RURAL STUDENTS AND YOUTH EMBRACING DIGITAL MEDIUM TO CONTINUE LEARNING DURING COVID-19

Edited by

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Rural Students and Youth Embracing Digital Medium to Continue Learning during Covid-19

PREFACE

The unprecedented situation of the COVID-19 pandemic has generated radical transformations of the education system, forcing teachers as well as students to adapt in a short time to new social conditions and to the online learning process.Covid-19 pandemic has triggered a massive adoption of E-learning. During the pandemic, remote activities are a must as an effort to control the spread of the virus, and E-learning becomes the best response in the time of crisis. The phenomenon reflects the critical role of technologies where the teaching and learning processes are relying on the digital platform. Smart Mobile Devices with Internet connection remarkably supporting the education system during the outbreak in many countries at the same time, poses several challenges and obstacles like the digital divide, ICT infrastructure readiness, and psychological challenges of educators, students, as well as parents. While challenges largely immersed in the preparation process and activation, a strong strategic implementation of e-learning at all levels is as important as or even more important than its application and integration.

In today's time, education through digital medium has become new normal and is extensively used in urban areas for learning by students and youth. However, in rural areas particularly for underprivileged students continuing education had become a challenge. To address this digital technology was employed for imparting education. Rural communities have not only embraced digital medium but have innovated to make it more relevant. Even the National Education Policy (NEP) 2020 focuses on digital learning as a substitute to the traditional classroom model for interaction between teachers and students. While there are numerous benefits of digital education, the barriers are still manifold to make education a complete online phenomenon in rural areas. The present Covid-19 crisis has had a major impact on the digital divide in the country, particularly from the perspective of education with digital access. It has also brought into sharp focus the challenges that exist for digital representation of education in the rural areas of the country.

This edited book spreads into forty four comprehensive topics extending insights to academia on the related topic. The book may attract the interest of faculty and research scholars. We would like to convey our appreciation to the chapter authors for their timely completion of the chapters and their prompt effort for the revisions.

CONTENTS

A STUDY ON E-LEARNING AND ITS IMPACT ON RURAL AREAS AMONG COLLEGE STUDENTS IN SIVAKASI

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Abstract

Education indicates the discipline that is concerned with methods of teaching and learning. Education can be understanding as the transmission of the values and expand the Knowledge of a society. E- Learning is the process of sharing knowledge through various channels such as e-books, CDs, Webinars etc. E-learning is generally meant for remote learning or distance learning,but can also be used in face to face mode. Methodology is the systematic theoretical analysis of the method applied in the study. The required data is the primary data. The researcher has selected the Convenient Sampling. The researcher has collected 70 respondents of the college students in Sivakasi. The researcher have been used the Statistical tool to analyse the data collected presented in the form table, percentage, chi-square, pie chat.The researcher has selected the study on E- Learning and its Impact on Rural Areas among College Students.
Keywords: E- Learning, College Students, rural areas, visual communication, media, internet, Knowledge.

Introduction

E-learning is a learning approach that is based on formalised instruction but uses electronic resources. While education can take place in or out of the classroom, E-learning is primarily dependent on the use of computers and the Internet. E-learning is a network-enabled transfer of skills and knowledge in which education is delivered to a large number of people at the same time or at different periods. Previously, it was not widely recognised because it was considered that this method lacked the human factor necessary for learning. E-learning is the method of disseminating information via electronic books, CDs, webinars, and other means.It has transformed the traditional chalk-and-board technique of imparting knowledge to students.E-Learning, on the other hand, makes giving and receiving easier, more prolific, and productive. Tutors use the most up-to-date technology to teach their students.E-Learning is defined as courses that are offered exclusively over the internet in locations other than the traditional classroom where the teacher is teaching.As a result, both teaching and learning become simpler, easier, and more efficient. A single teaching method is no longer effective. While the traditional technique has an advantage in terms of how to teach or learn, E-Learning gives us the opportunity to do both.Methods and statistics that are up to date. Students in rural areas have a wealth of knowledge. However, in the previous educational system, people possessed information but lacked proper avenues through which to express themselves. With the support of e-learning, the current system has brought about a significant transformation.

Materials and Methods

This study aims to analyse the typical factor for E- learning facilitating and the problem associated to E- learning in rural areas. Area of the study was sivakasi. Sample size of the study was 70 and convenience sampling method has been adopted to collect the primary data.In order to collect the primary data from the respondents through questionnaries. Secondary data were collected from published and unpublished records viz ., journals, magazines, books and websites. The required primary data for this study were collected from the college students in Rural areas.Further, the researcher have been used the Statistical tools to analyse the data collected presented in the form table, percentage, chi-square, pie chat.

Results and Discussion

Demographic classification is based upon the characteristics such as age, gender, marital status, educational qualification, income of the family members. Sometimes the attitude of the students may be influenced by the demographic variations which influenced the researcher to classify the respondent based upon demography.

Table : 1 Demographic Profile of the Respondents

S.No	Demographic Variable	Category	No.of Respondent	Percentage
1	**Age**	18 -20 years	7	10.0
		20 -22 years	31	44.3
		22 - 24 years	17	24.3
		24 - 26 years	15	21.4
		Total	**70**	**100.0**
2	**Gender**	Male	40	57.1
		Female	30	42.9
		Total	**70**	**100.0**
3	**Marital Status**	Married	17	24.3
		Unmarried	53	75.7
		Total	**70**	**100.0**
4	**Educational Qualification**	a) UG	38	54.3
		b) PG	32	45.7
		Total	**70**	**100.0**
5	**Income of the Family**	a) Below 20000	23	32.9
		b) 20001-40000	28	40.0
		c) 40001 – 60000	9	12.9
		d) above 60000	10	14.3
		Total	**70**	**100.0**

Source : Primary Data

From the above table 1 shows that, among 70 respondents, (31) 44.3 per cent of the respondents belong to the age group of 20 -22 years. (40) 57.1 per cent of the respondents

are male. (53) 75.7 per cent of the respondents are unmarried. (38) 54.3 per cent of the respondents have completed UG degree.(28) 40.0 per cent of the respondents have earned Rs.20001- 40000 as a monthly income of the family.

Table : 2 Type of Learning methods are used for your E- Learning Programmes

S.NO	Types of Learning methods	Frequency	Percent
1	Audio conference	20	28.6
2	Chat	13	18.6
3	Instant messaging	16	22.9
4	Video conference	21	30.0
Total		**70**	**100.0**

Source : Primary Data

It is clear from the above table 2 that, among the total 70 respondents,30.0 per cent of the respondents are using video conference for E- Learning programmes, 28.6 per cent of the respondents are using audio conference for E- learning programmes, 22.9 per cent of the respondents are using instant messaging, 18.6 per cent of the respondents are using Chat.

It is understand that the most of the respondents 30.0 per cent are using video conference.

Table : 3 Devices do you use for E-learning Programmes

S.NO	Devices do you use for E-learning Programmes	Frequency	Percent
1	Mobile Phone	44	62.9
2	Laptop	26	37.1
Total		**70**	**100.0**

Source : Primary Data

From the above table 3 that out of 70 respondents, 62.9 per cent of the respondents are selecting Mobile Phone for using E- learning programmes, 37.1 per cent of the respondents are selecting Laptop for using E- learning programmes.

It is found that the majority of the respondents 62.9 per cent are selecting mobile phone for using E- learning Programmes.

Table: 4 The Problems associated to E-Learning in Rural Area

Particulars	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Timing Problem	22 (31.4)	**30 (42.9)**	11 (15.7)	4 (5.7)	3 (4.3)
Lack of Support	**39 (55.7)**	10 (14.3)	15 (21.4)	5 (7.1)	1 (1.4)
Internet facility	19 (27.1)	3 (4.3)	18 (25.7)	**28 (40.0)**	2 (2.9)
Financial Capacity	2 (2.9)	26 (37.1)	16 (22.9)	4 (5.7)	**22 (31.4)**
No fund availability	19 (27.1)	16 (22.9)	**26 (37.1)**	4 (5.7)	5 (7.1)

Source : Primary Data

Table 4 shows that among 70 respondents 55.7 per cent of the respondents are saying that the lack of support is the main reason for the problem associated to E- Learning in Rural Areas,42.9 per cent of the respondents are saying that theTiming Problem is the reason for the problem associated to E- learning in rural Areas, 40.0 per cent of the respondents are saying that the Internet facility is the reason for the problem associated to E- learning in rural Areas, 37.1 per cent of the respondents are saying thatno fund availabilityis the reason for the problem associated to E- learning in rural Areas, 31.4 per cent of the respondents are saying that theFinancial Capacity is the reason for the problem associated to E- learning in rural Areas.

It is inferred that majority of the respondents (55.7) are saying that the lack of support is the main reason for the problem associated to E- Learning in Rural Areas.

Demographic Profile and the Problems Associated to E- Learning in Rural Areas by using Chi-Square Test

In order to test the relationship between demographic profiles namely age,gender,marital status,Educational qualification, and income of the family members. The hypotheses that there is no significant relationship between the demographic profiles and the problems associated to E- Learning in rural areas. The chi – square test has been applied by using SPSS.

Chi – Square Test

Chi- Square test is one of the simplest and mostly widely used non- parametric test in statistical work. Its properties were first investigated by Karl Pearson in 1900.

Table :5 Age and the problem associated to E- Learning in rural areas

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.023[a]	42	.309
Likelihood Ratio	47.707	42	.252
Linear-by-Linear Association	3.640	1	.056
N of Valid Cases	70		

From the above table the pearson chi square 0.309 is greater than the table value 0.005. This level of significance is set at 0.05. As a result, the null hypothesis is accepted, and there is a significant difference between age and the problem associated to E- Learning in rural areas.

Table :6 Gender and the problem associated to E- Learning in rural areas

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.089[a]	14	.308
Likelihood Ratio	19.372	14	.151
Linear-by-Linear Association	.978	1	.323
N of Valid Cases	70		

The above table reveals that the calculated value (0.308) is more than (0.05) so the hypothesis is accepted. Hence there is no significant dependency between gender of the respondents and the problem associated to E- Learning in rural areas .

Table : 7 Marital Statusand the problem associated to E- Learning in rural areas

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.373[a]	14	.497
Likelihood Ratio	15.665	14	.334
Linear-by-Linear Association	.011	1	.916
N of Valid Cases	70		

From the above table noticeable that , the signification value of 0.497 is more than the accepted level 0.05. Hence the null hypothesis is accepted. There is no significant relationship between the Marital Status and the problem associated to E- Learning in rural areas.

Table : 8 Educational Qualificationand the problem associated to E- Learning in rural areas

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.803[a]	14	.465
Likelihood Ratio	16.954	14	.259
Linear-by-Linear Association	.381	1	.537
N of Valid Cases	70		

The above table reveals that the calculated value (0.465) is more than (0.05) so the hypothesis is accepted. Hence there is no significant relationship between educational qualification of the respondents the problem associated to E- Learning in rural areas.

Table : 9 Income of the family members and the problem associated to E- Learning in rural areas

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.672[a]	42	.817
Likelihood Ratio	35.945	42	.733
Linear-by-Linear Association	.190	1	.663
N of Valid Cases	70		

The above table reveals that the calculated value (0.817) is more than (0.05) so the hypothesis is accepted. Hence there is no significant dependency between monthly income of the family members and the problem associated to E- learning in rural areas.

Table: 10 Educational Qualification and typical factor for E- Learning facilitating

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.400[a]	3	.705
Likelihood Ratio	1.404	3	.705
Linear-by-Linear Association	1.330	1	.249
N of Valid Cases	70		

From the table 7 those, the signification value of 0.705 are more than the accepted level 0.05.Hence the hypothesis is accepted.

It is conclude that, there is no significant association between educational Qualification and typical factor for E- Learning facilitating.

Conclusion

Today, E-Learning is a rapidly growing information instrument. It has a wide range of applications in both industrialised and developing countries. E-Learning attracts people from underdeveloped and undereducated places. E-Learning is a technique of delivering knowledge-based materials via CD, DVD, multimedia, and other methods. E-Learning is unquestionably a fantastic tool for both managing education and teaching. The use of E-Learning in the management of educational institutions should be encouraged, and instructors should be able to use it to gain access to educational materials. By instilling computer literacy in children. Young people will have a comparable impact on inbound investment in the long run. E -Learning when used to reach a large number of students, they may be cost effective.

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A STUDY ON ANALYSIS OF STUDENTS DISCERNMENT AND INVOLVEMENT IN ONLINE LEARNING DURING THE COVID-19 PANDEMIC SITUATION

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Abstract

Due to the COVID-19 pandemic, educational institutes around the world have closed, jeopardising academic calendars. To keep academic activities going, most educational institutions have shifted to online learning platforms. However, questions about the readiness, design, and effectiveness of e-learning remain unanswered, particularly in a developing country like India, where technical constraints such as device suitability and bandwidth availability pose a serious challenge. Online education has had some success around the world, but it will take a long time for digital learning to become a mainstream of education in India because students in rural areas do not have the financial means to purchase smartphones and laptops for online education, and they do not have adequate internet access in remote areas. A student's issue with online classes.In this pandemic situation, there may be more distractions than usual while studying work from home or wherever students may be, especially with family and possibly younger siblings around. The study's main goal was to determine students' attitudes toward online learning during the lockdown and to learn about the global trend of students using online learning resources.
Keywords: Pandemic Situation, e-learning, global trend, learning resources.

Introduction of the Study

Globally, educational institutions and students have accepted and valued the online learning platform. This acceptability is due to the ease of use, learning flexibility, and controllable environment. Despite its numerous benefits, e-learning has several drawbacks, including social isolation, lack of face-to-face interaction between teacher and student, connectivity issues, and so on. Now, in the midst of a pandemic crisis, most educational institutions are investigating and moving toward e-learning to make it easier for students to adjust to the new normal. Furthermore, various e-teaching software are being investigated by teachers or educators in order to provide the most convenience for their students who are in the process of adapting this new teaching and learning methodology. In this current situation of virtual teaching and the establishment of a new norm of teaching-learning. It is even more important to learn about learners' opinions and to investigate their attitudes toward this novel

teaching methodology, such as their level of adaptation and, if any, amendments they would like to suggest for the same, or their desire to reject it entirely. Against this backdrop, the purpose of this study is to investigate the perception of e-learning during the COVID-19 lockdown period.

Objective of the Study

- The purpose of this study was to determine the perception of students towards online learning during the lockdown.
- To know the global trend of using online learning resources among students.

Research Methodology

Methodology refers to the study from which we can obtain knowledge. It is one of the scientific ways of solving problems. The study is in descriptive in nature and it deals with experience and perception of students towards online learning. The objective of the study was framed to reveal the analysis accurately and experience of students in Coimbatore city and ensures that the data collected are relevant for the study.

Sampling Size

The necessary data for the study were gathered by distributing a structured questionnaire in order to learn more about students' experiences in online learning during the COVID-19 pandemic situation. The total number of questionnaires distributed and collected is 160 respondents. To select the sample respondents for this study, a simple random sampling method is used.

Data Collection

The part of data collection begins only after the research problem is defined. Data collection may be defined as the collection of required information from the various sources. The data collection that relates to the study can be collected in two different ways viz. Primary and Secondary data.

Overview of the Study

During the COVID-19 crisis, e-learning has proven to be especially beneficial. During this ongoing pandemic, more students have turned to Ed-tech and other online platforms for education. Online platforms such as Vedantu, Unacademy, and Byju's have been providing free access to live classes to help students learn comfortably from home, and there has been a significant increase in students using these educational apps. Online platform educators have also begun to attend more live classes. Furthermore, Vedantu provides students with free access to live classes. Another online platform, Coursera, has announced that many universities around the world will have free access to its courses until July 31st,2020. Sc Edupage cloud-based web portal unity and a mobile app have been widely used for education management with free access and user-friendly functionality at 150,000 schools in approximately 173 countries around the world (Edupage. 2020). Curriculum management, attendance control, time-table automation, homework assignment, messaging features, and grading are all included in the app. This app also allows parents to communicate with teachers.

Global-Transition to Online-Education in Educational Institutes during the Pandemic Crisis

Since the spread of the COVID-19 virus, educational institutions all over the world have shifted from traditional methods of learning to online education. The educational system has abruptly shifted away from the traditional classroom environment and toward electronic devices and online applications (Mnyanyi & Mbwette 2009).Most Indian universities have asked professors and students to use e-learning platforms for educational purposes and to encourage students to study from their respective campuses (Li, et al., 2013). Faculty members were encouraged to provide study materials in the form of PPT, PDFs, or Word documents, as well as other formats such as audio and videos for uploading to online platforms. Since the beginning of the twenty-first century, Chinese universities have used online education. With the spread of the virus, educational procedures have been carried out using apps such as Zoom and teams. Students have had access to a variety of undergraduate and graduate courses via the internet. Since the global lockdown, students in Iraq have been using online platforms and applications. To meet academic requirements, apps such as Google Classroom, Teams, and Zoom have been used extensively.

The Georgian Education Ministry has made Microsoft Teams available to all public schools. In addition, the ministry has collaborated with Georgian Public Broadcaster and launched an educational programme called 'Teleskola,' or TV school, to ensure better understanding of classroom lessons (The Government of Georgia. 2020). To provide education in private schools, virtual classrooms have been created on various online platforms. EL.GE is also a platform supported by the Ministry of Education, Science, Culture, and Sport that has hosted all thematic resources based on the Georgian National Curriculum (MES.2020). G-Suite and Education-Page are two platforms that are widely used in this educational process (Google. 2020 and Education page 2020). The Association of African Universities has created an online resource page to assist educational institutions in proper lesson planning and easy transition to E-learning methods. Because of the Pandemic, the association has decided to provide efficient learning through online education. The Association of American Colleges and Universities offers a variety of webinars to help educators and students. Virtual seminars and discussions are being held to assist students in dealing with the current difficult times.

Analysis and Interpretation of Data
Analysis of Variance

4.1 Table Showing the Respondents of Gender and Tools used by Students during Online Classes

Hypothesis

Ho: There is no significant relationship between Gender and Tools used by students during online learning.

Variables	Sumof Squares	df	MeanSquare	F	Sig.
Betweengroups	.21	3	.07	.28	.836
Withingroups	38.73	156	.25		
Total	**38.94**	**159**			

Source: Primary data Significance level at 5%

Interpretation

From the above table 4.2.1 it is observed that the calculated F value is .28. The F table value of df1=3, dr2=156 and a-5 per cent level of significance is .836, since calculated value of F is less than its critical value. Hence, the null hypothesis is rejected which concluded that there is no significant relationship between the gender and tools used by students during online learning.

4.2 Table Showing the School/ University/ Institution Studied and Overall Feel about the Online Classes

Hypothesis

Ho: There is no significant relationship between School/ University/ Institution studied and overall feel about the online.

Variables	Sumof Squares	df	MeanSquare	F	Sig.
Betweengroups	1.18	4	.30	1.79	.134
Withingroups	25.59	155	.17		
Total	**26.77**	**159**			

Source: Primary data Significance level at 5%

Interpretation

From the above table 4.2.9 it is observed that the calculated F value is.1.79. The F table value of df1=4, dr2=155 and a-5 per cent level of significance is .134, since calculated value of F is less than its critical value. Hence, the null hypothesis is rejected which concluded that there is no significant relationship between the school/ university/ institution studied and overall feel of students about online learning.

Findings and Suggestions of the Study
Analysis of variance (ANOVA)

1. The null hypothesis is rejected, indicating that there is no significant relationship between gender and online learning tools used by students.
2. The null hypothesis is rejected, indicating that there is no significant relationship between student age and the tools used during online learning.
3. The null hypothesis, which concluded that there is no significant relationship between education qualification and tools used by students during online learning, is rejected.
4. The null hypothesis is rejected, indicating that there is no significant relationship between the school/university and the online learning tools used by students.
5. The null hypothesis is rejected, indicating that there is no significant relationship between the school/university and the online learning tools used by students.

Suggestion of the Study

- The study data indicate that instructor interactions with students in an online programme should be reviewed, with a focus on timely feedback to students.
- Instructor training and preparation for online teaching was also critical for teaching.
- Student-student interaction in this online course programme should be improved by developing strategies to foster a stronger sense of community among students.

- A greater level of interaction can boost students' learning enthusiasm and concentration. There are various teaching interaction modes in a traditional classroom, such as reversed classroom, random questions, and group reports.
- According to the majority of participants' responses, university leaders should also make individual and group video conferencing mandatory at least once a term to improve faculty-student and student-student interactions.

Conclusion of the Study

The contours of the education system are changing as efforts to prevent the spread of the novel corona virus are made, with online education becoming the primary means of instruction. To keep up with the curriculum, schools, universities, and other institutions are shifting to online platforms. It may be too soon to tell how students and teachers will cope with online learning as they consider the constraints and reorient to address them, but student perception and readiness is an important consideration that we have attempted to document. Technology is not always efficient and can cause significant disruptions in the classroom. Online learning necessitates that students have access to high-speed internet at home, which can be problematic if it is not available.A student's wi-fi may go down unexpectedly, preventing them from submitting an assignment on time, or it may prevent them from attending class and missing instruction. This has a significant negative impact on the student's education and grades. Furthermore, students have difficulty grasping concepts taught in online school because they have more distractions that divert their attention away from their education.

