for effective learning, and that group assignments are difficult to complete online. It is found that not all students and organisations enjoy e-learning. To ensure that e-learning can be used extensively, independently, and to the greatest effect, it is important to identify which factors affect its use. E-learning also demands that users be more self-motivated to learn. It also seems that e-learning can produce a flexible and distributed learning system. Students will be able to choose the time and location in which they study because they are not required to attend a certain place at a specific time. Distributed learning describes a process whereby instructors, students and learning materials are located in different areas so that students can learn the level of time and place limitations.

Problems Faced by Teachers:

With the crisis of COVID-19, we witnessed teachers from all across the nation facing a hundred of problems while using basic and intrinsic applications such as Google Meet, Zoom, Microsoft

Teams etc. - We saw various cases of teachers getting bullied not only by students but also by parents on online platforms, facing problems such as students losing the concentration, sleeping and eating during class. Problems such as these can prove to be catastrophic in the longer run. - Reported or non-reported incidents like of teachers getting bullied while online teaching are more than hundreds, this calls for a dire need for the training of teachers. - During the Google for India 2020 virtual event, it was announced that Google would enable 1 million teachers in 22,000 schools to deliver "blended learning," a combination of online learning and a classroom approach, by the end of this year

Problems Faced by Parents:

The pandemic was an eye-opener on how schools served as social institutions for they kept students engaged for a large part of the day, benefiting working women and providing nutrition to a large section of the population through mid-day meal schemes. Both of these features have no replacements when a rapid shift towards online learning occurs. Parents at large face difficulty in catching up with the latest technologies to provide their kids with a meaningful learning experience which is a stark reminder of the digital divide. Further in homes with multiple children, a conflict for online resources is bound to emerge. - Only 21 per cent of Indian households have Internet access meaning parents will be forced to let their children use mobile devices which are otherwise used for personal and communication needs.

Concerns of Apex Educational Institutes:

Educational Institutions provide distance learning, including e-learning, to allow them to access a larger pool student. Often, budgetary restriction is the primary issue for institutions. Tight budgets make it difficult to implement broad, campus-wide E-learning solutions. There is a tendency for individual departments to implement their own solutions, which may not be consistent with the rest of the institution. This reduces the potential for cross-departmental efficiencies, and can make the process more complicated for faculty, staff, and students, particularly if they are involved with more than one department. Depending on the technological infrastructure in place at an institution, the implementation of e-learning courses can involve very costly technology upgrades. E-Learning systems require several components including sufficient bandwidth, course management systems, technology equipped classrooms, and adequate computer facilities for student use. This increase in technology generally requires a corresponding increase in support staff as well. An important consideration for institutions is how the effectiveness of e-learning offerings will be assessed. Often measurement is based on return on investment (ROI) in the technology infrastructure and course content development. While this measure is certainly relevant, it is also vital to consider effectiveness in terms of learning outcomes. An e-learning exercise can only be considered effective if learning took place. The tendency of organizations to focus on ROI can encourage cheaper program development, at the expense of effectiveness. Resistance from faculty is another important concern for institutions. Many faculty members firmly believe that e-learning is inferior to face to-face instruction. Studies have shown, however, that there is no significant difference between the performance of students in the two methods. The additional time required to

administer e-learning courses, discussed above, may also contribute to resistance from faculty. Acceptance of online education by employers is also a significant concern for institutions. If employers are less likely to hire students with online degrees, then students will be less likely to enrol in those degrees. Thus, it is in the institutions best interest to encourage the acceptance of this form of education among potential employers.

Content Providers:

In the higher education context, online course content is either provided by instructors or is acquired from external sources. In either case, content providers are motivated to provide content that will result in effective learning. The main concern for content providers in E-learning tends to be intellectual capital rights. Independent content providers in particular, need to ensure their retention of copy rights in order to sell their product to multiple customers. Technology standards are another relevant concern for this stakeholder group. Content should be created in a format that will allow its utilization across various e-learning technology platforms. Failure to do so would restrict their potential target market. It is equally important to make certain that the content provided is consistent with the learning methodologies in use at various institutions and thus being more likely to result in successful learning. Learning can be impacted by the type of content, the learning environment, and even the characteristics of each learner. E-learning content providers need to take this into consideration when developing content.

Pros of E- Learning:

✓ The availability of recorded lectures allows the learners to rewatch the content.

✓ No need to commute to any institution.

✓ We can access the courses from anywhere.

✓ It allows a flexible schedule where one can learn at a time of their convenience.

✓ E-learning promotes a habit of self-paced learning.

Cons of E-Learning:

➢ It demands heavy self-discipline from the learner such that they can sit and attend their online classes.

➢ E-learning is not accessible to everyone.

➢ Not everyone has the same access to computers and the internet, which is required for attending online learning.

➢ E-learning is not inclusive, as many individuals need special or one on one attention from a mentor to understand the course matter.

➢ It does not give the users any networking opportunities.

Suggestion: Blended Learning

The art of combining digital learning tools with more traditional classroom face to face teaching gave birth to the term "Blended Learning". It is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focussing on learning outcomes and the learner centred instructional environment

The important features of Blended Learning environment are:

❖ Increased student engagement in learning.

❖ Enhanced teacher and student interaction.

❖ Responsibility for learning.

❖ Time management and flexibility

❖ Improved student learning outcomes

❖ Enhanced institutional reputation.

❖ More flexible teaching and learning environment

❖ More amenable for self and continuous learning

❖ Better opportunities for experiential learning

The advantages of Blended Learning for students include increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others.

Conclusion:

In today's fast-paced world, E-learning is becoming the new norm. It allows people, especially those who are working a regular job to engage in upskilling their skills. For individuals who want to enhance their skillsets and get better job opportunities, e-learning provides massive opportunities. E-learning is available to a selected part of society. Not everyone has the means to attend online classes. Accessibility to the internet and computers is not universal. Thus, e-learning and e-learning platforms need to get more inclusive. While online learning has been proven to support the health of students during the pandemic, it is not as effective as conventional learning. Additionally, the lack of a robust online infrastructure may impede the effectiveness of online learning. Teachers must improve students' experience of online learning by utilising effective pedagogical methods. Concurrently, the government must take responsibility and improve the existing online infrastructure and facilities. Nevertheless, support within school communities, and among parents and school administrators, is vital to ensure the success of online learning.

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