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A STUDY ON BARRIERS IN LEARNER PARTICIPATION AND ENGAGEMENT IN ONLINE CLASSES

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Abstract

In this present study the investigators made an attempt to study the Secondary School Students barriers on Participation and Engagement in Online Classes.In Rural Areas of Raichur district, Karnataka.720 secondary school Studentselected. Three alternative hypothesis framed to test the data.1-There is a significance difference on Barriers between Boys and Girls Secondary school students on Participation and Engagement in Online Classes.2- There is a significance difference on Barriers between Government and private Secondary school students on Participation and Engagement in Online Classes.3- There is a significance difference on Barriers between Kannada Medium and English Medium Secondary school students on Participation and Engagement in Online Classes. QuantitativeDescriptive method used to conduct research. Stratified sampling technique used to select the sample 120 boys students, 120 girls students, 120 government school students, 120 private school students, 120Kannada medium students, 120English Medium students of secondary grade selected. For data collection standardized Pedagogy Measure in Virtual learningQuestionnaire of B. Komolafe is used. Thequestionnaire consists of 15 questions to indentify the barriers faced by secondary students in rural areas during online classes. For data analysis independent sample t-test used to test the significance differencebetween two groups. The result of data analysis revealed. There is a no significance difference on Barriers between Boys and Girls Secondary school students in Participation and Engagement in Online Classes. On the basis of t-test value -0.11 of 0.05 sig level. There is no significance difference on Barriers between Government and private Secondary school students in Participation and Engagement in Online Classes On the basis of t-test value -0.05 of 0.05 sig level. There is no significance difference on Barriers between Kannada Medium and English Medium Secondary school students in Participation and Engagement in Online Classes.On the basis of t-test value -0.1 of 0.05 sig level. So it can be concludedthat the entire sample selected faced same barriers during online classes with slight variations.
Keywords: Pedagogy, Virtual learning, Barriers, Measure,

Introduction

Many students are drawn to online education because of its time and location flexibility. However, some concerns such as adaption issues, technical issues, computer literacy, time management, distraction issues, and motivation issues persist while using various e-learning platforms. Teachers and students, on the other hand, face significant hurdles in the lack of physical classrooms and adequate digital infrastructure. These difficulties are exacerbated if the students live in rural areas.

Statement of the Problem

The problem for the present study specifically stated are:

Related Reviews

According to Irfan and Imam (2020), online learning is useless and conducted in an ineffective manner. They demonstrate this by citing a variety of problems, including inadequate internet access, teachers' incapacity to adopt online learning, and parents' lack of collaboration. Awal et al. (2020), on the other hand, discovered that online learning is effective but inefficient. They recognize that online learning is an appropriate reaction to the pandemic's urgency; nevertheless, learning outcomes cannot be realized because purchasing suitable internet packages needs large money. In addition, Wildana et al. (2020) believe that online learning is beneficial since it allows for the use of numerous programmes such as "Whatsapp," "Zoom," and "Google Classroom." Wildana et al., on the other hand, agree that the efficiency of online learning is limited by internet availability and internet packages. According to Muhammad and Kainat (2020), internet connectivity issues, a lack of interaction between teachers and students, and a lack of technology equipment all pose challenges to online learning effectiveness.

The review of the studies mentioned above revealed thatfor the effectiveness of online learning student's participation and engagement is important. But there are various barriers students come across during online classes that hampered their learning.

Need and Significance of Study

For teaching and learning, virtual interfaces in the form of online and mobile applications are used. Audio, visual, and audio-visual media all be used to teach. Previously, online learning was used to enhance face-to-face interaction; however, during the epidemic, it became the sole way of instruction, which was a revolutionary development. This study undertaken to identify the barriers of online learning that effects rural student's participation and engagement.

Delimitations of the Study

The delimitations of the present study are as follows:

(A) Geographical Area:

(i) The investigation was delimited to only Rural Areas of Raichur District, Karnataka.

(B) Level of Education:

(i) The study was restricted to the secondary school students of above district.

Objectives of the Study

The following are the objectives of the study:

1. To find the barriers of online classes in Secondary School Students participation and engagement of rural areas of Raichur District, Karnataka.
2. To find out the difference between Boys and Girls Secondary School Students participation and engagement on barriers of online classes.
3. To find out the difference between Government and Private Secondary School Students participation and engagement on barriers of online classes.
4. To find out the difference between Kannada Medium and English Medium Secondary School Students participation and engagement on barriers of online classes.

Hypotheses of the Study

The following are the hypotheses of the study:

1. There is a significance difference on Barriers between Boys and Girls Secondary school students on Participation and Engagement in Online Classes.
2. There is a significance difference on Barriers between Government and private Secondary school students on Participation and Engagement in Online Classes.
3. There is a significance difference on Barriers between Kannada Medium and English Medium Secondary school students on Participation and Engagement in Online Classes.

Methodology

The present study is based on Quantitative Descriptive method. In order to collect information and statistically analyze it.

Population

The Rural secondary school students of Raichur District, Karnataka.has identified as the target population.

Sample and Sampling Procedure:

Stratified sampling techniques used to select the samples.720 samples selected for the study. It stratified sample by following way**:**

Sl. No.	Samples	Size
1	Boys	120
2	Girls	120
3	Government school	120
4	Private School	120
5	Kannada Medium	120
6	English Medium	120
	Total	720

Tool Used: For data collection standardized Pedagogy Measure in Virtual learning Questionnaire of B. Komolafe is used. The questionnaire consists of 15 questions to indentify the barriers faced by secondary students in rural areas during online classes.

Statistical Technique:

For data analysis independent sample t-test used to test the significance difference between two groups.

Data Analysis:Percentage Analysis:

Table 1:

Sl no	Statement	Boys per %	Girls per %	government per %	Private per %	kannada medium per %	English Medium per %
1	It is difficult to ask questions,	55.5	55.0	54.0	56.0	82.5	92.5

2	It is difficult to answer questions,	56.0	59.0	51.5	58.0	91.7	91.7
3	Technical issue	59.0	58.0	52.0	56.5	90.0	92.5
4	Less social interaction	55.5	56.0	55.5	58.5	93.3	93.3
5	Increased distraction	55.0	53.5	56.0	57.0	95.8	94.2
6	Less motivation	56.0	55.0	59.0	55.0	94.2	97.5
7	It is difficult to pay attention	58.0	54.0	55.5	59.0	80.8	95.0
8	Less hands-on-experience	56.5	51.5	55.0	58.0	91.7	96.7
9	It is difficult to retain information	58.5	52.0	55.5	56.0	86.7	91.7
10	Academic dishonesty such as cheating	57.0	55.5	56.0	53.5	85.0	90.0
11	Information overload	58.0	56.0	55.5	55.0	95.0	85.8
12	It is difficult to keep up with pace	55.0	55.5	55.0	54.0	96.7	86.7
13	It is time consuming	54.0	58.0	59.0	54.5	91.7	92.5
14	It is stressful	54.5	57.5	58.0	53.5	90.0	93.3
15	It is difficult to read other Home work sent and respond simultaneously	55.5	49.0	56.0	55.0	90.8	93.3

The above Table 1 percentage analysis shows the responses given by respondents in relation to online learning barriers. The data shows that the majority of respondents concerns with increasing distraction and difficulty paying attention, motivation, and social interaction, as well as technological challenges. Many people have less hands-on experience and have difficulty reading. Academic overload, trouble keeping up with the pace, cheating, trouble in asking inquiries, tension, and memory problems information. Only a few people have problems with time usage. And the inability to answer questions.

Hypothesis Testing:
H1: There is a significance difference on between Boys and Girls Secondary school students on Participation and Engagement in Online ClassesBarriers.

Table 2:

Gender	N	Mean	S.D	T Value	LOS	T table value	
Boys	120	14.05	27.53	-0.11	0.05	1.962	H0 is Accepted
Girls	120	13.76	8.65				

From the table-2, it is found that the calculated 't' value ('t'=-0.11) is less than the table value at 0.05 level of significance (1.97 at 0.05 level of significance). Therefore, the result is notSignificant. Hence, the Ho1 is accepted and the researcher's H1 is rejected; that is to say that, there is nosignificant difference between Boys and Girls Secondary school students on Participation and Engagement in Online Classes Barriers. It may be due to the fact that both Boys and Girlsstudents faced same barriers in online classes participation and engagement.

H2: - There is a significance difference between Government and private Secondary school students on Participation and Engagement in Online ClassesBarriers.

Table 3:

Mean	s.d	T Value	LOS	T table value	
13.90	16.65	-0.05	0.05	1.962	H0 is Accepted
13.99	12.33				

From the table-3, it is found that the calculated' value ('t'=-0.05) is less than the table value at 0.05 level of significance (1.97 at 0.05 level of significance). Therefore, the result is notsignificant. Hence, the Ho2 is accepted and the researcher's H2 is rejected; that is to say that, there is no significant difference between government and private Secondary school students on Participation and Engagement in Online Classes Barriers. It may be due to the fact that both government and private Secondary school students faced same barriers in online classes participation and engagement.

H3:-There is a significance difference on Barriers between Kannada Medium and English Medium Secondary school students on Participation and Engagement in Online Classes.

Table 4:

Mean	s.d	T Value	LOS	T table value	
13.56	30.25	-0.1	0.05	1.962	H0 is Accepted
13.87	13.40				

From the table-4, it is found that the calculated' value ('t'=-0.1) is less than the table value at 0.05 level of significance (1.97 at 0.05 level of significance). Therefore, the result is notsignificant. Hence, the Ho3 is accepted and the researcher's H3 is rejected; that is to say that, there is no significant difference between Kannada Medium and English Medium Secondary school students on Participation and Engagement in Online Classes Barriers. It may be due to the fact that both Kannada Medium and English Medium Secondary school students faced same barriers in online classes participation and engagement.

Educational Implications

1. This study is an attempt to identify barriers in conducting online classes for rural area students.

2. This study is very much essential to understand the problems rural area students come across during online classes.
3. This study offer further research how to overcome these online classes' barriers during implementation for rural areas students.
4. This study signifies there is a need to implement effective online classes as possible with minimum level of problems occurred during online classes.

Conclusion

It is becoming increasingly important for educational organizations to take steps to address the flaws of online learning platforms and ensure that effective learning processes and results are attained. While the deficiencies may be attributable in part to the full deployment of the virtual classroom during an emergency, its adoption has allowed educational practitioners to firsthand experience the benefits and drawbacks that this study has discovered. Virtual learning will remain to be important in the modern normal; as a result, educational practitioners must stay current on tactics and initiatives to improve virtual presentation of learning and teaching without losing quality or content.

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THE EMERGENCE OF E-LEARNING TECHNOLOGIES IN EDUCATION SYSTEM DURING PANDEMIC

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Abstract

The covid-19 pandemic has created a large impact in every sector across the world. Theeducation sector of India as well as at global level is badly affected because of which around 32 crore learners got disrupted from schools / colleges and all educational activities came to halt in India. This situation after covid-19 has advised us that change in the education sector is inevitable. These inevitable changes acted as the opportunity for the educational institution to grow and embrace technology at a large scale which has not been used before in the teaching learning process. This chapter throws light on post covid-19 technological changes in the Education Sector like the use of Learning Management System (LMS) in E-Learning Process.

Keywords*: Learning Management System (LMS), E-Learning, Flipped Classroom, Blended Learning, Gamification, Digital Immigrants, Digital Natives, Pedagogy.*

Introduction

Across the globe the Education system responded to COVID-19 in an unprecedented way, meaning that students are not going to go back to the traditional classroom which they left before COVID-19. The sight of COVID-19 seems daunting in the education sector but the various prospects dealt with it magnificently. The pandemic has brought forward vulnerabilities but has also surface optimum use of human resource and their potential. We have witnessed parents, students and educators embracing blended learning which helps in keen learning and skill development. Education system has changed drastically with the distinctive rise of E- learning under which teaching is done remotely on a digital platform. Covid-19 has the potential to reshape our world but one must not ideally sit and observe what others do. Suspender has resulted complete closure of school and colleges in about 192 countries all over the world with around 91.4 percent of the total number of learner enrolled in various countries across the globe (UNESCO, 2020).Report shows that the lockdown of school is more prominent in some continent such as Africa , South America and few parts of Europe. The report of UNESCO, 2020 shows that over 209 million learners in Africa have been affected by covid-19. African continent is the second most affected continent in the world after Asia that has over 590 million affected children.

Covid-19 has changed education all around the world and those changes give us idea about the future of the education system. The shift in education system can bring the new dimensions which in turn can bring the new opportunity for the youth of the nation. The current situation have led million of the students to forcefully adopt the technology for teaching learning process. Changes brought inconvenience to the learner as well as to the educator but have also prompted the new opportunities of educational innovation.

Post Pandemic Scenario of Education Sector

The approach of information communication Technology (ITC) and its implication in pedagogical approaches can be considered as a gateway for the wider coverage of the curriculum. ICT has made it easier for HRD to adopt blended learning in reframing the education system for curriculum design which is to be adopted after this pandemic. The limitation of access to education in most of the developing areas is one of the biggest challenges. To Overcome these type of challenges the education sector needs to use Learning Management System (LMS) for managing online teaching learning process which will include online lectures, distributing course material, conducting online quizzes and thereby allowing collaboration between teachers and students which in turn will shift the education system into student centric approach.

The post pandemic trend in education sector can be predicted are discussed below:

1. Flipped Classroom and Blended Learning: Blended learning is one of the most commonly adopted approaches during the lockdown period. Blended learning is a concept that was developed in the early 1960's and has evolved two different approaches that are used on a large scale in an educational system on a global basis. In simple language blended learning is a Combination of online learning classroom. It is often referred to as hybrid learning where students might attend classes in a classroom setting followed by the lesson plan and assignment which can be completed online. In this way students get the chance to interact with teachers face to face and learn the use of digital learning methods. Learning students can work in collaboration with other students which help in enriching the learning experience and also improve the group activity among the students. Blended learning most commonly used approach in the covid-19 which has helped both the learner and the tutor to overcome the disruption caused due to this pandemic.

2. Collaborative E Learning Approach: In this approach students are able to socially interact with instructors as well as other students. Here learners work in collaboration with other learners in order to enhance their knowledge in a particular area and take the advantage from each other's strength; this can be done through messages, live chat, etc. collaborative learning helps students in encouraging spirit de Corps among themselves at a learning stage of life. One of the biggest advantages of collaborative EElearning is that the students who are not able to attend live lectures can participate in collaborative learning via message board, online forum, discussion forum etc.

3. Gamification in Online Learning Management System: Gamification is about converting something tedious into a game. It is an old concept of LMS which can be used in an online learning system which will help students to digitally engage and motivate themselves to achieve their goals. Gamification in teaching is all about transforming the classroom environment and regular activity into a game so that it can promote learning and deepen students' understanding in case of difficult subject matter. Gamification can be used for Pervez you and engaging blended learning experience. There are different ways to gamify the classroom which can boost student's engagement. Adapt old school game for classroom use: In this game Bingo, dice game, connect four and scrabble can be use which has been used for decades. Forming a team of students, teacher can create digital scavenger hunt by sending students off to

take pictures, form a video and search for answer online related to particular topic.⬚ Play Digital Games: Nowadays student's engagement is one of the challenges for teachers. Problems can be solved by changing the teaching patterns which can be done with the help of newest trivia like kahoot, Quizizz, Gimkit, Booklet. These are the free online platform which allows teachers to frame the quiz in the form of a game where learners enjoy while solving the quiz and they learn with a fresh mind as it contains interactive elements which make the quiz engaging.

4. Micro -Learning for E- Learning: Micro - Learning is a teaching approach that can give many benefit to students. It includes learning in smaller steps. In Micro - Learning short term lessons, project or small Course work is designed to provide step by step information to the learners. Micro-Learning is used by a layman in his day to day life like reading bulletins, blogs, watching short YouTube videos, going through the tweets, etc. it is typically used for those students who want to receive information in a smaller bits of information. For instance a short video can be given to students on how to grow a plant so that student canlearn it step by step the process of growing plant. Videos bring whole new dimension to the teaching method.

E- Learning Tools and Technologies Used In Online Teaching:

After covid-19 education sector will have a change face of it. Both the learner and the tutor have to adapt to E- learning methods of teaching learning process. E- learning make use of different technologies like email, various meeting platforms, YouTube videos, YouTube streaming, quizzes etc., E- learning has help education sector to overcome the problems faced during this covid-19 pandemic and take this as a challenge as well as opportunity to transform the education sector from physical to digital.

E-learning make good use of database and CMS (Content Management System) Technologies. These two work together so that the course content, test result and records of the student can be stored. The software like zoom video conferencing, Google Meet, Microsoft team, WebEx allows the teacher to use this free online meeting platform where students can join with the link provided to them and there can be virtual face to face interaction which helps students to communicate with the teachers regarding their doubts or query like they do in the physical classroom. Online platform also have the add-ons like white board, screen sharing, attendance sheet .The screen sharing allows someone to make presentation which is helpful for the teacher to deliver the lecture and also for the students to clear their doubts as students can share their screen and show the point or step in a sum t where they have doubt. E- Learning technology helps to improve the quality of content which teachers use for teaching. There are lots of online quizzes software with the help of which teachers can create interactive element for their course. There are various content creation tools comes in different shapes and size this means that most courses require a variety of videos, templates, and graphics, written notes which can be prepared by using content creation tools. There are few of the most affordable and user-friendly content creation tools which help to develop creative content thereby helping teachers to create effective and engaging learning content. Canva can create infographic, presentations, flyers, and graphicsfor custom E- Learning development. Youtube is one of the most well-known content creation tool where video streaming can be done, recorded videos of the tutors can be shared with the students so that

they can watch it as per their convenience. Prezi Video can help to present in real time or record the presentation for future use, with the help of this tool teachers can convert the existing PowerPoint presentation into a video.

In Order to providee effective learning it is necessary for the teachers to know the learners mind set before COVID-19 and after COVID-19 So that both learner and the tutor must be able to match instructional strategies and learning style consistently. With the changing system of education it becomes necessary to examine possible rational correlation between the digital native and digital immigrants. The process of correlation helps to know how natives and immigrants receive information and how it stimulates the brain to connect with the content learned previously. Digital immigrants are those people who are not born in the digital era but later adopted the new technology where as digital natives are the people who were born during the digital era. It simply means that the people who are trying to learn technology and become techno savvy that is the middle age people are the digital immigrants and the people who by their birth or at the learning age started using the technology are the digital natives ,they are born in digital world. The teachers who belongs to digital immigrant must know the difference between the digital native and the immigrant so that they can deliver the lectures as per the learner style. Following are the difference between Digital Immigrants and Digital Natives:

Digital Immigrants
    a. Prefer formal communication channels like detailed email, face to face communication or talking on phone.
    b. Use of proper English for messaging.
    c. Lack of Understanding of short hand or the slang words used on internet like t2yl, idk, etc.
    d. Use of printed documents rather than working on screen.

Digital Native
    a. Prefer to socialize online and weak in face to face communication.
    b. Prefer using instant message short hand such as"c u", "how r u", "becoz".
    c. For any search going to the internet and getting the information.
    d. Prefer to bring own ubiquitous technologies.

All the countries are trying to rebuild and invent themselves afters COVID- 19.Education sector is greatly affected because of this Pandemic but on the other hand there is an opportunity to accelerate the thinking on how to best support quality education for all. Inlong term evidence informed decision and program that account for country specific condition and have the potential to improve pedagogy, support teachers by training them to use technology, motivate students for E-learning, improving educational institution infrastructure and school governance should be brought forward and implemented. Perhaps one of the most positive outcomes of this pandemic is that it will force us to overcome the educational challenges related to technological development in education sector sooner than any of us expect. Post COVID-19 is an opportunity to transforms the traditional education system into a digital education system. The digital immigrants will give birth todigital natives and the world will be transformed into a digital learning Era.

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SOCIAL MEDIA AND WOMEN

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Abstract

    As the media has the capacity to communicate with a large audience mass, it is considered to be one of the most important tools at the disposal of modern society. Any society that wants to grow economically and socially must empower women. The creators of any human generation are also the teachers and the developers. Social ill treatment and the neglect of economic power to them in such small areas of the country, in particular, directly relate to the research subject. The media, on the other hand, is the fourth pillar of our democracy and has certain duties to follow for the betterment of society. In educating society about the importance and position of women, it can be an efficient means of transmitting information to empower women. There are numerous studies analyzed in this article in order to increase the involvement of women in decisions through the media, as well as promote an even and balanced portrayal of women in the media.

Keywords: Social Media, Women Empowerment, Balanced Portrayal

Introduction

"As a woman, I have no country. As a woman I want no country. As a woman my country is the whole world."

-Virginia Woolf

A country's development is largely dependent on women empowerment, and no country in the world can deny that women can influence its destiny. Across the domestic and economic fronts, women offer their services. One must recognize that women participate actively in socioeconomic development, and they can establish the nation's course for the future. In an era when mass media is ubiquitous, social and economic empowerment would not be possible without it[1] Information media are often considered to be democracy's 4th pillar, and are widely regarded as democratizing societies. In India, women and girls are significantly underrepresented on social media platforms. According to the UNDP Report 2019[2]78% of social media users are male, while only 22% are female. Contrary to the youth population proportion which is nearly 50 percent female as per the Indian census.Present-day society is very much shaped by the media. All forms of media are part of life, including television shows, radio music, books, magazines, and the local newspaper. In addition to educating the public, it influences public opinion. In order to stay informed about society, most people rely on the media. A media outlet's capacity to criticize democracy's shortcomings can be leveraged to pressurize and pressurize. Unity among the masses is achieved through it, and it represents the backbone of a nation. As a result, the reach of media to the general population has increased tremendously and media has become one of the most powerful elements of the modern world.

Middle Eastern journalists lack the freedom to print information, so the public is unable to see analytical and interpretative mass media functionalism. The Arab Spring is a lesson that information rights are vital for political participation and socio-economic development. Women have begun to exploit unconventional media channels to combat discrimination and inequality embedded in their societies as indicated by nationalists and activists in Tunisia,

Egypt, Libya, in addition to Bahrain, United Arab Emirates, and conservative Saudi Arabia. [3]Despite the lack of access to information by government-owned media, women are aware that government publications have routinely ignored women's issues, including education and authority. Before the advent of virtual media, women had no way of expressing their plight. Women transmit empowerment messages via Facebook, Twitter, and YouTube. Consequently, Arab women have marginalized inequality in societies, education, and careers.

Television serves a multitude of functions, such as entertainment and education. Television portrays various facets of education and entertainment. Women are empowered through the use of different tools of media. The media's derogatory portrayal of women is an indication that there is a lack of gender sensitivity and has led to them being held accountable for the way they portray women[4] This led to the National Commission for Women recommending amendments to the Indecent Representation of Women (Prohibition Act) 1986. Toward strengthening the legal machinery protecting women, the federal government adopted amendments to the Indecent Representation of Women (Prohibition) Act in 2012.

Review of Literature

Following are some of the literature reviews which supports the study and tries to structure out perspective on different grounds.

In their study, Narayana, A & Ahamad, T. (2016[5] concluded that media have a great potential to empower women, yet women use these media a very small percentage of the time. The study also concluded that media play a powerful and positive role in empowering women and promoting gender equality, a role that should be further explored and supported. Furthermore, the researchers found that the media can facilitate women's access to expression and decision-making as well as increased participation.

Khan, E. A. & Moin, A. (2013) [6] a research work titled "Women Empowerment: Role of New Media" found that New Media is becoming a powerful tool for gender empowerment in developing countries. From the 1980s to the 1990s, ICT has seen rapid growth in the sector and its use has expanded dramatically.

Daher Mira (2012[7] discovered that relatively few women truly understand how to use social media tools to their advantage. Women are significantly under-represented in the blogosphere and micro blogosphere like Twitter, Facebook, and Instagram compared to men. In his study, Dharmendra Kumar Dube (2013[8] found that women generally have little understanding of politics. According to the study, only 22.79 percent of women listen to radio and television news every day, and just 6.06 percent read newspapers. Additionally, poverty, inaccessibility, proximity to larger cities, and greater neglect of rural women by political parties and candidates are all factors contributing to their poor awareness.

Malagar Geetha (2007[9] concluded that most rural women watch and listen to radio and television only for entertainment. The data indicated that television and radio are still primarily mediums for entertainment, and this points to the need for the media to strengthen their educational and informative functions.

Need of the Study

Today, it is the world of mediatized reality. Media dynamics are increasingly influencing how one absorbs socio-political realities, both as consumers and as creators of media content. Especially in a developing country like India, the media's influence on gender dynamics cannot be overlooked in an era dominated by globalization and media proliferation. A recent survey of media coverage of gender issues found that the majority of the public was critical of selective media coverage and media framing to attract audience attention[10] Currently, media debates on gender are largely driven by the profit motive, resulting in sensational and trivial coverage.

As a matter of fact, gender sensitive reporting and information dissemination is more important than ever, given that women, transgender people, and other minorities face a dramatic rise in crime and violence.[11]This requires greater awareness and responsibility on the media's part. In a democracy like India, where the media cannot restrict itself to information and entertainment alone, gender sensitive and gender conscious media are indeed imperative. It is time to make the media accountable - especially when dealing with issues affecting gender equality, empowerment, and sensitivity. From the viewpoint of the press, audio-visual media, cinema, media research, and media education, the study attempts to integrate media responses to gender.

Objectives of the Study

- Participation in decision-making by women is to be augmented through the media.
- Media representation of women should be balanced and decent.
- Women's empowerment can improve society's development. Across every sphere of life, media has a tangible impact, and it also plays a crucial role in empowering women. With access to the internet at home, women are using it to accomplish a variety of goals. Women have been able to access the internet and participate in different aspects of daily life ranging from household work to education to health and administration.
- A review of the various strategies that can be employed by the media to increase women's participation and access.
- The empowerment percentage for women in India indicates a medium level of empowerment and a high influence of the media and technology. In this respect, it is clear that women are very conscious of the variables that can lead to empowerment.

Methodology

The present research sought to examine how the media is a major catalyst for stereotyping and empowering women. The purpose of the study was to examine the various ways in which social media have addressed women's rights issues, as well as how those issues can continue to be addressed. Besides library books, online material, newspaper, and magazine articles, secondary sources included online databases. Additional sources of literature proved helpful in guiding and analyzing relevant literature on the subject under investigation.

Discussion

It is crucial for women and men to be represented equally via the media, bridging the gap between gender identities. The use of fair and positive images, concepts, and language can

ensure that gender issues are reconstructed as independent from biases due to patriarchal discourse in the workplace and in the representation of women. Media can be a tool for harnessing the power of women as sociopolitical actors by encouraging their participation in technical, decision-making, and agenda-setting activities rather than merely viewing them as audiences Within the last few years, media outlets have started paying more attention and covering gender issues comprehensively. As a result of numerous news channels that began highlighting women's plight, the focus on women's rights and their exploitation has grown increasingly fierce. Rapes, honour killings, domestic violence, sexual harassment, and other crimes have become prevalent in recent media coverage, drawing attention to women whose sufferings went unnoticed before. Nevertheless, the media should learn to cover gender issues with sensitivity. It is imperative that the media should focus on reforming the mindset of our patriarchal society rather than sensationalizing issues like rape and honour killings. The over-the-top discussion of women's issues creates a shock effect, forcing the authorities to take quick action. However, this doesn't lead to the emancipation of women in the long term.

Socialization of society's gender inequality through media influence

As far as reinforcing gender stereotyping is concerned, it acts as a socialization agent. As a result, the media often perpetuates gender stereotypes, especially in advertisements: The media, after a sexual assault, often highlight the girl's appearance and clothes, as well as whether or not she was drunk. Therefore, this socializes people towards believing that women wearing certain types of clothes are at risk of sexual abuse.

The media's extremely insensitive reporting of sexual violence is one of the most dangerous things. Crime details do not need to be provided. For the case, they might be necessary, but for the public, they may not. The media purpose is to get one more story. Thus, the end result is that one does not show sensitivity to the person who has suffered. The atmosphere of fear that it creates is not helpful for women. Media outlets successfully shape public opinion to make people think that everything outside is more unsafe and dangerous. As a result, instead of highlighting the exploitation of women, it becomes a contributing factor to increased violence against women. Some misdemeanors against women have been exposed, in a subtle way, as never before through the media. Newspapers seldom cover women's problems unless it's a gruesome murder or rape case. There are still recipes, beauty tips, and kitchen tips on the special page for women in the newspapers.

Advisory Laws

In accordance with advisory laws, media must report violence against women according to these recommendations.

(i) Media outlets must take a broader, extended perspective on crimes against women. It must play a pivotal role in conducting a social audit of factors that contribute to increasing crime, particularly against women and children, such as indifferent investigation procedures, judicial errors, and growing social impunity for criminals.

(ii) It must also contribute to creating awareness among civil society about the causes and nature of the crime itself, in addition to promoting preventive measures.

(iii) The media must be extremely factual and empirical when covering these issues.

The Media, as an Accelerator of Empowerment for Women

There are certain key aspects associated with women empowerment which the media should adequately cover and facilitate the methods of empowerment for women. In order to figure out how the media can accelerate the empowerment of women; it is crucial to understand the current state of women in India.

Raising the Issue of Underrepresentation on Important Positions

There is underrepresentation of women in decision making and governance positions. Historically, women have been underrepresented in the Central Council of Ministers. In 2020, 9.26% of ministers are women In the legislature, women hold 8-9% of seats, while their number in cabinet positions is less than 6%. Fewer than 4% of Supreme Court seats are held by women. Women make up less than 3% of administrators. Even with the only woman prime minister in India, Mrs. Indira Gandhi, the participation of women in important positions is still quite low. Through appropriate efforts, the media can play a significant role in changing this situation.

Gender Inequality

Despite the fact that a great number of Indian women work all throughout their lives, it is officially not recognized. Work force statistics indicate that female workers are few in number. In a survey by NCW, which covered over 1,200 women in both the organized and unorganized sectors, it was revealed that 50% of women at work were subjected to physical and mental harassment due to their gender (Ray, 2008). Study results showed that discrimination not only occurs in salary, but also in promotions, job granting and working hours. It is important not to overlook that Gender Equality is not only a women's issue, but also a national issue. In order to bring these issues to light, the media can play a big role.

Women's Education in the Country

India, the country with the second highest population size, has 49% more literate women than men, 66%. In comparison to boys, the ratio of girls attending school is very low. For girls, dropouts rates are significantly higher than for boys. Many countries like Malaysia, Sri Lanka, China, Vietnam, and Indonesia have a higher female adult literacy rate than India. Women's participation in education could be improved through media exposure.

Women's Health

There are millions of women in India who do not have the freedom to access health services outside the home. The National Health Survey found that 52% of Indian women are not even consulted when it comes to their own health. Most Indian women are unable to afford antenatal and postnatal care. According to the National Health Survey, approximately 1 00,000 to 120,000 women die due to pregnancy-related causes every year. Some states have alarmingly high death rates. As compared with Cuba, China, SriLankan, and Vietnam, the maternal mortality rate in India is considerably higher. Women and girls face discrimination within the family; they are always last and least to eat. These issues should be brought to the public's attention by the media.

Digital Literacy
Social Media and It's Forms

In modern times, social media reaches out in many forms, from using it to get jobs and get educated to marketing businesses, blogging and broadcasting news. Different target audiences are targeted by all such media forms.

As per NSS 75th Round (2017-18) - Household Social Consumption on Education in India", at all-India level, the percentage of females (5 and older) who used the internet in the last 30 days was 12.5% compared with 22.3% of males. The highest percentage of females who used the internet during the last 30 days was recorded in the States of Sikkim (46%), Delhi (42.9%), Goa (42.3%), Chandigarh (41.7%) and Lakshadweep (39.8%) whereas in males it was observed in the States of Goa and Daman & Diu (54.3% each), Delhi (54%), Sikkim (48.5%), Puducherry (46.8%) and Kerala (44.9%).

(Bhalla, 2018) survey report indicates that in India, male internet users still dominate. As stated in a recent report published by the Internet and Mobile Association of India (IAMAI), "by June 2018 the country will have 500 million internet users, but 30 percent of them are going to be female. There is an outsized gap between men and women on the digital platforms. The large digital gender gap in India, whilst the country is moving towards digitization, is still a questioning issue demanding women become more digitally literate. For those who use the internet regularly in urban areas, the digital gender ratio is 64:36. Women's literacy in India is at a ponderous level in this era of digital technology.

#MeToo

A global wave of women speaking out against sexual harassment is influencing the social media. There was a taboo about it in India, and the victim female was treated disrespectfully. With the #MeToo movement, women have become more empowered. Public figures who had been afraid of job loss and lack of respect in society previously have come out to speak against what they had faced in the past. It started in Hollywood and has since grown to Australia, the U.K., and now Bollywood India. The voices of women are being heard throughout the world. In fact, it is a very significant and visionary change. Indian women are able to speak up for themselves using social media platforms like Facebook and Twitter.

#SelfieWithDaughter

Initiated by India's Prime Minister Narendra Modi, it was highly appreciated. The following segment was aired in Mann ki Baat on 28 January 2015. He lauded the Haryana man for posting a selfie with his daughter. Following this, many fathers took pictures of their daughters with the hashtag #SelfieWithDaughter and shared them over social media

#PadManChallenge

In 2018, many celebrities, including Akshay Khanna, Twinkle Khanna, Deepika Padukone, and Amir Khan took the #PadManChallenge and posted updates and photos of holding sanitary pads in their hands. The perception of looking down at periods has changed considerably as a result of this.

Suggestions and Recommendations

In empowering women, the media plays a crucial role. There is no other sector that has portrayed and empowered women in the way the media has. The media should make people aware of risks at home, at work, while traveling and when staying outside the home. Women cannot be empowered by economic self-sufficiency alone. To ensure women have equal opportunities and rights, public policies are vital. Politics, law, economics, and health issues should be covered by the media. They should provide information about support groups. Positive attitudes towards life should be adopted by the mass media. The role played by the media for empowerment of women in India has become more important in the era of globalization and with the advancement in communication and information technology. India's media must now address women's issues decisively, as their role is negatively impacting women's empowerment. For the promotion of women's rights and their all-round development, the media should devote a good percentage of their programmes to raising awareness among women and the general population.

Imparting Gender Sensitive Training to Media Professionals

It is very important, and journalism courses are one way to provide it. Media training courses should include gender sensitive reporting as a compulsory component. The local media can be offered gender training through workshops, seminars, and vocational training by all media schools and universities. On the other hand, if the editor finds a need to train the journalists, then it is very possible because the journalists themselves may not feel a need to learn anything new. Intervention is undoubtedly necessary.

Balanced and Fair Portrayal of Women

Media can make a robust contribution, with the implementation of media programmes which will help in the dissemination of the concepts of gender and gender equality. Society's thinking and behavior have always been unconsciously influenced and affected by the Mass Media. As a key agent of socialization that shapes gender roles, its mechanisms for checking and balancing gender roles need to be strengthened. In the media, women should be portrayed in a decent and dignified way, along with respect and dignity, avoiding negative portrayals of women. In a media context, Indian culture and society must be presented in an original and decent way, based on women's contributions. A strong legislative effort must be accompanied by widespread awareness among individuals with morals and ethics in order for women to stop being treated like commodities, but as individuals with human rights and dignity.

The urban lower middle-class women need information mainly on the subsequent topics:

- Employment /Job Prospects in India / Locale.
- Inexpensive childcare and Healthcare.
- Educational facilities at their doorstep.
- Dowry system, and on the legalrights.
- Information about NGO‟ s. Legal provisions against Sexual harassment, Domestic

The Importance of Media Literacy Education

Education in critical literacy can help children develop a critical awareness of mass media. In an image-driven culture, teaching children critical literacy requires teaching them the skill of reading images critically and to unpack the relationship between images, text, and social trends. Therefore, literacy lessons must teach students how to use visual symbols - a language that transcends writing and verbal communication. These are crucial universal skills (Notar, 1993).

Conclusion

Media plays an integral role in accelerating women's empowerment, resulting in their economic and social advancement. Like all social media sites, the mass media provides a good way to increase women's well-being by disseminating healthy ideas about women. This research investigates the nexus between media and gender-identity in India. It analyzes the role of the media with reference to television advertisements from the perspective of gender-identity construction in India. Policymakers will appreciate its significance since it provides pedagogically-informed strategies to boost women's status, power, and education opportunities in India. In addition to being important to educators, the study could provide a foundation for creating and implementing media literacy programs for students, which are aimed at developing critical literacy. The students would not simply take in and accept what they are being fed if they were taught critical analysis. It is therefore imperative that Indian schools, colleges, and universities incorporate critical thinking and media literacy into all curriculum areas - in order for students to be able to evaluate the media and television advertisements critically, and to understand the role and power of the media in their lives.

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EDUCATION SITUATION IN COVID-19: EMBRACING DIGITAL LEARNING AND EDUCATIONAL TECHNOLOGIES

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Abstract

Education is principal right for every human being in the world. Education gives knowledge, financial status, lower crime rate, healthy life style ,fame, etc., According to our Indian poet Bhartruhari , the person with education will be respected all over the world. Knowledge is power. Knowledge is divine. In this modern era people go to college or school or university physically and learneducation. This is called as offline mode. But in the year 2020 the world was affected by COVID-19 virus. Due to this pandemic situation people cannot go to the educational institution bodily .so online mode of learning came into practice. The goal of this chapter is to analyse how the education technology will be in the post COVID world.
Keywords: Artificial intelligence, COVID-19, Education, knowledge, learning managementsystem.

Introduction

In the year 2020 Corona a dreadful disease has gone into the existence of people and annihilated their day by day life. This pandemic situation has affected lot of sectors like finance, agriculture, industryeducation, construction fields etc. It is apparently seen the growth in education domain has stopped due to this novel corona virus. Lockdown was imposed in lot of countries to protect the people from this virus. So it is difficult for the students to go to the colleges, universities, or schools etc. E-learning is one of the best options for students to continue their education and teachers to deliver their lectures.Internet plays a key role in virtual learning. Zoom, Google meet, Gotowebinar, Gotomeet, Ciscowebex, Microsoft teams are different types of apps that helped faculty to deliver their lectures tostudents and students to continue their learning .The apps can be installed in the Computer or mobile. Some apps permit users to join through the browser. Through this appFaculty will share the meeting link and password to students and by clicking the link thestudents can join their virtual class rooms. These apps also help the faculty to share their screen to students. Students can also raise their hands to ask their doubts. AwignEnterprises,class plus,Doubtnut,Masai school, Pesto,practically,Quizizz,Skillmatics,Testbook,Winuall are few instances of edtech companies in India .In the teaching domain education technology was adopted even before COVID-19. But there is a growth in education technology in this pandemic .By the end of 2025 education technology market will reach by $350 Billion. The important thing is to train the students and faculty to be familiar in using these digital platforms.

Advantages of Education technology

No journey: Some students have to travel long distance to go to their educational institution for learning. Travelling long distances for long time may affect one's physical health

and mental status. Due to online learning students can take their education from their own place.

Recorded sessions: Faculty can record their own lecture through the digital platforms. They can share their own lectures to students .Students who are unable to follow the lecture in their classroom can go through these recorded sessions and complete their assignments, notes and prepare for exams also. The students can refer the recorded sessions in the future too.

Accuracy in attendance: Teachers can ask the students to turn on their video and mark attendance for students. This reduces the proxy in attendance. Not only for students, can institutions also note the attendance of their employees by using CCTV cameras to capture person's face.

Online evaluation: The universities, colleges and schools can conduct the exams in virtual mode and evaluate the papers in online mode too.

Improvement in communication skills: In this contemporary world communication skills are important in a person's professional career. Messages play a vital role in online communication. Thecommunication may include inviting students to attend online class, giving message about schedule of class etc. "When communicating in an online class, sinceyou are limited to using text and/or images to help you get your point across, you do not have the benefit of using body language to help you communicate to your students". Crafting a timely, relevant and useful communication is important in online systems.

Efficient: Teachers can use the sophiscated tools such as PDF, videos, podcasts to deliver their lecture in an efficient and elegant manner. Faculty can also show the videos or online talks of the subject experts to students. This help the students to understand the subject very well and get expertise in particularsubject.

Lesser Financial Cost: Students can attend the classes from their own places. So no transportation cost,no boarding cost.

Disadvantages

Lack of concentration: students are attending the classes from their own places; there may be some disturbances at home. Internet glitches: Due to internet glitches, students lost continuity in their lesson

Technology in a post-COVID world

The novel corona virus will spread from one person to another within seconds. So staying in groups is avoided and social distance came in to existence [1]. Due to this and because of more no Corona casesall over the world, lockdown was imposed by many governments. So students cannot attend the college or school for face to face classes. Then technology was adopted by the educational institutions. E-learning came into existence. Students attend the classes through their laptops or desktops or mobile phones etc through internet. Faculty also take the classes through their laptops or desktops or mobile phones via internet. Through digital platforms the management of educational institutions can schedule meetings with students to express their problems. They can also conduct meetings to their staff to discuss about the performance of students, feedback of concern faculty etc. Digital platforms allow higher authoritiesto collaborate with parents also.

Blended mode: Some educational institutions are planning to conduct the classes through blended mode after this pandemic. I.e. some classes in online-mode and some in offline-

modeLearning management system: A Learning Management System (LMS) is a web device orsoftware that's used to plot, execute, and assess a specific getting to know method. In easywords, software used in eLearning programs and which allows in management, documentation, tracking, and recording. Learning Management Systems are used to preserveonlinecollaboration over the net. Learning management systems are used by corporate companies to train the employees, to track the employee record etc. Through LMS faculty can giveassignments to students, grade the assignments, conduct classes and exams, and evaluate theexam papers etc. EdApp, Schoology, Its Learning, Kadenze, ATutor, EthosCE, WizIQ, Spongelabare

examples of LMS

Augmented and Virtual reality: Augmented Reality(AR) and Virtual reality(VR) are twotechnologies getting into focus now days in education sector. These two technologies help the teachers to make their students understanding the subject very well. In Augmented realitypictures are used to make the students understand the subject. The students can feel theexperience that they are travelling in the Milky Way, space, etc through virtual reality. Acommitted head set in needed for a person to use Virtual reality. Sevenoaks School UK, SanFrancisco Unified School District, Polk County Public School Florida, EON Entrepreneur School, Chandler Traditional Academy Independence Campus Arizona are some educational institutions using AR and VR technologies. "Google Expeditions, for example, allows students to take more than 900 VR tours, including to the 7 wonders of the world and to the Great Barrier Reef. It also provides access to over 100 AR tours, ranging across topics from Shakespeare to magnetism to art history to plants". AR and VR technologies help autism students to develop social andcommunication skills.

Facial recognition technology: Facial recognition technology is used to know the studentsfeelings during lecture. Based on this a faculty can analyze whether students has understoodthe day's lecture. Facial recognition technology can also be used to conduct online exams.ProctorU,Proctorio and Examity are different types of software platforms that use Facial recognitiontechnology. Facial recognition technology can be used by educational institutions to know thepersons who are visiting their campus. Privacy is a major constraint to use Facial recognition technology [3].

Artificial intelligence: AI enabled Chatbots, Power point presentation translators, tutoring platforms are being used in some educational institutions. Tutoring platform helps students to teach like a teacher and assess them by giving questions and sent feedback to them. Powerpoint presentation translators help the students to convert into their native language. Chatbotssend text or multimedia messages on different topics to students and assess them usingmultimedia quizzes .They also send these report to faculty [3].

Internet of Things: Mobile phones, Desktops, laptops etc connect through internet with eachother in InternetofThings (IOT).Some educational institutions are utilizing IOT technology toadjust power distribution in their campus, to analyze crowd noise levels, smart laundry, vendingmachines etc. Arizona state university, university of Kentucky, university of Okohama, St.Louis University etc are some institutions that are using IOT technology [3].

Challenges in E-learning environment

1. The problems in E-learning are internet glitches, lack of knowledge on operation of electronic gadgets and digital platforms, purchase cost of electronic gadgets, digital platform subscription cost etc.
2. Some practical experiments cannot be conducted online. Simulation results may not match with experimental results
3. There may be unavailability of physical place in the home where all the members of the family are technical employees or learners [5].
4. Gender inequality exists in some families .Girls may not be given equal opportunity with boys to operate electronic gadgets for their studies.
5. Heavy workload on teacher's. Layoffs were increased in educational institutions .The same faculty were requested to teach more than two subjects for huge number of students.
6. High bandwidth must be utilized to turn on the web cameras of all the participants in the lecture.
7. Students are interested to learn the subjects in colleges, universities or schools. They aregetting bore due to stay at home

Conclusion

Technology adoption in education is a panacea in this pandemic. Technology helped learners to continue their education during this crisis too. But lack of technical skills, security and privacy, cost of equipment, networks issues, psychological issues are some barriers to technology adoption in education. In the near future it is important to overcome these problems and make technology a better solution to the problems faced by people in education sector. We wish to see hybrid format of learning i.e. classroom learning with digital techniques like live broadcastsand virtual reality in post-Covid world.

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EFFECT OF E-LEARNING ON RURAL AREAS IN COIMBATORE

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Abstract

E-studying is noted comparable coaching and learning by using exploitation of electronic Systematic. In this method helps to apply of communicate and Networking understanding in coaching and gaining knowledge of technique. E–learning is normally the primary motive was distance getting to know or far off learning, but can likewise be studied in face-to-face mode for E-getting to know. On this look at new traits in training have also come approximately, and new tasks consume been thrown up to reckon, at the time of, there's an indubitable essential to maintain continuity, trade, and boom, abruptly. Although, the benefits of those technologies have to attain the agricultural grassroots of India. Else, they may be one of the causes of the virtual department.

Keywords: *- E-Learning, Technologies , New trends in education, Technologies grassroots.*

Introduction

Electronic studying" or "e-studying" is an over-all term used to indication to pc-based totally gaining knowledge of. E-getting to know has presented a complete new set of bodily, emotional and intellectual problems on the side of hypothetical problems earlier than the Nineteen Seventies, the information of distance studying noted mainly to verbal exchange publications that offering matters to peruse and checks to submit by means of mail. Rural students own a massive quantity of acquaintance. However inside the beyond gadget of learning, they the know-how, then didn't have ok channels to explicit themselves. The present device takes ushered in an immoderate version with the assist of e-studying. The twenty first century ushered in the revolution of "Telematics." each globalization and pc verbal exchange technology have induced and resulted in the growth of each other and they have emerged as both sides of the identical forex and have impacted each different in complicated. However, the paybacks of those know how shave to attain the rural commonalities of India. In any other case, they will be one of the causes of the digital Divide. E-mastering is defined as internet-enabled mastering. E-getting to know uses the belief of remoteness learning but at an earlier price. It's far open for employed people, profession-orientated workout is favor to be had, there aren't any time constraints, and little shape is needed to installation an E-learning middle, and grants progressive and speaking mastering.

Review of Literature

- According to Deepali Pande, et al (**2016**) with respect to e learning, poor quality procurement practices (in all sectors but especially in the public sector) are a barrier to growth and adoption. So it's miles essential to make a radical assessment in terms of pick an e gaining knowledge of software program for training so as to enhance the expertise of learners, the gaining knowledge of outcomes, the overall performance outcomes, the enterprise and coverage effect and so as to fee the cash spent

- Hardik Patel, et al (2014) Using E-Learning Tools you can tremendously improve learning process and earn learn in very easy hassles free environment. Another major benefit of the eLearning is that you can make learning always ON. E Learning is not restricted to any place and environment; you just need to connect with group or community, after you will receive all updates.
- Rimmi Anand; et al (2012) has mentioned E-Learning provides a method of delivering knowledgeable contents through CD, DVD, multimedia and other tools. The main constraint identified in this process is availability of proper bandwidth, willingness of E-Learners and some sort of skill set to deliver the material to learners. Overall, 48% providers found eLearning is beneficial to rural gentry for knowledge, better job opportunities, and promotions and to learn new developing technologies in the market.

Objectives of Study
1. To understand the concept of E learning to inspect the type of E-learning.
2. To study Challenges of e learning in rural India.

Research Methodology
In this research paper is completely conceptual and Investigative in nature. On the way to satisfy such goal secondary method is adopted. The secondary facts modified into accrued through books, periodicals, Mag and posted cloth associated E-analyzing for the observe.

Concept of E-Learning
Definition
A studying device based on formalized coaching the help of power-driven possessions is referred to as E-studying. At the same time as teaching can be primarily based in or out of the teaching area, the use of systems and the internet procedures the most thing of E-gaining knowledge of. E-getting to know also can be called as a community empowered switch of skills and information, and the shipping of education is entire to a massive amount of receivers at the equal or different instances. Former, it became not everyday enthusiastically as it was likely that this scheme required they human detail mandatory in studying.

Types of E-Learning
1) Synchronous E-Learning
Synchronous eLearning is actual-time gaining knowledge of. In synchronous getting to know, the freshmen and the teach are online and have interaction on the identical time from one of kind places. They deliver and acquire the gaining knowledge of resources via mobile, video conference, net or chat.
2) Asynchronous E-Mastering
Synchronous eLearning is pause-and-resume kind ofgaining knowledge of. On this form of eLearning the apprentice and the trainercannot are on line at identical time. Asynchronous eLearning may additionally moreover use technologyconsisting of e-mail, blogs, speak boards, E-book's CDs, DVDs, and many others.

3) Lesson-Based Totally Mastering

One of the maximum tough matters to fight with in the changeover from the cope with room to on linegaining know-how of is the shortage of shape.

4) One-On-One Studying

One massivegain of eLearning is that it permits clients to jump in and look at even as maximum on hand for them. One disadvantage, although, is that maximum reviews don't provide the two-manner communiqué amongst a trainer and pupil, with education taking area with inside the shape of a recorded video or written word.

5) Adaptive Elearning

Adaptive eLearning is some other form of on-line mastering. Unlike the primary outlet, adaptive eLearning has the learner's flexibility as its focal factor. Right here, all learning materials are designed to suit your learning preferences. This cans pay hobby to elements inclusive of capabilities, abilities, and person overall performance.

6) Interactive Elearning

Interactive eLearning, each instructor and college students can talk freely, permitting each event to make changes to the learning materials as they see suit. An open line of communiqué moreover allows for higher interplay, resulting in a better mastering method want to any queries arise. Interactive eLearning works well in confined and close-knit enterprise environment that permit for flexibility.

Chellenges of E-Learning

1. Weak Internet

A large a part of the Indian people has moderate or no get admission to to the community. This has remained the fundamental element in deterring the proper diffusion of virtual training a number of the rural human beings.The lockdown completed for diverse months also stopped youngsters from meeting in one vicinity with better net connectivity. They had been basically reduce off from training for months at a stretch.

2. Lack of Privilege

Even supposing some rural areas are blessed with genuine internet connectivity, now not many households can treasure the money for digital gadgets which can be essential for online studying. Families which depend on the mid-day meal scheme to feed their kids well cannot find the cash for to spend masses of rupees on a phone, go away on my own a computing device or computer. This loss of financial privilege has pressured many parents to take their kids out of faculties. It's miles uncertain if they'll go back, now that colleges have reopened. However, the whole situation in rural India isn't always bleak. Many teachers have developed current methods to educate their wards, even in an endemic.

3. Not Appropriate for All

Its miles a well-known truth that students have a dominant gaining knowledge of style.A few a visual, a few auditory, some kinesthetic, and many others. E-studying which requires a little one to sit down within the front of a device and apprehend the lesson, might not be appropriate to all studying patterns.

4. Consciousness Deficit

Some university students will be predisposed to lose popularity for an prolonged duration for the duration of virtual lectures. Boredom takes vicinity without issue as there may be a loss

of head-to-head interaction. It turns in to important for the lecturers to keep their on-line periods crisp and interactive enough to assist university students draw near the whole thing.

5. Generation Problems

Whilst net penetration has grown-up via the ultimate twelve months popular India, they present day-day infrastructure, specifically in smaller cities, can pose a trouble. Any damage with within the statistics connectivity can cause a lack of continuity inside side the getting to know for the little one, which can be unfavorable. Moreover, if an little one is technophobic, he may also additionally face troubles in studying.

6. Lack of Social Interplay

Humans examine plenty with the aid of using definitely being round one-of-a-kind people. Lamentably, E-getting to know takes away all bodily interactions that students and teachers could probably have at the college premises. It's constantly higher for college students to be round exceptional college students to talk or talk ideas which can be a critical a part of learning. Peer studying virtually takes successful.

7. Instructor Schooling

E-getting to know lines the academics to be technology-friendly, lamentably, are not the case always. Teachers want to devote extra time in aligning with the current era updates to protect them can demeanor their online instructions results easily.

8. Manipulate Display Time

Fitness hazards of staring at a display screen constantly for hours

9. Insufficient Capabilities

The inadequacy of competencies few of the teachers of the rural regions to carry out virtual structures is every other key issue affecting the development of virtual training. As the lecturers lack the essential training to apply virtual systems, they're averse to adopt the ones instructional techniques.

Conclusion

Boom of any society depends on its admittance to statistics and the identical is legitimate to rural India too. E getting to know can paintings wonders in this course and assist the socially marginalized community to achieve their entitlements. E-mastering seems to be a brilliant device for dealing with education and education in trendy. Teachers can use eLearning to realize access to academic materials if they may be inspired by it. In the long run, teaching laptop abilities to kids can have a similar effect on inward investment. When used to attain a big wide variety of college students, eLearning may be a value-effective choice. It turned into as soon as utilized for research, and it turned into as soon as used by administrators, regardless of time or venue. Students are geared up to learn in a semi-conductive educational surroundings with the sources available to them on every occasion and whenever they choose in a completely technology-primarily based environment. This type of surroundings can produce keen learnersSuch an ecosystem can produce meant freshmen who virtually are eager to learn more with the intention to meet the present day problems of the financial system period in their womb-to-tomb gaining knowledge of. To encourage lecturers to adopt ICT, the group needs to provide strong aid for each the highbrow and bodily components of ICT, so that lecturers are prepared to completely include ICT of their study room.

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A GLORIOUS VISION OF E-LEARNING INITIATIVES BY THE GOVERNMENT THAT MOULDING PROSPECTS OF EDUCATION

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Abstract

The world has recently witnessed the deadliest and most devastating repercussions as a result of the spread of an infectious new coronavirus. With the eruption of COVID-19, education students, practitioners, and other stakeholders have been put at a disadvantage, as it has resulted in the suspension of physical classes and physical interaction between students. Electronic learning (E-learning), online learning, and the usage of Information and Communications Technology (ICT) tools all came in helpful in these situations. Its aided students in the spread of ideas, the delivery of online lessons, the creation of online discussion forums, and the administration of online exams. The Indian government, like the governments of other countries, was caught off guard, but the existing E-learning infrastructure was able to help them devise plans to fit them to new needs and launching new ones.

Diksha, Swayam, e-Shodh sindhu, Nishtha, Shiksha, e-Yantra and O Labs are among the efforts spearheaded by the Ministry of Human Resources Development's Department of School Education and Literacy. It's worth emphasizing that, in addition to the efforts of the Indian central government, each state has its own online education projects customized to their own needs. This paper analyzed each of the initiatives launched by the governments and provided a detailed analysis of the majority of them.
Keywords: - ICT Tools, E-Learning, Online Education, Swayam, COVID-19

Introduction

"eLearning is changing. And, we will see new models, new technologies, and designs emerge. So, let's drop the "e" – or at least give it a new and wider definition."

— **(Elliot Masie, 2017)**

India is making significant progress toward e-Learning, as seen by increased digitization adoption by universities and colleges, expanding internet penetration, and surging student demand. According to RedSeer Consulting, India's online education market (higher education and lifelong learning market) is expected to reach US$ 5 billion by 2025, owing to the government's focus on designing online education programs, strengthening digital infrastructure across the country, and catering to the rising demand for student upskilling **(IBF, 2020).**The government's effort on building digital infrastructure in the country, especially providing internet connectivity in distant places, has had a big impact on E-learning. It is recognized as education transmitted over an electronic network, such as the Internet, intranet, extranet, audio/video tapes, satellite television, and CD-ROMs.

Furthermore, in the midst of the pandemic, the Indian government has taken a number of initiatives (e.g., the PM eVIDYA program, DIKSHA, and others) to bring it up to speed with some global E-learning (online education) best practices and to ease regulations for

universities and colleges to provide students with extended online and distance learning opportunities.

E-Learning

E-learning is "utilizing electronic technologies to access educational curriculum outside of a traditional classroom,". E-learning is becoming a reality. Many students throughout the world can now take a variety of courses online without ever leaving their homes. They get the opportunity to study from qualified professors and engage with students from all around the world. However, much like in-person learning, e-learning has its own set of benefits and drawbacks. Take a look at an e-learning initiative in educational institutions in India below:

- *Swayam*

SWAYAM is a government-sponsored initiative aimed at achieving the three cardinal principles of education policy: access, equity, and quality. The goal of this initiative is to make the best teaching and learning tools available to everyone, particularly the most disadvantaged. SWAYAM aims to close the digital divide for students who have been left behind by the digital revolution and are unable to participate fully in the knowledge economy.

- *Diksha*

DIKSHA is a unique initiative which leverages existing scalable and flexible digital infrastructures while keeping instructors at the core. It is designed to take into account the entire teacher life cycle, from the time student teachers enroll in Teacher Education Institutes (TEIs) to the time they retire.

Many instructors in India are developing and implementing novel tech-based solutions in their classrooms. Some state governments have also launched digital support programs for teachers. This prompted the MHRD and NCTE to collaborate on a national level to create DIKSHA.

- *E-Shodh Sindhu*

e-ShodhSindhu was designed with merger of three consortia, namely UGC-INFONET Digital Library Consortium, NLIST and INDEST-AICTE Consortium in December 2015. e-ShodhSindhu continues to afford current as well as archival access to more than 10,000+ core and peer-reviewed journals (including journals available through NLIST) and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions, universities and colleges that are covered under 12(B) and 2(f) Sections of the UGC Act.

- *NISHTHA*

In 2019-20, the Department of School Education and Literacy has started a National Mission to improve learning outcomes at the primary level through the Centrally Sponsored Scheme of Samagra Shiksha's Integrated Teacher Training Program, NISHTHA.

NISHTHA is a capacity-building initiative aimed at "**Improving School Education Quality Through Integrated Teacher Training**." Its goal is to develop competences in all primary school teachers and principals. NISHTHA is the largest teacher-training program of its kind in the world. The main goal of this large training program is to inspire and educate teachers so that they can encourage and foster critical thinking in their students. The program is the first of its type, as it develops uniform training modules for all States and UTs at the national level.

- *E-Yantra*

The Department of Computer Science and Engineering at the Indian Institute of Technology, Bombay, has launched e-Yantra, a robotics outreach project (IIT Bombay). The National Mission on Education through ICT is financed by the Ministry of Education, Government of India (NMEICT). The purpose of e-Yantra is to use technology to enhance existing Higher Education institutions around the world and to solve local problems in areas such as agriculture, disaster relief, manufacturing defence, home, smart cities, and service industries.

- *O Labs*

The OLabs is founded on the premise that lab experiments may be taught more rapidly and affordably through the Internet. The labs can also be made available to students who do not have access to physical labs or who do not have access to equipment because it is scarce or expensive. This allows them to compete with pupils from better-equipped schools while also bridging the digital divide and regional gaps. The experiments can be accessed at any time and from any location, removing the time limits that come with just having access to the actual lab for a certain amount of time.

- *Shiksha*

Shiksha, a division of Info Edge (India) Ltd, is a well-known name in the field of online education. Shiksha, which was founded in May 2008, prides itself on being a treasure trove of accurate and complete information to help students make the best education and career decisions possible.

Shiksha contains detailed information on more than 19000 institutions and universities, 1.5 lakh courses, and over 450 admission examinations. The website has over 10 million monthly visits and, as a brand, serves to students between the ages of 15 and 29, from tier 1 to tier 4 cities, who are pursuing any graduate/post-graduate/diploma/degree programme in India or abroad.

Pros of E-Learning

- *Saves time and money*

One of the most obvious benefits of e-learning is the time and money savings. You may control your time and attend online classes whenever it is most convenient for you, whether it is early in the morning, late in the afternoon, or late at night. You also save money because you don't have to worry about paying for transportation or eating on the road.

- *Better retention*

Different platforms, such as Pedagogue, are used in e-learning to give interactive content. You can also share your ideas and comments with others. The more engaging the teachings are, the more information pupils will remember.

- *Personalized learning*

You can study at your own speed and choose your own learning path. You get more enthusiastic about the course and more invested in it.

- *Cost-effective*

Students aren't the only ones who benefit financially from e-learning. Many educational institutions save money by using this setup because they don't need to use a physical classroom, resulting in lower costs.

- ***Environment-friendly***

E-learning is also better for the environment because it does not contribute to the pollution caused by the production of paper.

Cons of E-Learning

- ***Lacks social interaction***

E-learning is one of the causes of social isolation because you don't see your teachers and classmates face-to-face anymore. Interaction is very limited to none.

- ***Inaccessible to others***

Consider yourself fortunate if you live in an area with a fast and reliable internet connection. Unfortunately, some people have very restricted internet connection. They must visit internet cafés or utilize public Wi-Fi, both of which are inconvenient.

- ***Cheating is unavoidable***

Assessment is included in e-learning, just as it is in a traditional classroom setting. During exams, however, there are no teachers or proctors to keep an eye on you. It's simple for online students to share answers because no one is monitoring.

- ***Requires self-motivation and proper time management skills***

In e-learning, you're basically on your own. You must motivate yourself to study diligently, take notes, and obtain further knowledge. You should also learn to manage your time effectively by learning to mix studies with other activities such as domestic duties or part-time work.

- ***Focuses more on theory***

The majority of your time will be spent listening to podcasts, watching videos, and perusing slide presentations. Conducting experiments is the only way to get hands-on experience.

Conclusion

E-learning is not just a technological advancement. It's part of a broader rethinking of how we as a species pass on our knowledge, skills, and values to future educators and students. Hence, educational institutions and higher education are rapidly changing and will be transformed over the next ten years. Students and educators will face numerous opportunities as well as challenges as a result of these new potentials and possibilities. There will be a merging of responsibilities and roles in the new era learning environments, necessitating major shifts in how we think about learning spaces, as well as the roles of students and educators. It is an integral part of this exciting new segment of the information and knowledge society.

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E- LEARNING AT THE TIME OF COVID-19 PANDEMIC

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Abstract

The following study has been made with a view to look over the topic "E- Learning At The Time Of Covid-19 Pandemic". The study has tried to identify the problem of registering cases related to E-learning during the COVID-19 Pandemic. There are various steps taken by the judiciary as well as the legislature to solve the problem of providing education to the children, all those attempts have been mentioned in the study. It is seen that during lockdown, there are many new trends have been seen and adopted as a new way of life. Similarly, e-learning is the new trend in the society and same has been discussed in the study. The impacts of e-learning have been discussed in the following study. At the end of the study, the author has made several suggestions for making the patent laws better education system in India, to conduct this study, the author has taken the data from internet and online books. The authors have going through quantitative research method and mentioned the names of all the authors whose material has been taken.
Keywords-*COVID-19 Pandemic, E-Learning, Right to Education, Children's right.*

Introduction

It is seen that for a developed nation the first thing that is required to be achieve by the society is education. Education plays a significant role in the development as well as the growth of the country. In India it is seen that majority of the states the level of education is not that good. Especially at the time of COVID-19 Pandemic the level as well as the quality of the education has been affected at a very large scale. During the COVID-19 Pandemic, all the schools and colleges were shut down and all the educational institutions opted for remote learning. While opting for the remote learning process, all the people had faced many difficulties during the whole time. Even after the COVID-19 Pandemic, many of the educational institutions are opting for remote learning and avoiding physical classes. There are many pros and cons of the remote learning system in the country. In the following assessment, there will be a discussion over the application of remote learning or e-learning in the country during COVID-19 Pandemic.[1] The assessment will be started by stating the significance of Education in the society. The author will also mention the right to education as a fundamental right in a person's life and will be relate to the right of education at the time of COVID-19 Pandemic. The author will further discuss the impact of e-learning in the lives of the students, teachers, and the parents as well. there are manypros as well as corns of the e-learning, same has been conveyed in the following research. During the lockdown, it was seen that there are many new opportunities of online teaching was introduced in the society. After the discussion over e-learning during the COVID-19 Pandemic, it will be discussed that what the impacts of the E-learning are. At the end of the research a brief conclusion will be made for the better understanding of the topic.

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[1]   Pokhrel, Sumitra, and Roshan Chhetri. "A literature review on impact of COVID-19 pandemic on teaching and learning." *Higher Education for the Future* 8.1 (2021): 133-141.

Significane of Education

"Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens" by: Mahatma Gandhi.

Education is referred as the best solution of a successful and a joyful life. Any problem related to the development of a person can be solved by giving the right education to the person. It is said that for achieving ambition in one's life, education can be one universal key. It is seen that during the childhood, children do not understand the value of education however, while growing up students do understand the value of education. There are so many advantages of education in a person's life the same are mentioned below: -

Educated people are recognized in society- Proper education helps the people to understand the concept and things easily in the daily life. Life becomes so easy if a person is educated. Often educated people are preferred in the society, nobody wants to be around uneducated people. For proper interpretation of the information during the day-to-day routine life. Educated people hold the high status in the society and leads to a dignified life. It is also easier to manipulate uneducated people. Moreover, educated people are often given major roles and responsibility in the society.[2]

Education leads to a successful career- It is found that education is the key to successful career. For growth and opportunities people shall complete their educational degrees from good and reputed educational institutions. In every field, a person wants to make his or her career can pursue the same line degree course, which will treat the skills and knowledge related to the field. A person can overcome the obstacles if he is having skills and knowledge regarding to the subject of problems and the same can be achieved by education.[3]

Education helps in self-confidence- It is seen that, and educated and skilled person can interpret the on-going of the world, he or she will be able to deal with the cultural and social phenomena of the society. Any educated person will be having better understanding of the world then any uneducated person and higher level of understanding will automatically lead to higher level of self-confidence. Self-confidence is achieved when a person is talented and having good conform zone at the place, for instance a person with good knowledge at a job will show higher levels of confidence.

Education leads to a quality life- it is seen that education is having so many pros but most of the important advantage of the education is living a quality life, education for sure helps in making a good successful career but also it restrains a person, from indulging in bad habits. Educated people often choose quality activities in their pass time, the combination of demands and desires of an educated person will be often good and always lead to a quality and dignified thing.[4]

"Right to Education" As A Fundamental Right

Education is a fundamental right of a human being; it is also essential for the growth of a person and development of the society. Education promotes social freedom and empowers a person regarding the development of self-assessment. In India, billions of children and

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2　Iwanaga, Joe, et al. "A review of anatomy education during and after the COVID-19 pandemic: Revisiting traditional and modern methods to achieve future innovation." *Clinical Anatomy* 34.1 (2021): 108-114.

3　Daniel, Sir John. "Education and the COVID-19 pandemic." *Prospects* 49.1 (2020): 91-96.

4　Ferdig, Richard E., et al., eds. *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field.* Waynesville, NC: Association for the Advancement of Computing in Education, 2020.

youngsters are below poverty live just because of deprivation of education. Many of the people do not have hopes in their lives just because of unavailability of educational sources. In the developed countries like USA are spending majority of their revenues in the educational sectors and getting positive results. It is seen that, China spends 40% of their budget over education, which ultimately results in delivering quality goods in the whole world. Many of the nations like USA, India and so on are depending upon China for delivering raw materials. Majority of the pharmaceutical raw materials are gathered from Chin only. All the developments in China are done just because of the giving importance to the education. "The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine"

In the case of **Mohini Jain v. State of Karnataka[5],** the court stated that "even if the educational right is not guaranteed specifically as a fundamental right in the constitution, but interpreting the directive principles, it seems that the state has desired to provide education to each and every person of India". The court has interpreted that even the Constitution had not mentioned earlier regarding the right to education, still while understanding the DPSPs, it can be said that proving education to the whole country is the duty of the state.

E-Learning during Covid-19 Pandemic

It is observed that COVID-19 Pandemic has affected many of the sectors, but education is one among them which is highly affected by the lockdown. During the lockdown all the schools and colleges were shut down and students were given holiday for the said period. For many a time, students were given holidays, but after the realization that the lockdown will be held for a long time, the educational institutions opted for e learning for the students.[6]

As per *Grant* Kasowanjete, GCE Global Coordinator, "*Governments and civil society concerted efforts that mobilise resources, and expertise to address the impact of COVID-19 on education is urgently required. This process should include developing long term strategies to address the needs of education in emergencies",* it was a great effort and initiative taken by the schools and colleges to remotely access the education for the students. During the COVID-19 Pandemic, the following points were observed: -

- Government has prioritise education sector during the pandemic and not let education stopped for the time being.
- While observing the safety of the students, government did not start schools and colleges as it can be remotely achieved.
- Many of the NGOs have come up and setup e learning process for the time being.
- Many of the social media campaigns have supported e learning process.
- Majority of the schools and colleges were operating during the COVID-19 Pandemic.
- Government schools were also operating while the COVID-19 Pandemic.
- Online exams and interviews were also taken place by the virtual mode.

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[5]   1992 SCC (3) 666.
[6]   Chang, Tsai-Yu, et al. "Innovation of dental education during COVID-19 pandemic." *Journal of Dental Sciences* 16.1 (2021): 15-20.

Opportunity to the E-Teaching

As it was seen that majority of the business and employment were shut down due to the lockdown, at the same time only one opportunity was there to the people to make money online. Many of the new students and teachers came to the picture and started making a career in the online teaching. Especially, on the YouTube it was seen that many new teachers made their channel and started making a career out of it. Many of the coaching classes made online videos and attracted students who were preparing for the competitive exams. For tutoring as well, the teachers used to teach to school students and take fee in return. In this case e-learning has provided a new way of teaching as well as making a career out of it.[7]

Impact of E Learning during the Pandemic

During the pandemic, the whole country was suffering some dilemma or crisis. It has affected the education system as well. In the following research, the author will mention, that how the COVID-19 pandemic has impacted over the parents, students and especially the teachers. The introduction of e learning was a good initiative to keep the studies continuous in the life of the students, however, the crisis has increased the social inequalities and demand of smart phones and laptops/ desktops in the market. There are many of the disadvantages as well that the society has faced. The teachers were not having technological skills and they were forced to teach students online. Many of the teachers were brutally ashamed by the students during the online lectures. Online bullying to the teachers were recognized as a social trend in the life of the students those days. Many of the teachers were forced to buy whiteboards and other stationary products to teach the students, same was not provided by the educational institutions. It was seen that many of the schools and colleges had deducted the salary of the teachers while they were taking full fees from the students. Pay cuts were the major concern during the lockdown.[8]

Impact Over Government Schools- it is observed that government school teachers are not so qualified when it comes to the technology, majority of the teachers are of old age and also not having smart phones in their hands. The teachers were forced by the institution, to purchase and teach the student online. The teachers were not given any special training or any instruction regarding the operating of virtual meetings. The teachers had to cope up by themselves and somehow manage to teach the students online.

Impact Over Rural Areas- it is seen that in rural areas, the students as well as the teachers were not having any type of smart gadgets to study or teach online. In the rural areas the problem were faced by the teachers and students as well. In addition to that, in a family on average, there are at least 2 children, and none of them are having their own smart phone. The shortage of smart phones was a bigger concern, at the time of pandemic. Moreover, the income of the rural people area was not sufficient to purchase a separate smart phone for every child that has affected the children to lack the ongoing lessons in the class.

Impact over Evolution and Exams- during the lockdown, students were giving exams online. In the board exams, it was seen that every student was scoring distinction marks in the

[7] Chick, Robert Connor, et al. "Using technology to maintain the education of residents during the COVID-19 pandemic." *Journal of surgical education* 77.4 (2020): 729-732.

[8] Batubara, Beby Masitho. "The Problems of the World of Education in the Middle of the Covid-19 Pandemic." *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 4.1 (2021): 450-457.

exams. Even after the application of AI during the online exams, students were able to cheat and write their answer sheets. College students were doing the same thing and cheating in the exams. It was seen that students had adopted the habit of turning on the lectures and not giving any type of attention in the class. The efforts of the teachers were going waste during the lockdown as the students were not interested in studying.[9]

Mental and Physical Health- it was observed that the mental health of the students as well as the teachers were affected at a very significant level. The teachers had faced many traumas during the COVID-19 pandemic due to bullying and insulting comments passed by the students during the online lectures. During the lectures, students was making fun of teachers and the teachers did not have any other option as they are not very techno friendly. A video was viral on the social media, where a math teacher (old-aged) was teaching online in the class and during the lecture a student was continuously abusing in the class. The reputation of such experienced teacher was damaged and couldn't control the students. Same many of the issues were faced by the teachers which had affected the mental health of the teachers. Similarly, due to the e-learning, students were not indulged in any of the physical activities.[10]

Post COVID Effects- after the end of the pandemic and lockdown, the educational institutions had worked upon the lost studies and the time of COVID-19 pandemic. The educational institution shall work upon the mental health and physical health of the students, as well as of the teachers that has affected in the COVID-19 pandemic. They shall design techniques and strategies to recover the loss. It is seen that still many of the institutions are still working on the online mode for the teaching of the students. In the cases, they shall check whether the teachers are teaching on a good mode, and they shall check whether the students are taking interest in studying online. In cases where there is a chance of hybrid mode, the institutions shall apply the same.[11]

Conclusion and Suggestion

It is hereby concluded that during the COVID-19 Pandemic, all the schools and colleges were shut down and all the educational institutions opted for remote learning. While opting for the remote learning process, all the people had faced many difficulties during the whole time. Even after the COVID-19 Pandemic, many of the educational institutions are opting for remote learning and avoiding physical classes. Education is referred as the best solution of a successful and a joyful life. Any problem related to the development of a person can be solved by giving the right education to the person. It is said that for achieving ambition in one's life, education can be one universal key. It is seen that during the childhood, children do not understand the value of education however, while growing up students do understand the value of education.

Education promotes social freedom and empowers a person regarding the development of self-assessment. In India, billions of children and youngsters are below poverty live just because of deprivation of education. Many of the people do not have hopes in their lives just because of unavailability of educational sources. In the developed countries like USA are

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9   Sari, Tamer, and Funda Nayır."Challenges in distance education during the (Covid-19) pandemic period." *Qualitative Research in Education* 9.3 (2020): 328-360.
10   Ibid at 6.
11   Toquero, Cathy Mae. "Challenges and opportunities for higher education amid the COVID-19 pandemic: The Philippine context." *Pedagogical Research* 5.4 (2020).

spending majority of their revenues in the educational sectors and getting positive results. Many of the new students and teachers came to the picture and started making a career in the online teaching. Especially, on the YouTube it was seen that many new teachers made their channel and started making a career out of it. Many of the coaching classes made online videos and attracted students who were preparing for the competitive exams.

After the discussion of the topic there are some suggestions made by the author to improvise the quality of e-learning: -

- It is seen that in the upcoming time, skill-based learning is very important, instead of teaching theoretical knowledge online, the teachers shall focus upon the skill-based learning. The people shall be learning how to make raw materials and other capital goods.
- Rural e learning still need to be worked upon. In the rural area, there are not techno friendly people and the same shall be educated that how e learning can change their lives.
- Girls and women are not allowed to go outside for studying, similarly they have opportunity to study at home only by the way of e learning.
- It is seen that in village area, there are not so proper schools and educational institutions, there using projector students can be taught. The quality of the education can also be maintained as the teachers at the high schools will be teaching them.
- NGOs and government shall work upon and make computers and desktop available in the rural areas where students can start learning computers and on the same, they can learn so may skills which would be beneficial for their career as well.

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AN ELIXIR IN THE TIME OF THE COVID-19 CRISIS: E-LEARNING

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Abstract

Educational Schools, colleges, and universities in rural areas make up the vast majority of India's educational institutions. Conventional approaches to literacy, such as supporting the delivery of normal lectures in a traditional classroom context, are the sole basis for this belief. Though a great many academic institutions have begun the process of merging, many are still adopting out-of-date practices. Those things that were not predicted The SARS-CoV-2 type of the Corona Virus was responsible for the devastating COVID-19 sickness, which sent shockwaves throughout the world. When it initially arose, the World Health Organization declared it an epidemic. Preceptors were forced to adapt to an electronic tutoring method over night as a result of this cloud hanging over the global training framework. A large number of educational institutions that had been unwilling to change their pedagogical approach had no other option than complete online tutoring and literacy instruction because they had no other choice. The paper will also examine the importance of literacy in the digital age. E-SWOT learning's (Strengths, Weaknesses, Opportunities, and Challenges) are being studied at this critical moment. Writing this essay sheds light on the EdTech Start-ups during pandemic and natural calamities, as well as offers some ideas for academic institutions on how best to cope with online literacy issues.

Keywords: E-Learning, EdTech, COVID-19, SARS-Cov-2, E-SWOT

Introduction

Coronavirus outbreak intermediated epidemic impacted utmost of the sectors encyclopedically. This includes the academic world that consists of millions of enrolled learners and active preceptors who preliminarily had regular classes in their institutions, and due to the epidemic, got stuck at the home. Pandemic outbreak has forced many schools, colleges to remain closed temporarily. Many areas worldwide have been affected and there is a fear of losing entire semesters or even more in coming months. Various schools, colleges, and universities have closed temporarily as a precaution. This is a challenging issue for the educational sector to deal with. Academic institutions should have a scenario planning mechanism in place to deal with these kinds of situations. Humanity and togetherness are essential in this situation. To continue the education process, the E-learning was introduced in utmost of the countries, including India. In this mode, both tutoring and literacy be through electronic bias which are fairly new to the entire tutoring- learning community. This study aimed to understand how online classes had fared for the preceptors and scholars in India. Either, it tried to understand the druggies' experience and the unique set of challenges that this mode of education brings. Technology and distance education thus have been recognized as essential components: Integrating innovative e-learning tools to enhance teaching and learning.E-Learning has tested the readiness of academic institutions to deal with such abrupt crisis. Online education has both positive and negative sides. The positive aspects include the ease with which it can be accessed around the world and the time, money, and effort it saves. One advantage of online mastering in education is the ability to record lectures. As an example,

not every newcomer has reliable internet access. Some newcomers had network issues and missed out on valuable device training because of it.

Covid-19 and E- Learning

Against the backdrop of this pandemic, governments and educational institutions are launching colourful policy initiatives to cater to online literacy. In the event of a school shutdown, teachers will need to switch to emergency distance modalities, such as digital or online learning, in order to maintain learning continuity. In order to link literacy with the usage of new technologies, such as the Internet and intranet, e-learning or online literacy is sometimes referred to as an attempt to do so. In other words, it's a two-way relationship between students and teachers that's based on the Internet and geared toward making learning easier for everyone involved.

Few Emergent Trends in the E-Learning that are Worth Our Attention

Online mastering affords the possibility to provide excellence at scale to tens of thousands and thousands in India, the assignment now's to supply at the promise and actualize this potential. E-mastering, as a concept, turned into first added within side the past due nineties, and, due to the fact that then, it's been an familiar mode of mastering in lots of academic establishments throughout the globe. In India, however, its adoption turned into slow, up until, the pandemic that acted as a catalyst for transformation within side the manner schooling is imparted, aleven though it's far but to come to be a ubiquitous characteristic of our schooling system. India with its over seven hundred million net users, and developing net utilization in semi-city and rural regions is a ripe marketplace for on line mastering to thrive. It isn't anyt any surprise that the web schooling marketplace length in India is anticipated to develop through USD 2.28 billion all through 2021-2025. However, we have to take care to now no longer be swayed through those records due to the fact those numbers additionally mirror the lives of actual people – children, adolescents, and younger beginners, who're searching for schooling because the course to employability. Hence, it's far essential to well known that rather more desires to be carried out to enhance on line schooling and make certain that beginners are, indeed, mastering. To acquire the excellent feasible outcomes, there are some emergent developments within side the on line mastering area.

Technology Led Innovations

Although web based learning is intrinsically tech-empowered, improvements in AI and Machine Learning offer huge guarantee and chance to customize, scale, and mechanize current e-learning components. Throughout the long term, there has been a rising mindfulness that most educational programs are normalized and don't think about the various necessities of individual students. Consequently, there is a need to customize helping techniques to guarantee each understudy is essential for the educational experience. The collaboration among AI and ML can convey customization and personalization to suit various students with the goal that they can learn at their own speed.

Computer based intelligence or Artificial Intelligence can be utilized to create reports for programs started by organizations, dissect students' inadequacies and decipher information to offer a custom tailored opportunity for growth. Man-made intelligence could go similarly as creating intelligent learning assistants who can give opportune direction and guiding when

educators can't. Artificial Intelligence, consequently, can make, curate, modify, and customize standard instruction content to help students with their assets and shortcomings. At last, tech-improved e-learning can assist with directing everybody along the way of learning, and in addition to those limited handful who are the fastest to learn and top tier.

Mobile First Learning and Microlearning

At 12GB per client, India has the most elevated pace of versatile information utilization on the planet. In spite of this, it stays an underexplored region for customary school and school e-learning modules that are not versatile. During the lockdown, the web was overflowed with pictures of understudies looking through photos of notes, attempting to zoom in for better lucidity and understanding. Essential, yet underserved needs have featured the significance of online training being designed for a versatile first methodology. Furthermore, across India's towns and semi-metropolitan regions, the expense of PC and tablet gadgets is extremely high for a solitary pay family to cause. Thus, cell phones stay perhaps the most effective way to convey schooling without face to face guidance.

Notwithstanding a portable first way to deal with picking up, micro learning is another early learning method that is being investigated vigorously by applications. It basically includes learning new data in more modest pieces all at once. Commonly, a micro learning meeting is under ten minutes and can take just a few minutes to finish. Frequently disregarded as a unimportant method for picking up, micro learning can be shockingly powerful, as individuals commonly lose 80% of the information, they advance soon. E-learning educational plan makers and teachers in many regions of the planet are taking a gander at utilizing the force of micro learning to additional enhancement web based learning for essential and optional students.

SWOT Analysis of E-Learning

How is SWOT useful?

i. Understanding where an organization is maximum effective.
ii. Identifying regions of development.
iii. Establishing strategic making plans and goals.
iv. Assessing feasibility of the brand new initiative.
v. Understanding a way to put into effect the brand new technology.

Assessment of qualities, shortcomings, valuable open doors and dangers can be applied when an inside and out assessment is expected to make changes or upgrades. It can assist with analyzing parts of distance discovering that are positive and negative, as well as help with the course of progress and advancement of new e-Learning projects and valuable open doors.

SWOT investigation of e-Learning instructive administrations and aims should be taken a gander at according to 3 alternate points of view:

- Students
- Faculty
- Institutions
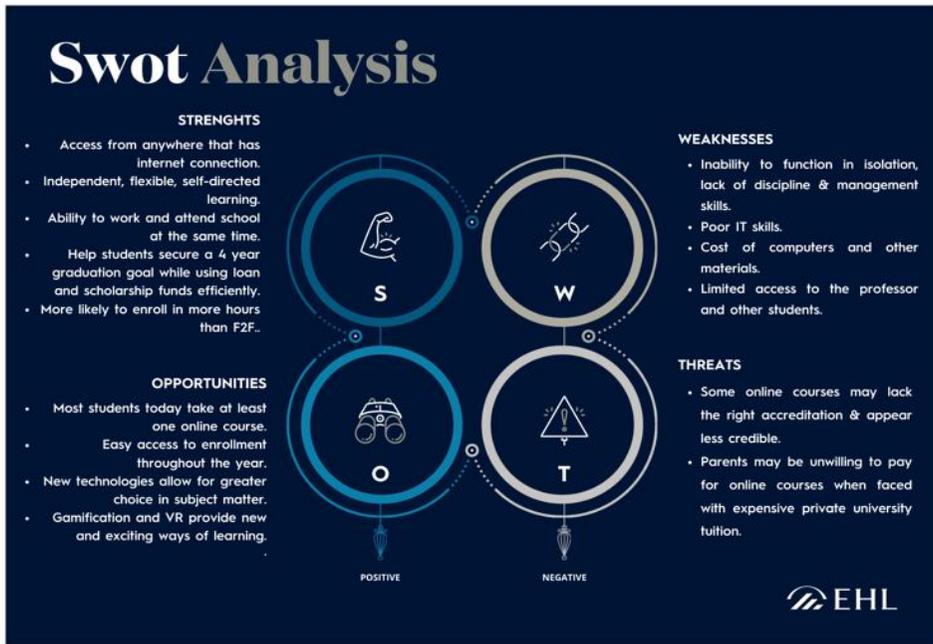
Figure 1: Swot analysis according to students perspective
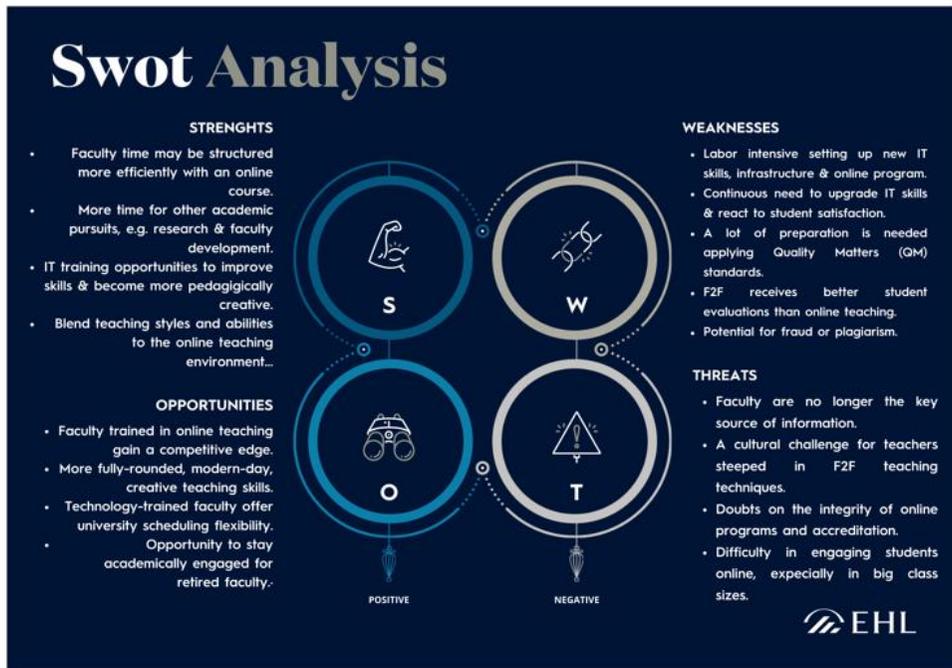
Figure 2: swot analysis according to faculty perspective

Conclusion

The paper explored the advantages of the shift towards e-learning and online appraisal, which is a promising procedure with incredible instructive possibilities after COVID-19 pandemic. Throughout the COVID-19 epidemic, the virtual world has played the role of the heroic hero for people throughout the world. Many educational institutions, including schools,

have shifted their foundations to virtual stages in order to facilitate online instruction. By contrast with traditional one-on-one sessions, online training has emerged as a solution to meet the needs of students at all levels of education, from elementary to college. There are a number of different groups working together to aid each other, such as government and private organisations, in order to improve their present internet-based stages, applications, and training for teachers to use these tools to their fullest potential. Government and non-government groups as well as educational technology companies are working together to help the educational system transition smoothly to virtual reality. It has taken considerable steps in the past year to upskill and energise instructors, organise guiding sessions for partners, including educators, guardians, and students, as well. Another technique to working with children's tutoring is to make a regular effort to provide tweened educational learning material appropriate for online classrooms. With the inauguration of the PM e-VIDYA stage, 12 new DTH channels, one for each class, the central government aims to reach out to everyone. Quite a few students have found these activities to be beneficial.

Be that as it may, this elective medium has likewise brought to the front a few distinct diligent real factors of Indian culture described by friendly imbalances as far as accessibility of assets, vital for access these internet based classes/stages. These advanced drives are propagating the authority of first class schools over the schooling system, bringing about the computerized split among provincial and metropolitan and rich and poor. This advanced gap is additionally influencing the work and job of the public authority as well as non-government associations across states as they are confronting difficulties because of the new relocation of millions of workers to their local spots. Both the focal as well as state legislatures should make a guide for workers' work as well as for the training of their kids as well. Given the extraordinary contrast in the framework across states as far as web and unified offices it has all the earmarks of being an immense errand. Likewise, the non-government associations that help the underestimated segments of the general public concerning wellbeing, instruction and vocation and furthermore team up with legislatures are confronting monetary mash as the majority of the assets are being redirected to handle the pandemic.

It is difficult for both students and teachers to use these online platforms because of their own specific difficulties. Students are unable to use the internet because of a lack of cash, as well as a lack of access to electronic equipment and personal computers, as well as telephones and televisions. Students who need offices to manage their online classes face challenges due to the lack of readily available physical space. For the same reasons, teachers who teach online courses from their own homes should consider this. Young women are expected to do household chores before attending online classes, for example, and this creates an unwelcome boundary. Young men are often expected to help out on the family farm in rural areas of the province. Who controls the television and radio in a household that has both devices is an important issue to consider. Most parents do not allow their daughters to watch instructional television shows.

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IMPACT OF E-LEARNING IN RURAL AREAS

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Abstract

The world has realised that our economic success of the states is determined by their education system. Education is considered as the nation's strength. Without doubt we can say a developed nation is an educated nation. Indian Education system is considered to be the largest in the world which is next to U.S and China. Since our Independence, our nation as a developing nation is continuously progressing in Education field. This field has recently faced many problems due to complete lockdown. Even though our education has continued via E Learning which refers to teaching through electronic media. This method helps to make use of network and communication technology in Teaching and Learning. Generally E Learn is not only for distance education it is also meant for face to face class room education. However the benefits of these technologies must reach the rural communities education if not they will be one of the causes for "Digital Divide". Schools and colleges in rural areas of India have experienced unparalleled challenges due to the closure of institutions. It is found that E Learning is challenging in rural areas due to multiple factors such as lack of technical gadgets, poor network connection, lack of proper electricity, parents' literacy and students' lack of interests are other hindrances. Transition of Education from traditional to E Learning gave the stress for parents, teachers and students.
Keywords: Educational development, E Learning, Network and Communication Technology, Rural communities, Educational system.

Introduction

Throughout the history of manhood, one thing that has helped us in every way is our ability to learn and adapt to the situation at hand that is "Education". Recent days Education system has faced various problems due to Covid-19. But the growth and development of networking and Technology in our country made the tremendous growth in Educational system i.e. "E-Learning". — E-Learning is denoted to as teaching and learning by using electronic media. E Learning is generally meant for remote learning or distance learning, and also even face to face education. The arrival of cheap internet made anyone having a Smartphone can access free classes through online which are uploaded via YouTube, Academy etc., Digital and self-initiated learning can be attained at the preferred locations. One need not wander in examine of learning as **e-**learning education is adaptable and amply equipped to suit all learning methods. In core, e-learning is a computer based educational tool or system that enables you to learn anywhere and at any time.

Scope of the Study

The study was conducted to understand the use of network technologies in Education and the problems faced by the rural communities in Digital Learning.

Objectives of the Study
- To examine the challenges faced by rural students in E Learning.
- To understand the concept and growth of E learning.
- To know the uses of networking and communication technology in Teaching and Learning

Challenges of E Learning In Rural Areas

Building network technologies is difficult task in rural areas because of the toughest environment and low return to the investors. Even the development of technology is high in our nation rural communities are facing teething troubles in E Learning i.e. There is only limited arrive at Digital education because of the absence of Smartphone with most of the households, Lack of infrastructure, poor internet connectivity, electricity trouble, lack of safety are some of the reasons for the trouble of E learning in rural areas.

Lack of infrastructural support and Digital illiteracy

A major proportion of the rural communities are in lack of internet and device knowledge to go ahead. Another major issue is the lack of infrastructural facilities like absence of electricity and unavailability of high-speed internet.

Lack of opportunity

Even somerural areas are blessed with internet facilities not all the families can afford digital devices which are important for online learning. In rural areas only limited number of people has the privilege of accessing laptops Smartphone's. Even the students with access to Smartphone cannot avail the internet and the costs incurred for it. Apart from that, the phone screens available to them are not favourable enough for long learning hours. The data packages and their prices also tend to restrain both teachers and students from going ahead with live classes

Too Little skills

Teachers' in rural areas have too little skills in operating digital platform which is the major problem in affecting the growth of digital education there.

Language hurdles

Almost 85% of population in rural areas does not speak English. The lack of access to standardized content in Hindi and other regional languages causes a slow rate of further online course adoption.

Growth of E Learning in Rural Areas

With the collaboration of the public and private sector in education, rural areas have been equipped with multimedia teaching tools, Digital classrooms and have facilities to learn through e-lectures. These methods of teaching can pose initial challenges to teachers and students in rural areas. Progressively increasing their exposure to digital technology and proper training to teachers can help to achieve the goal of complete 'digitization of education in rural India' and reduce drop-out rate. Right use of devices by the students and the

technology in education helps them with the career skills they need to be successful in tomorrow's workforce.

Access to verity of resources:

With the help of technology, it is easy to provide audio visual education. The learning resources are being widens and widen. Now with this vivid and vast technique as part of the IT curriculum, learners are encouraged to regard computers as tools to be used in all aspects of their studies.

Enhancing learning environment:

The entirely new learning environment is changing due to technological development .Vital thinking, research, and evaluation skills are growing as students have increasing volumes of information from a variety of sources.

Anytime & anywhere learning:

With the help of technology knowledge imparting of knowledge is very fast. One can study whenever he wills irrespective of whether it is day or night and irrespective of being in any part of the world. Internets support thousands of different kinds of operational and experimental services one of which is online library which can be used to get plenty of data.

TECHNOLOGICAL EDUCATION IN RURAL AREAS

The Education budget 2022 has increased by 11.86% from the previous year. This education budget focussed mainly on digital education, skill development of programmers etc., the budget allotted for Education is Rs.1, 04,278 crore a rise of Rs.11, 054 crore from the previous year. Besides the issues faced by traditional teaching like shortage of teachers, inadequate student-teacher ratio, and deficit teaching resources in our country digitisation in education has made path for the latest teaching methodologies which are able to reach the remote corners of the countries. i.e. the rural area.

Rural networking and their applications in education are very essential in day to day life. They further bring opportunities in job and business which plays major role in the development of our Economy. Wireless networking is considered to be better when compared with wire line network**.** Wireless network is faster, flexible and less expensive**.** Rural network let ICT (Information and Communications Technology) so that rural areas will be enabled with e-business, e-government, e-medicine, e-Learning and so on.

Network communications includes the delivery of multimedia contents to remote areas, Online academic databases, Virtual class rooms using video conferencing, Submitting tests, assignments through online etc.,. Public and private sectors jointly playing amazing role in creating rural India Tech Savvy and in providing Education. Successful initiatives have been taken and some are even in pipeline. NGO (Non Governmental Organization) are playing an important role in technology based rural education. For children in rural areas computer is considered to be a very exciting machine. Schools in Andhra Pradesh, Karnataka, Madhya Pradesh, Assam. Himachal Pradesh Tamil Nadu has received computer based education through collective efforts by NIIT and Government. This gave tremendous results. Dropout rate have reduced to a great level through computer based education.

With the internet penetration rate estimated to reach above 55% by the end of 2025 in India, making education digitisation is one of the topmost priorities of our Indian Government. Taking the hint, many e-learning portals have appeared and performing well because an increasing number of learners enrol themselves for online courses. Realising the rapid development depends on widespread education, the government rolled out a new National Education Policy (NEP) that puts emphasis on digitisation besides the use of Technology in Education. To bring quality Education to all parts of the country, it focuses in Ed Tech for further education, mainly in rural areas. The Government realised that technology has the power to reach small towns and villages and provide qualified Teachers.

The growing Technology is assisting the teachers to connect with several students spread across several locations at the same time. The shortage of teachers in the country is abolished by interactive digital media. In line with the education trends, examinations too have been conducted through online. Online proctoring, Customised assessments were possible through online exam system.

Conclusion

It is doubtless that E-Learning is a great tool for managing education and teaching. E Learning has wide scope in developed as well as in developing countries. Even in the areas which are under developed get attracted by E Learning and provide a method of delivering knowledge through multi media and other tools. The State Government implemented several schemes and projects, related to E Learning in rural areas. E Learning interventions in the rural areas will undoubtedly pave way towards sustainable growth. Because of lack of awareness, unwillingness, lack of infrastructure, yet it has a broad scope in near future and there is a strong believe that it will definitely help poor gentry to fill the gap between developed educated cities and rural underdeveloped areas.

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A STUDY ON TECHNOLOGY DRIVEN LEARNING PRACTICES ON EDUCATION INDUSTRY WITH REFERENCE TO COVID 19 PANDEMIC

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Abstract

India has been one of the hardest hit countries by COVID 19 and it greatly disrupted access to education in India with 247 million primary and secondary school students out of school. The widespread and growing use of digital technology is reshaping the teaching learning process in India. The Covid 19 pandemic accelerated such online learning and gave birth to several education technology (Ed tech startups) in India and across the globe. Due to Covid 19 pandemic the forced online has created a digital divide in developing countries like India. The sudden growth of Ed tech companies in India also tapped learner's skilling and up skilling or learning new skills while still enrolling with colleges and university institutions. As per the funding pattern, India is the most preferred country for Ed tech funding by foreign investors. The Government of India has been giving a digital push in the education sector through its various agencies, fueling growth for Ed tech companies in India. Thence, the present evaluated the changing pattern in education has a significant impact on COVID 19 pandemic situation with the use of regression and one sample test analysis for the period of two years from 2019-2020. The study concluded that online learning is the momentum going and constantly keeps innovating to capitalize on the void created by the closure of traditional classrooms. This will innovate the spark critical thinking, collaboration and creativity in the classroom.
Keywords: Innovation, E learning, Pandemic, Collaborative Education, Jel Classification, D25,A1, B21

Introduction

Education Technology would be around for nearly last 18 years in a consequential pathway. Learning methodology predominantly deals with an organized curriculum, immersive classes, labs, project work and assessments. Technology ascend seamlessly online and drop-ship a great outcomes. The beginning of Edtech is highly customized the learning experience with new approaches and to encounter education in unutterable ways. In today scenario classrooms have moved to the cranky computers to laptops, tablets, interactive Digi-tech courses and even robotics with artificial intelligence can take notes and record lectures for students. It is not only helps the students and teachers to go digitally but also to develop India into technology based education system worldwide. According to the report of UNESCO, COVID Pandemic adversely affects 210 million students across 22 countries due to the dead end of schools in the rise of lockdown. Hence, Ed tech companies have provided a significant plunge to the sector in India. As, it enriches the overall growth from 16% to 54% in the year 2022. Ed tech saw major investments and disburses by governments, schools, universities, professionals and students globally. Though the growth has been prodigious, the industry agonizes from challenges such as scaling up rationally, defeating infrastructure barriers and relating growth.

Review of Literature

Samta Jain, Marie Lall and Anviti Singh (2020)[1], as the author brought about changes to the educational system that impact teachers in multiple way and he discussed about the teacher's voice on impact of COVID 19 on school education for the period of two years from 2019-2022 with 288 respondent by using factor analysis method. The study gave an insight were inequalities between private schools and government schools are sharpened by the move of online education and students from the economically weaker section of society have become hard to reach and the teachers are not able to support the students were there are hard to reach students due to severe effect by the pandemic. Hence, the study concluded that teachers are tech-savvy and are comfortable substituting online teaching for physical face to face or offline teaching, but only as a remedy to continued teaching and education during the current era of COVID 19. It also revealed that the teachers in urban areas, including the national capital, belonging to the unreserved strata of society, as well as teaching in private schools are facing the challenges of access to internet connectivity.

Ahamad Showkat, Showkat Ahamad Dar et.all (2021)[2], empirically analysis "the impact of COVID 19 on education in India". The authors enumerated that the educational institutions in India are currently based only on traditional methods of learning, which is they follow the traditional setup of face to face lectures in a classroom. Although many academic units have also started blended towards learning still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus (SARS-CoV-2) shook the entire world. Around 32 crore learners stopped to move schools/colleges and all educational activities halted in India. The outbreak of COVID-19 has taught us that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms with technologies, which have not been used before The World Health Organization declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely too online teaching-learning. The article includes the importance of online learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in the time of crisis. This Research paper also put some light on the growth of Edtech Start-ups during the time of pandemic and natural disasters and includes suggestions for academic institutions of how to deal with challenges associated with online learning.

Statement of the Problem

The reverberations of the destruction smash up due to pandemic and there have been some fluctuations in the Indian education system. National education policy concentrates to democratize education by giving uniform access at all levels of school education by envisioning a future with 100 percent school enrolment for children aged 5-16 years. The major challenges on technology hence the pandemic give way for the technology driven education in recent times. The country has shifted growth in IT sector to education sector during the mid of Nov 2019 to June 2020. More the 4000+ Ed tech startups have implemented in India. The rapidity which the spread of Novel Corona virus causing the closure of 70 percent of schools and universities and impacted more as like other countries. Only a handful of private schools could adapt to online teaching and Low income private and government schools counterparts enrich have completely shut down due to lack of organizational access and exposure to e-learning

solutions. Simultaneously it minimizes the effects on student learning in both short and long run. So the edu tech companies came into force during the pandemic and reach 169 billion turnovers during the year of 2022. Thus, the researcher undertook that how Ed tech start ups has a significant impact on Pre and Post Covid- 19 conditions. Thus the researcher enumerates following research questions:

- Is there any difference exhibits between Ed Tech Start Ups and COVID 19 on pre and post pandemic conditions?
- How Covid 19 has a significant impact on Ed tech startup performance in India?

Research Objectives
1. To assess the difference between Ed tech start ups and COVID 19 pre and post pandemic conditions.
2. To examine the Influence of COVID 19 on Ed tech start up performance in India.

Hypotheses
$H_0 1$: There is no significant difference between Ed Tech start ups and COVID 19 Pre and Post Pandemic conditions.

$H_0 2$: There is no significant influence of COVID 19 on Ed tech start ups during pre and post pandemic situations.

Research Methodology
The study is deploying on secondary data. Ed tech companies are selected for the study. The companies were selected based on hierarchy of the startups entered during COVID 19. The data were collected from UNESCO website and Times of time print edition for the period of two years from 2020 to 2022 in quarterly basis as (June 2020-March 2021-March 2022) . Sampling companies were chosen based revenue earned during lockdown and the companies are Byju's, Un Academy, UpGrad and Eruditus by using descriptive statistics, One way ANOVAs, and Regression Analysis.

Analysis and Interpretation
To Assess the Difference between Ed Tech Startups during Pre and Post Covid Pandemic for the Year of 2019 to 2022
Table 1 One-Sample Statistics

Particulars	N	Mean	Std. Deviation	Std. Error Mean
Schclosure	9	4.843333	6.0177238	2.0059079
Byju	9	30.7144	9.85765	3.28588
Unacademy	9	2.2422	.91049	.30350
Upgrad	9	1.8378	1.12652	.37551
Eruditus	9	.7556	.55826	.18609

Table 1 interprets one sample statistics of quarterly profits for the period of pre and post COVID 19 of four Ed tech companies as Byju's, Un Academy, UpGrad and Eruditus. It is observed that over a sample period, a high mean score of 30.714 is given by Byju's and lowest mean score in Eruditus as 0.7556. This means that Byju's earns more return while compared to other Ed tech companies respectively. The Highest standard deviation of 9.875 is found in Byju's and lowest shows in Eruditus as 0.5582 respectively.

H$_0$1: There is no significant difference between Ed Tech start ups and COVID 19 Pre and Post Pandemic conditions.

Table 2 One-Sample Test

Particulars	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
schclosure	2.415	8	**.042**	4.8433333	.217701	9.468965
Byju	9.347	8	**.000**	30.71444	23.1372	38.2917
Unacademy	7.388	8	**.000**	2.24222	1.5424	2.9421
Upgrad	4.894	8	**.001**	1.83778	.9719	2.7037
Eruditus	4.060	8	**.004**	.75556	.3264	1.1847

Table 2 describes one sample test for the period of pre and post COVID 19 of four Ed tech companies as Byju's, Un academy, Up Grad and Eruditus. The calculated P value of t statistics is less than the significance value of 0.05, the null hypothesis is rejected. Thus, there is a significant difference between Ed Tech start ups and COVID 19 Pre and Post Pandemic conditions.

H$_0$2: There is no significant influence of COVID 19 on Ed tech start ups during pre and post pandemic situations.

Table 3 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.910[a]	.828	.656	3.5284020	.828	4.818	4	4	.004	2.371

a. Predictors: (Constant), Eruditus, Byju, Unacademy, Upgrad
b. Dependent Variable: Schclosure

Table 3 indicates model summary of multiple regression analysis. It is observed that R^2 value of 0.828 indicates 82.8% of total variance in the Ed tech growth on COVID 19 impact. Since p value of f statistics is less than the significant value 0.05 it is concluded that there is significant impact of COVID 19 on Ed tech start ups during pre and post pandemic conditions. The value of Durbin Watson statistic is 2.37 representing that the model is suffering from auto-correlation.

Table 4 ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	239.906	4	59.976	4.818	.004[b]
1	Residual	49.798	4	12.450		
	Total	289.704	8			

a. Dependent Variable: schclosure
b. Predictors: (Constant), eruditus, byju, unacademy, upgrad

Table 4 indicates the ANOVA for Ed tech Companies for the period of 2020-2022. The significant value for the above model is less than the significant value 0.05 and it considers as school closure and Ed tech companies has a significant difference on COVID 19 pre and post pandemic conditions respectively.

Chart 1

Histogram

Dependent Variable: schclosure

Mean = 8.12E-16
Std. Dev. = 0.707
N = 9
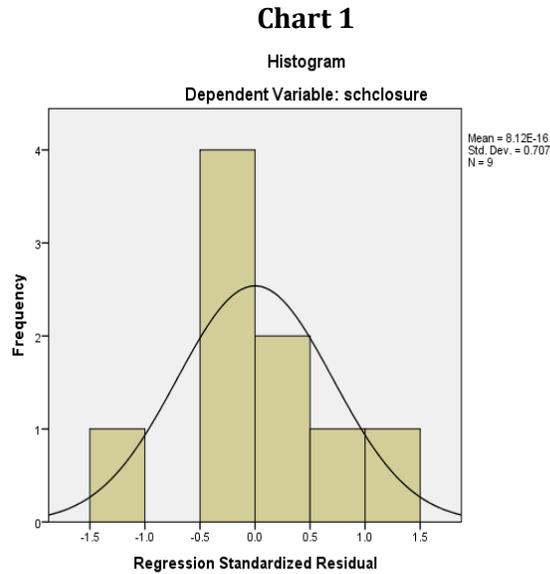
Chart 1 indicating the distribution of frequency has its residually standardized and it is normally distributed since the mean value is 8.125 and the standard deviation is 0.707 respectively.

Suggestions for the Study
1. There are 122 Ed tech companies are there in India. But only few of the companies like Byju's, UN academy, UpGrad etc have popular among the students and teachers. Thus, education sector has to provide awareness and to implement more e -learning portal like SWAYAM, edu-content for the betterment of both rural and urban people to insist online learning.
2. Imparting Online learning like 2D, 3D and Artificial intelligence in education will tries to help both students and teachers in a scientific manner.
3. Education industry has to transform their curriculum based on online course and improve pedagogy style of education for the betterment of student as well as teachers.

Conclusion
In the light of trends, the next cycle of growth in the education industry will be driven by the 4 E of education such as Ed tech, Edu Content, e learning and entrepreneurship and the adoption of learning online with the use of technology is less before the impact of COVID 19. The platform available in the Indian markets is looking forward to acquire audience at large in the next upcoming decades. The National Education Policy's focus on multilingualism online learning will instill critical thinking in children from a young age, thus making education better-rounded, useful, and fulfilling to the learner. There will be offline institutions and colleges however from a merely market share perspective, the amount of

education content that will be learned through the use of Ed tech will be multiple times the learning that will happen in the campus. The outbreak suddenly gave people a lot of time our hands and lot of energy with nowhere to focus on. With the current education setup, online learning is the momentum going and constantly keeps innovating to capitalize on the void created by the closure of traditional classrooms. This will innovate the spark critical thinking, collaboration and creativity in the classroom.

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A COMPARISON OF E-LEARNING VS FACE-TO-FACE LEARNING

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Abstract

E-learning systems are become common applications in the new century. These e-learning systems developed based on original models and their method of using e-learning to help learners of higher education institutions for improving their academic performance and getting high satisfaction feedback on using e-learning systems.

E-learning systems are become common applications in the new century. These e-learning systems developed based on original models and their method of using e-learning to help learners of higher education institutions for improving their academic performance and getting high satisfaction feedback on using e-learning systems.

This compares and contrasts the methods of traditional learning in classroom and E-Learning. The while considering the constant growing trend of technology and as a consequence of the current trends, the need for change to the methods of learning and teaching appears. With changes made to methods of learning there will be an increase in the learning choices, leading to an advancement, improvement, and progression in education. Besides the methods of traditional learning and E-Learning, will make an analysis on the advantages and disadvantages of these learning methods, on the learning styles of traditional learning, which includes a physical place, usually a classroom, where students and educators or teachers can interact and on the learning styles of E-Learning, which includes an e-space with a server and a web browsing interface, based on wireless communication networks.

Online classes mainly take place through the internet. As such, online classes lack the regular student teacher interaction that is common with traditional learning. On the other hand, learning in traditional classes involves direct interaction between the student and the instructors relative enrolment in online classes has tripled over the last ten years, but the efficacy of learning online remains unclear. While two recent online vs. traditional classes, this body has been marked by two recurrent limitations: (1) a possible problem of selection bias wherein students self select the mode of course delivery and (2) a relative lack of proctoring of exams in online sections.

Keywords: *Learning, Traditional learning, E-Learning, Progression, Education.*

Introduction

As a result of the infiltration of modern technology into the education sector, many college students increasingly go for to take online classes rather than attend traditional regular classes. This is because online programmes are more convenient for such students, particularly those who must work while attending school. As a result, online learning provides them with the freedom they require. Furthermore, online learning allows students and professionals who would not ordinarily return to school to obtain the necessary certifications to do so. Students that engage in online learning, on the other hand, do not benefit from one-on-one connection with their peers and teachers.

Online Learning

Online learning is exactly what it sounds like: it takes place via the internet. It's a form of online learning. E-learning is interchangeable terms. The training content is frequently kept on accessible at any time from any location. To put it simply, online learning is education and learning that takes place via the internet. The phrases "online learning" and "e-learning" are interchangeable, and online learning does not have to be restricted to students. Several professionals use online learning to improve their abilities, add qualifications to their resumes, or prepare for a career change. E-learning courses in industry-standard software, hard skills, and soft skills are also available to recent graduates.

Traditional learning

"In the past, our ancient Gurukul (Ashram) instruction was well-known in India. Other countries used systems that were similar to ours. Since ancient times, kids have been taught comparable things by their teachers using the same methods in traditional classrooms. If they wish to receive an education, they must all be present. If a student misses a lecture, they may miss the topic that the teacher is teaching in that lecture. In a classroom, teachers can only educate a fixed number of students. Regardless of whether it is beneficial, all pupils must learn the same thing. Some people are uninterested in a certain subject, but they must study it. In this sense, the traditional educational system is a classroom learning pattern.

Differences between online and traditional learning:

Online Learning	Traditional Learning
It takes place on the internet.	It takes place in the absence of the internet.
Anywhere, at any moment	Forced to follow a schedule and go to a specific location
Adaptable timetable	Imposed tempo
Alone	Working with our co-workers
Supports a self-directed learning method	We are all learning from and with one another.
Online material is the primary source of information.	The trainer is the major source of information.
Interaction is limited.	Trainers and co-workers have a lot of interaction.
Because it is distance learning, there is a lower likelihood of learning from peers.	Peers can teach students.
Students have the option of learning at their own pace. Students have the ability to pause, rewind, and fast forward through lectures.	Need to learn at the same rate as the rest of the class
Travel time is reduced.	Time spent travelling to and from the actual classroom
Classes can be taken anywhere, at any time.	Fixed-location classes

Benefits of online learning

- **Cost-cutting**

When compared to traditional in-person courses at schools and colleges, e-learning courses are often less expensive. This is to accommodate for traditional courses' lack of access to infrastructure, libraries, labs, and other on-campus services. Students do not have to pay additional fees in addition to their tuition to cover expenses such as lodging, transportation, books, or other materials required for traditional learning experiences.

- **Learning at our own speed**

Students can learn at their own pace and plan classes around their existing schedules by using an online video education platform. Most courses only have time limits on tests, but they can be reset if students need to take a break from their studies. This flexibility is not available in traditional schooling, which is why many people with hectic schedules who want to learn choose e-learning over traditional institutions after obtaining a certain level of knowledge. This addresses the question of "how effective is online learning": allowing students to learn at their own pace encourages them to participate more actively in their classes.

- **Quality of Life**

Students can attend top-quality courses from world-renowned schools without having to leave their homes since online learning effectively erases geographical borders. In many ways, this closes the gap in educational quality and levels the playing field. Students gain from enrolling in classes that are either better taught elsewhere or have far more experienced faculty than they would otherwise have.

Benefits of Traditional learning:

- **Interaction between peers**

Students in traditional settings have the opportunity to meet their peers and friends on a daily basis, allowing them to build personal ties outside of the classroom. This is critical for growing children because it allows them to form a support system outside of their families and socialise effectively.

- **Higher Levels of Discipline**

Because of the regulated nature of traditional classrooms, young pupils learn discipline, punctuality, and schedule adherence, all of which will be important in their future life. It enables them to keep track of themselves and follow a set of rules designed to help them become better people.

- **Environment with a lot of learning**

Because classrooms are designated learning centres, it's easy to fall into that attitude as soon as you walk in. In this sense, conventional learning outperforms using an online video streaming platform for education, because familiar surroundings and flexible timetables might lead to a lack of focus.

- **Infrastructure**

Access to school and university infrastructure, including as libraries, online instructional video subscriptions, labs, newsrooms, studios, and more, is included in traditional learning setups. Because not all online courses can provide these, traditional learning has a significant advantage in this area.

Conclusion

When compared to traditional schooling, online learning is more convenient and has less basic prerequisites. It also permits students who would not otherwise return to school to receive an education. However, unlike their traditional counterparts, online students do not benefit from close engagement with their peers and lecturers. In addition, unlike online students, actual students can engage their professors more easily and relatively faster if they need certain aspects of the course addressed. The bottom line is that both traditional and e-learning have advantages; the winner of the war is totally dependent on the preferences, time constraints, and learning styles of the students. It has adapted to circumstances and reshaped generations, but the internet's power cannot be underestimated. With the internet becoming more prevalent in our daily lives, e-Learning may soon become a force to be reckoned with.

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DEVELOPING E-LEARNING INDIC APPROACH FOR HOLISTIC RURAL DEVELOPMENT

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Abstract

The Holistic Rural Development seeks to bring about dignified and healthy living among the rural communities and strengthencommunity self-governance. This will be achieved also through e-learning simultaneous interventions in natural resource management, agriculture, livelihoods; social awareness, health, education; water, sanitation, infrastructure development; and leadership training for women self help groups (SHGs). (vikas) Smartphones, internet and their applications, social media even travelling, cooking, communication etc are part of our lives from the start till the end of the day. E-learning is learning, utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, program or degree delivered completely online. The basic objective of this research paper is to understand and focused on concept of e-learning and to develop e-learning indic approach for holistic rural development.Through the model village of Rangoli Garden, Bengaluru. In this research paper, the idol of village nature, culture, infrastructure, employment etc. has been displayed for holistic rural development. This model village can be used as an indigenous model for e-learning. Along with this, strategies, types, new ideas and challenges have been presented for e-learning of holistic rural development.

***Keywords** – Holistic Rural Development, Rural Education, Indic Approach, E-Learning, Model Village*

Introduction

The process of increasing the quality of life and economic well-being of individuals who live in rural areas is known as rural development. According to the 2011 Census, villages account for 68.84 percent of the population. The rural sector's backwardness would be a key hindrance to the economy's overall expansion.Some major strategies, suggestions and ideas have been included in this research paper to give flow to the stream of holistic rural development. Mainly you will get to see the image of ledom village built in four acres.For the overall development of every village of India, education can be provided by presenting the following experiments through e-learning.

Objective of the Study

1. To understand the concept of e-learning Indic approach for holistic rural development.
2. To study model village as e-learning Indic approach for holistic rural development in India.

Research Methodology

This research paper is conceptual and Exploratory in nature. In order to meet such objective primary and secondary method is adopted. The primary data was collected through visit of Rangoli gardens model village in Bengaluru, Karnataka. The secondary data was collected through books, periodicals, journal and published material related e-learning for the study.

Facets of developing e-learning Indic approach for holistic rural development:

Improving rural people's living standards by providing, food, shelter, total sanitation, clothes, safe drinking water, employment, and education. increasing rural productivity and reducing poverty.

Develop e-learning Indic strategies for holistic rural development

- Develop e-learning MSP (Minimum Support Price) for various crops to the farmers, apart from providing Crop Insurance.
- Develop e-learning irrigation facilities to all the agricultural fields should be provided.
- Develop e-learning Life Insurance awareness to all the farmers who are actually performing agriculture.
- Develop e-learning programme to use all required inputs like quality seeds, fertilizers and pesticides etc.
- Develop e-learning for purchasing Tractors, Electric Motor Water Pumps etc on subsidy.
- Develop e-learning electricity related knowledge for farmers.
- Develop e-learning for the event monsoon failure and crop failure due to floods etc,
- Develop e-learning for other activities except agriculture in rural areas.
- E-learning for Strengthen and develop existing Agricultural Markets in addition to the establishing new Agricultural Markets, godowns in addition to the existing godowns.
- Develop e-learning for Agricultural research, extension of rural education and training programmes for farmers.
- Developing e-learning for infrastructure building activity related to the growth of irrigation, transport, communications and health facilities.
- Develop e-learning programmes to improve agricultural production and marketing.
- Develop e-learning for updated information on policies related to land tenure, agricultural output, prices etc for farmers. (Sarabu)

Types of e- learning for holistic rural development

1. **Synchronous training**: means "at the same time," involves interaction of participants with an instructor via the Web in real time.
   a. **Virtual classroom**: Virtual classroom duplicates the features of a real classroom online. Participants interact with each other and instructors online, instant messaging, chat, audio and video conferencing etc.
2. **Asynchronous training**: which means "not at the same time," allows the participant to complete the WBT at his own pace, without live interaction with the instructor.
   a. **Embedded learning**: Embedded learning is information that is accessible on a self-help basis, 24/7. It can be delivered to the place of work, or to mobile learners. Electronic performance support system (EPSS) is a type of embedded learning. The advantage is that embedded learning offers learners the information they need whenever they need it.
   b. **Courses**: The clear advantage of a self-paced course is convenience. Participants can get the training they need at any time. This can include just-in-time training where a participant gets exactly the training he or she needs to perform a task.

3. **Discussion groups**: A discussion group is a gathering of conversations that occur over time. They are also called message boards, bulletin boards and discussion forums. Discussion groups can be used to support a group of participants taking the same class or can be used to support participants performing related tasks. A discussion group is a very competent way to supply expert answers to a large group people. A single answer to a common question can help many.

4. **Blended learning**: Most companies prefer to use a mix of both synchronous and asynchronous e-learning methods according to their requirement. (Swati Yadav, 2016)

E-learning ideas for holistic rural development in India

1. **E-learning for Utilization of Local Resources:** For example: If there are water resources like rivers and tanks near by the villages, in summer itself, arrangements must be made to tap this resource by removing slit in the tanks, constructing new reservoirs, bunds, canals and simultaneously strengthening the existing ones, so that the water cannot go waste. Similarly, if there are any mines like iron, coal and granites, they should be excavated so that local population can be provided employment.

2. **E-learning for Establishment of Rural Industries:** All the village industries come under the following broad categories:
   a). **Agro Based Industries:** Sugar industries, Jaggery, Oil processing from oil seeds, Pickles, Fruit juice, Spices, Dairy products etc.
   b). **Forest Based Industries:** Wood products, Bamboo products, Honey, Coir industry, making eating plates from leaves.
   c). **Mineral based industry:** Stone crushing, Cement industries, Red oxide making, wall coating powders etc.
   d). **Textile Industry:** Spinning, Weaving, Colouring and Bleaching.
   e). **Engineering and Services:** Tractors and Pump set repairs etc. Small and medium sized industries to produce agricultural machinery, equipment for usage in rural areas etc.
   f). **Handicrafts:** These include making of wooden or bamboo handicrafts that are local to that area, traditional decorative products, toys and all other forms of handicrafts typical to the region.

4. **Services:** There are a wide range of services including mobile repair, agriculture machinery servicing, etc which are being undertaken under this category.

5. **E-learning for FPO Startups:** They are entrepreneurial ventures, which are newly emerged businesses aims to meet marketplace need, want or problem by developing a viable business model around products, services, processes or platforms. For example: Agriculture, Supply Chain, Trading in Agricultural produce, Processing Agricultural produces, Fisheries - Both Culture and Trading, Rural Micro Finance, Rural Health – Rural Primary Health Cared and Rural Education etc.

6. **E-learning for Computer & Internet Services:** Providing Computer Training and Repairing Services, Internet based business like E-Commerce, Rail & Bus Ticket booking, Digital Marketing Agency – Examples: Social Media Marketing, Email Marketing etc.

7. **E-learning for Rural Entrepreneurship:** They may be of the following types:
   a). Individual Entrepreneurship - It is basically single ownership of the enterprise.

b). Group Entrepreneurship - It mainly covers partnership, private limited company and public limited company.

c). Cluster Formation Entrepreneurship - It covers CSOs, VOs, SHGs and even networking of these groups. These also cover formal and non-formal association of a group of individuals on the basis of caste, occupation, income, etc.

d). Cooperative Entrepreneurship - It is an autonomous association of persons united voluntarily for a common objective.

Model Village as a Indic approach for holistic rural development in India

A model village, depicting what life and day to day routines look like in a rural area, is open for the public at Bengaluru. It will give you a peek into the village lifestyle and activities. Everyone would want to experience what a simple day at a village might look like. All you need to do is Head to the Mahatma Gandhi Institute Of Rural Energy And Development, Bengaluru (MGIRED) to have a glimpse of how the villages function. It is spread across four acres. You will not just find farming related activities but also get to see everything from Architecture and Traditional Practices to Medicine and Crafts of People in Rural Villages. The institute aims to introduce rural India to the urban public and encourage the visitors to adopt the old age practices of sustainable living followed in the villages. Executive Director of MGIRED, Manoj Kumar Shukla emphasized on the importance of knowing the day to day lifestyle, cultural and traditional occupations of people in villages. (Tourism)

Okkaliga's House – Though Okkaliga means farmer, it has emerged as community in Mandya and neighbouring districts of Karnataka. Women are in involved in routine works.

Traditional Doctor's House – Traditional doctors in rural areas of Gadag districts are involved in joining or re-joining joints and bones of people. Not only a boy, other people are glancing at joining the joints.

Tailor's House – Tailors have imbibed the work of stiching cloths in rural area of Davangere district.

Grocery Shop – Grocery shop sells all grocery items at a place in rural areas of the Haveri district. Shopkeeper has stored all material that are needed for customers.

Goldsmith's House – Goldsmiths, well known as Akkasaligas or Pattars in Karnataka, give a required shape and touch to golden ornaments in rural areas of Raichur ornaments at innerside of the house.

Agrahara (Brahmin's House) – Children engaged in learning Veda-Upanishads in the court yard of brahmin's house in village lane at Mysore district; Astrologer engaged in astrology work; women got ready for pooja and grand mother engaged in prayer are depicted quit naturally.

Mangaluru House – Sloppery roofs are seen at many rural areas of Mangaluru region. Artistic pillars enhance aesthetic look of the house. Family members are busy in routine works. However, elders and children observe intimacy of newly married couple.

Shanubhog's House - Shanubhogs in rural areas of Uttara Kannada district are expert in banking transactions. They are identified as accountant and their profession is looking after accounts. They are also called as Kulkarni.

Village Headman's House – Gouda is head of the village in rural areas of Dharwad district. Being a head of the village he looks after happenings and accounts of the village. He

reviews accounts with the help of the village accountant. Oxen eat cattle feed in their cowshed. Women are engaged in household works.

Roof House – Though many houses are built with boulders in rural areas of Kalaburagi district, they are covered with mud roof. A home maker milks from a cattle in the cowshed. Other family members are engaged in pooja, grain grinding and other routines. Sculptures of the woman and children enthrall art lovers.

Pinjaar's House - Pinjaars have found their life by making warm bed from cotton fibres. A woman is involved in her family profession. A person is cleaning the cotton. Children are busy in playing.

Weaver's House- Such a house, where weavers weave saree in handloom, can be seen in Bengaluru rural district. A weaver is extracting fibres from spinning mill and an elder woman is cooperating with him. Another one is colouring the weaved cloth. A Woman is putting handstiched on a cloth.

Rural Tub House – Special houses, where natural air and light are equally available, are found in rural areas of the Mandya district in Karnataka. Grandmother makes grandkid to take bath in the courtyard while other women members are engaged in the domestic works and children are busy in their studies This aesthetic scene is artistically captured with realistic in the sculptures.

Oilman's House- Oilmen of rural areas of Chikmagalur district have found their life in extracting the oil from the manual mill. Oil is must for eateries prepared at kitchen. In the sculpture, an oilman and his wife is extracting oil from manual oilmill with the help of oxen, Meanwhile a kid is interacting with his grandfather.

Shepherd's House – Shepherds called as Kurubaru in Kannada, prepare 'Kambali' (indigenous blanket) from the wool of sheep. An elder person is removing sheep hair. A woman is hitting something in the 'olakallu' (grinding stone). One child is bringing water while another one is playing in this mesmirising sculpture.

Rural House – Rural women are preparing the spaghetti, a long thin, solid, cylindrical noodle pasta. A woman is stiching a 'kaudi' (quilt). Feeding a child is very attractive in that sculpture. An elderly woman is waiting to receive a letter brought from a postman.

Laundryman's House (Dhobi) – These people are washing and ironing cloths of others in rural areas of the Vijayapura district. These are called as 'Agasaru' or 'Madiwalas' and wash and increase tideness in cloths of people. The woman is transported a bundle of such cloths or donkey towards lake.

Toymaker's House- Toys are very much essential to appease crying children in rural areas. The toymakers make colourful toys to make children happy. Woman helps him in the making. A woman negotiates to buy a toy. A kid is sleeping. Home maker is involved in routine work.

Sculptor's House – Sculptor's skill of giving life to the God's statues in indescribable. Sculptors have imbibed the skill of artistic sculpting. A woman is storing the water in a pot.

Medar's House (Cane Worker) – Medars are always involved in making products from the bamboo. They are skilled in making basket, mat, ladder, cleaning pan and other household articles. Here a family is also involved in poultry.

Potter's House – Potter's traditional profession is pottery in the villages of Belagavi district. People need pots, traditional lamps, utensil's caps made up of blended soil. Different utensils made up in the hinge help potter to live his life.

Tamatagar's House- Tamatagar's profession is preparing required utensils by copper, brass and aluminium metals to rural people. A couple is involved in their family profession. A woman is putting hand stitches to a cloth. Children are seeing at elders' work.

Bangleman's House - Bangle is symbol of fortune and goodness. Bangles are considered as auspicious wearings for married woman. It's a beautiful scene to see married woman wearing handful of bangles on auspicious occasion in rural areas. Colourful bangles enhanced beauty of hands.

Rural Barber- It's comman scene in Koppal district that barbers visit doorsteps to do haircut people in the rural areas. This sculpture introduces the traditional profesion of haircutting.

Carpenter's House- Carpenters make plow, tiller, plough, cart's wheel that are needed for agriculture activities in rural areas of Yadgir district. These carpenters are also skilled workers to make doors and windows for houses. Farmers observe skills of carpenters.

Blacksmith's House – Farmers are major population in rural areas. They visit blacksmith's house to get made agriculture equipment. Blacksmiths are hard workers to prepare steel equipment in their furnaces. They prepare sickle, axe, pickaxe in their furnaces. A boy is pulling the bellows to lit the fire in furnace. A farmer is asking to make some Agri-equipment.

Kodava's House (Coorg House) – Kodagu (Coorg) district has unique tradition among Kodavas. Their attire are different and special. A couple is ready to go temple to offer pooja. One side house elder is reading a newspaper and other side a woman, wearing Kodava style saree, is putting Mehandi art on the palm of her daughter. Kodavas house is looking in artistic form.

School Temple- As the school gives education in temples in villages, they are fondly called as 'Saali Gudi" or school temple. Education is must to design children's life. That is why a teacher, who is well aware that education is light of life, is teaching students. Children are listening to him with concentration.

Panchayat Platform (Panchayat Katte) – Panchayat platform which is called as 'Katte" in Kannada, is a place to redress grievances of commaners by Panchas in rural areas. Panchas are considered like the God and villagers follow their judgements. Panchas resolve the disputes and grievances in the presence of villagers and one accept the judgemnet normally. As the sculpture rebuilds the Panchayat platform, it's a good feel to watch it.

Mason's House – Masons, who are called as 'Vadda' or 'Bhovi' in Kannada, make household articles from stones. It's their family profession. They make grinding stone, mashing stone, quern (hand mill) and stone tank that is used to water for animals. They have also owned some hens at home.

Fishermen's House – Catching fishes and selling them in fishermen's profession. A Woman is leaving to sell fishes. A man and another woman is engaged in domestic works. Children are watching at their parents.

Lime Maker's House – Lime makers, called as Sunagars in Kannada, are hard workers of making lime by burning stones. A lime maker is ready prepares the lime. Woman and a man are involved in cleaning the lime. They have also pampered a sheep.

Lambani's House- Lambani's attire, language introduce us their unique culture and attract our attention. They have designed their independent life and their comman work is bringing wood from the jungle and selling it. A man and woman, commonly recognized as Lambani or Lamani, are involved in domestic works.

Cobbler's House- Cobbler's house have designed their life by purifying the raw leather of dead cattle. They provide footwear to hard working people of rural areas by working honestly. Poultry, a sub-work, helps them to lead their life. A woman has come to the cobbler's house to repair her footwear.

Threshing floor Activities – Farmers normally segregate grains, grown in the farmers normally segregate grains, grown in the fields, by rowing method. This sculpture indicates how farmers segregate grains with the help of oxen.

Indegenous Farming System – Farmers plough their agriculture fields with the help of a pair of oxen, They sow seeds and plough the floor with plow and tiller. They even water the field by open well. Such agriculture related activities are showcased with realistic touch in the sculpture.

Farmer's Market (Raitar Sante) – Normally a day is fixed in a week to sell or buy vegetables, food grains in rural areas. This weekly event is called 'Santhe' in Kannada. Farmers bring their produce and sell here. Consumers buy whatever they require. This sculpture introduces uniqueness of the negotiation process that occurs over purity and price of the commodities.

Cattle Fair- Farmers often buy or sell domestic animals that are useful foe agriculture activities in rural areas. In this sculpture, they are dealing with some brokers to buy some strong oxen. Other, rural people, who have come to the cattle fair, are watching negotiation held between broker and buyer. Sculptures of cattle showcase artistc skill of the artiste.

Wrestling Another Indegenous Sport - Wrestling a famous sport suring annual jatras festivals and other social gatherings. Wrestlers who have prepared their body prove their capacity on such occasions. Whoever knows the holds of the wrestling win here. Wrestling ring made up of mud, will be surrounded by hundreds of enthusiasts who eagerly watch the performance of wrestlers.

Kambala - Kambala is an annual buffalo race held in coastal districts Dakshin Kannada and Udupi of Karnataka and Kasargod of Kerala. Tuluva landlords enjoy this game that involves running zeal of buffaloes. These sculptures depicting the speciality of the rural sport attract visitors. (Gaurav)

Challenges
1. Lack of Infrastructure and hardware facilities which hamper reliability of e learning.
2. Lack of policies, strategies, schemes, monitoring and control that ensure cross-sectoral and multi stakeholder involvement
3. Lack of awareness about E-learning material usage and services offered
4. Problem in finding willing skilled manpower to training illiterate rural areas of India.
5. Lack of skills in trainer or kiosk operators

6. Community based participation (which fully understands and delivers the user needs) is not encouraged.
7. Services delivered to rural areas are not available using local language and this will affect their longterm sustenance due to low interest in their usage.

Conclusion

Development of any society depends on its access to information and the same is applicable to rural India too. E-learning can work wonders in this direction and help the socially marginalized community to attain their entitlements. Launch of Digital India Programme is a welcome step in this direction. Monitoring e-learning indic approach as a model village, strategies, idea for holistic rural development by supplying right information at the right time, providing timely and adequate credit and continuous motivation of bankers, Panchayat union leaders and voluntary service organizations, education institutions will lead to the development of rural areas and in turn holistic rural development.

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IMPACT OF COVID-19 ON THE EDUCATIONAL REALM OF RURAL STUDENTS

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Abstract

Corona viruses are group of related viruses that cause diseases in mammals and birds. The COVID-19 came to light o 31-12-2019 from seafood and meat market in Wuhan, China. It has since spread to other countries including the United States. In India first declared holiday announced to all schools and colleges. In school social distancing measures comes almost entirely from influenza outbreaks for which transmission of the virus. For the purpose of study data has been collected both primary and secondary. The study was undertaken for to know about the student perception about academic importance during lockdown period, to know about the psychological factors impact to education and to know about the time spent by the students on education during covid-19. Collected data has been analyzed with the help of statistical tools and conclusion is arrived at the end.

Keywords:Corona virus, Education, Psychological impact, Social distance.

Introduction

The COVID-19 was first identified in December 2019 in Wuhan, the capital of China's Hubei province and has since spread globally resulting in the ongoing 2019-2020 corona virus pandemic. A corona virus is a virus that is found in animals and rarely can be transmitted from animals to humans and then spread person to person. In addition to COVID-19, other human corona viruses have included: the MERS virus and the SARS virus. COVID-19 symptoms range from mild to severe. It takes 2-14 days after exposure for symptoms to develop symptoms may include; fever, cough, shortness of breath. So far most confirmed cases are in adults, but some children have been infected. There are no vaccines or antiviral drugs to prevent or treat human corona viruses infection. Practice social distancing, avoid people who are sick. Cover your cough with a tissue or cough into your upper sleeve or elbow. Do not cough into your hands. Wash your hands often with soap and water for at least 20 seconds, if soap and water readily available use an alcohol based hand sanitizer with at least 60% alcohol. Avoid touching mouth, nose or eyes. Banks have announced the option of suspending repayments of loans for three months so as to not strain the finance of their customers during nationwide lockdown. It affected approximately 60,228,569 learners enrolled from pre-primary to upper-secondary education and 8,037,218 learners in tertiary education programme. Globally 4,833,022 people have been infected by corona virus so far, and the total number of deaths from the disease now stands at 3, 17,310 according to world meter. Education implies some speaks influence gives deliberately in school to modify the behavior of the child. So Education is that which is helpful to acquire qualification to get certification and gain some degree. It is the training received with the intention of earning ones livelihood. In Bhagavad Gita nothing is more purifying on earth than wisdom. By UGC, education is not merely means to earning a living, nor is it only a nursery of thought or school for citizenship. It is an initiation into the life spirit, a training of human soul in pursuit of truth and practice of virtues. Education is second birth- Dwithiya Janma. School closure affects deaths during an outbreak either positively, through reducing

transmission and the number of cases, or negatively through reductions in the health-care workforce available to care for those who are sick. This conventional approach under estimates diseases of epidemic proportions which are highly transmissible and for which there is no vaccine.

Literature Review

- **Bloom et al. (2005)** use of the oxford economic forecasting model to estimate the potential economic impact of pandemic resulting from the mutation of avian influenza strain.
- Another study by the **US Congressional Budget office (2005)** examined two scenarios of pandemic influenza for the US a mild scenario with an attack rate of 20% and a case fatality scenario with an attack rate of 30% and a case fatality rate of 30% and case fatality rate of 2.5%.
- **Kemendikbud , (2020)** In response of the outbreak in Indonesia multiple universities opted to cancel classes and instead would teach students online.

Statement of the Problem

Education is enhancement of knowledge through continuous learning. The impact of COVID -19 on rural students created the problems of lack of study materials, face to face interaction with faculties, incomplete syllabus and also it takes far away students from classroom environment by online classes. The present paper focusing on the impact of COVID-19 on student's education of rural students and their problems regarding fruitful studies.

Objectives

1. To study the educational problems of students during lockdown.
2. To study the problems of students in online classes.
3. To collect the information about effective online application for study.

Methodology

Data has been collected both primary and secondary Sources. Primary data has been collected with the help of well structured interview schedule administered to 30 students through telephonic interview of rural UG and PG students in Sagar Taluk of Shivamogga District. Secondary data has been collected through books, journals, reports and web links. Collected data has been analyzed with the help of simple statistical tools to arrive conclusion at the end.

Data Analysis and Findings

The data collected from 30 respondents are given below:

Table 1: Socio-Economic Profile

Variables	Particulars	Response	Percentage
Gender	Male	15	50
	Female	15	50
	Total	**30**	**100**

Education Level	Graduation	15	50
	Post-Graduation	15	50
	Total	**30**	**100**
Caste	SC/ST	9	30
	OBC	12	40
	General	9	30
	Total	**30**	**100**
Parents Occupation	Agriculture	11	37
	Business	4	13
	Labor	15	50
	Total	**30**	**100**

Source: Primary Data

Table 1 shows the socio-economic profile of respondents. Out of the total, 50 per cent are male and 50 per respondents are belongs to female category. 50 per cent of the respondents are studying graduation and 40 per cent of the respondents are belongs to OBC category. 50 percent of the respondents are from labor community.

Table 2: Problems Faced during Lockdown

Particular	Response	Percentage
Lack of study material through library	08	26
Lack of face to face interaction with faculties	08	26
Due off syllabus and exam phobia	09	30
Incomplete project work	05	17
Total	**30**	**100**

Source: Primary Data

Table 2 gives information about problems faced by students during lockdown. Out of the total, 26 per cent of the respondents are facing the problem of face to face interaction with faculties and lack of study materials and library respectively. 30 per cent of the respondents are facing the problem of due off syllabus and 17 per cent of the respondents are facing the problem of incomplete project work.

Table 3: Types of Online Class Applications

Particulars	Response	Percentage
Zoom	14	47
Google class room	04	13
Google hangout	01	03
Virtual classing	00	00
YouTube	11	37
Total	**30**	**100**

Source: Primary Data

Table 3 depicts that, 47 per cent of the respondents are connected to zoom cloud meetings and 37 per cent of the respondents are using you tube channels for to study.

Table 4: Problems of Online Classes

Particulars	Response	Percentage
Disturbance of voice	05	17
Problem of connectivity	15	50
No proper interaction	04	13
Uncertainty of power	06	20
Total	30	100

Source: Primary Data

Table 4 gives information about problems of online classes faced by the respondents.50 per cent of the respondents are having the problem of connectivity in rural areas. 20 per cent of the respondents are suffering because of uncertainty of power and 17 per cent of the respondents are facing the problem of voice disturbance.

Table 5: Study Channels for UG and PG

Particulars	Response	Percentage
SWAYAM	04	13
UG/PG MOOCs	00	00
e-PG Patshala	12	40
SWAYAMPRABHA	14	47
Total	30	100

Source: Primary Data

Table 5 depicts that usage of study channels by the respondents. Out of the total, 47 per cent of the respondents are using SWAYAMPRABHA, 40 per cent of the respondents are using e-PG Patshala for effective study outcome.

Suggestions
- Proper Guidelines for examination and opening of colleges should reduce the exam phobia among students. It enhances their future ideas for proper panning of higher education.
- Faculties should give through You Tube channels are more user friendly because of students download the videos whenever network is available and replay the video many times so it's more effective than other apps.
- And also students show their interest about academic achievements and to have contact with concerned subject lecturers.

Conclusion
In a competitive era digital instruments plays a vital role to fulfill the curriculum needs of students. But in rural area's COVID-19 impacted negativity because of poor infrastructure, power problem and lack of internet facilities. It is better to conduct the classes in YouTube

than Zoom, teachers should prepare for classes as per syllabus and they make the PPT on respective topic and explain that PPT in live YouTube classes and students can see it later also. It would helps to rural students to make use of study materials whenever necessary.

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PROS AND CONS OF COVID-19 PANDEMIC ON E-LEARNING

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Abstract

The spread of COVID-19 pandemic has forced to close most of the global activities and the education sector was not except from this. All the educational institutions like schools, colleges, universities are closed for more than a year due to the pandemic. But education is the sector which is never having its end. It is always like a river and flows forever to reach the ocean. That's why, the Government of India updated its technology and adopted E-learning tools to the education sector. Until unless the pandemic decreases, the process of E-learning will continue. In order to further explore the potentials challenges facing learning activities, the focus of this study is on e-learning pros and cons from students' and instructor's perspectives on using and implementing e-learning systems in a schools, colleges and universities during the COVID-19 pandemic. The article includes the importance of online learning and Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of e-learning modes in the time of crisis. This article is also thrown some light on the future opportunities for start-ups in the education sector to deal with the challenges of E-learning.

Key Words: E-learning, COVID-19, Education sector, Online classes, technology

Introduction

The COVID-19 pandemic has interrupted all aspects of our daily lives. it's compacted all levels of the academic system likewise, forcing the inclusion of technology tools in education. However, this has triggered uncertainty across marginalised teams. The introduction of knowledge and communication technologies (ICT) produces varied outcomes counting on 3 as - accessibility, affordability, and acceptance. Accessibility refers to the set of activities that empowers the user to use technology, whereas affordability is that the level at that the patron will endure the value of the ICT service. Acceptance, on the opposite hand, pertains to technology innovation, and is influenced by behavioural and social factors. Covid-19 has forced universities across Asian nation, and also the world so, to suspend physical lecture rooms and shift to on-line categories. In India, whereas this transition has been swished for many non-public universities, the general public one's area unit fresh adapting.on-line education is conducted in 2 ways in which. the primary is thru the employment of recorded categories, which, once opened dead set public, area unit brought up as large Open on-line Course (MOOCs). The other is via live on-line categories conducted as webinars, or zoom sessions. Universities need high-speed web and education delivery platforms or learning management systems, besides stable IT infrastructure and school members WHO area unit snug teaching on-line. Students additionally would like high-speed web and computers/mobiles to attend these sessions or watch pre-recorded categories.

There ar several platforms created to modify on-line education in Bharat. These ar supported by the Ministry of Human Resource Development (MHRD), the National Council of instructional analysis and coaching (NCERT), and also the department of technical education. There are also initiatives like e-PG Pathshala (e-content), SWAYAM (online courses for teachers), and NEAT (enhancing employability). alternative on-line platforms aim to extend property with establishments, and accessibility to content. These ar used for course materials and categories, and running of on-line modules. They embody the National Project on Technology increased Learning (NPTEL), National data Network, (NKN), and National tutorial repository (NAD), among others. However, whereas technology is enabling , it can even be limiting, particularly in Bharat, wherever basic access could be a challenge. Not each student includes a pc or fast-streaming net reception. This ends up in problems with group action and participation in on-line sessions. A survey by IIT Kanpur disclosed that nine.3 per cent of its a pair of,789 students weren't ready to transfer material sent by the institute or study on-line. Only 34.1 per cent of them had net affiliation adequate for streaming time period lectures. Another survey conducted by native circles among twenty five thousand respondents found that solely fifty seven per cent students had the specified hardware pc, router, and printer reception to attend on-line categories.

Objectives for the Study
1. To understand the effects of COVID-19 on education sector.
2. To analyze the pros and cons of E-learning initiatives by Government of India.
3. To suggest the future opportunities for technology adaptation in the education sector.

Methodology
The present manuscript is descriptive in nature and a pool of secondary data were collected from the reports of government of India, MHRD and other published news-paper articles.

Problems associated with online teaching and E-learning
Technology is in trend to give the solution for every problem. But sometimes they create difficulties. These difficulties and problems associated with modern technology range from downloading errors, issues with installation, login problems, problems with audio and video, and so on. Sometimes student finds online teaching to be boring and unengaging. Some of the other problems are:
- Online learning has so much of time and flexibility that students never find time to do it.
- Personal attention is also a huge issue facing in E-learning
- Students want two-way interaction which sometimes gets difficult to implement.
- The learning process cannot reach its full potential until students practice what they learn.
- Sometimes, online content is all theoretical and does not let students practice and learn effectively.
- Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning.

SWOC analysis of E-learning:

1. **Strengths:**
   - Time Flexibility
   - Location Flexibility
   - Access of wide audience
   - Immediate feedback
   - Wide availability of Courses & Content

2. **Weakness:**
   - Technical difficulties
   - Learner's capability & confidence level
   - Time Management
   - Distraction and confusion
   - Lack of personal attention

3. **Opportunity:**
   - Scope for Innovation
   - Digital transformation
   - Design flexible programs
   - No age limitation for users
   - Innovative pedagogical approaches

4. **Challenges:**
   - Unequal distribution of ICT infrastructure
   - Quality of Education
   - Digital Illiteracy
   - Technology cost & Obsolesce

Conclusion and Recommendations

The Indian government had conjointly responded within the best manner to tackle the implications of this deadliest and communicable disease. For rescuing education from the consequences of COVID-19, the Indian government promoted the employment of ICT within the field of education, particularly throughout the internment amount. The central government of Bharat and also the state governments of various regions have taken several initiatives to create education approachable to each student of the state. the govt publicizes the prevailing E-learning comes like category, EDUSAT, SWAYAM, NPTEL, CEC, ILLL, etc., and conjointly launched new tools for encouraging E-learning. The VidyDaan was 1st within the series of the new launched tool within the corona irruption amount. PM eVidya launched within the middle of May additionally aims to supply multi-mode access to education. moreover, the central government also used and promote education TV channels like Swayam Prabha, Gyaan Darshan, etc. different initiatives like open college and pre-service education, education on air with the assistance of radio channels, special categories for differently-abled students, providing freed from value e-books and digital libraries just like the National Repository of Open instructional Resources area unit taken by the central government. The state governments conjointly play a serious role in promoting on-line learning within the scenario of the pandemic. Most of the states incorporated the initiatives of the central governments at the side of their strategies for providing the power of on-line learning. The

state of Delhi started many special categories and services just like the on-line capability Building Programme, Learning ne'er Stops, parenting within the time of corona. The geographical region state isn't any behind the capital state for taking positive initiatives in concern of E-learning by making a mobile application like Iscuela learn, beginning channels on YouTube, TV and Radio, providing content through EDUSAT, e-book distributions, and promotion of sensible school rooms.

Practice makes a person excellent may be a illustrious and extremely true saying. Students and academics across numerous universities have not very practiced e-learning. Most of them area unit content and area unit cursed with ancient modes of teaching. The Corona Virus irruption is that the likelihood to create out the simplest from the present scenario. we are able to learn a great deal during this difficult scenario. a great deal of tools area unit offered, academics area unit needed to decide on the simplest tool and implement it to impart education to their students. A in small stages guide will be ready by tutorial establishments which will guide the academics and students on a way to access and use numerous e-learning tools and the way to hide major programme content via these technologies thereby reducing the digital illiteracy. academics will gift the programme in numerous formats, that is, they will use videos, audios, and texts. it's useful if educators complement their lectures with video chats, virtual conferences, and then on to induce immediate feedback and maintain a private reference to the scholars.

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E-LEARNING RESEARCH IN EDUCATIONAL TRENDS

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Abstract

In today's educational environment, E-learning is extremely significant. It has the potential to transform the whole educational system, and as a result, it has become one of the most sought-after study topics. E-learning research is being conducted in a variety of areas, including mass communication, education, information technology (IT), and distance education. Various elements of e-learning are being researched by academics. The purpose of this study was to examine numerous e-learning research works in order to determine research trends in this sector. E-learning is a component of several courses and is used in a variety of fields of study.

E-learning research is being conducted in a variety of areas, including Education, Information and Technology (IT), and Mass Communication Distance learning is a type of education that takes place over the element of e-learning may be found in a variety of places. Communication is the key study subject in communication journals. Education, Information Technology, and Distance Learning There are several experts in these fields. E-learning is the subject of M.Phil. and doctorate research in a variety of subjects. Few Education is the only focus of international research publications. e-learning is the most common form of technology. In a word, we may state that sufficient study has been conducted Nationally, work is being done on several elements of e-learning worldwide.

Key words: *Home lock down, E-Learning, Trends, Research.*

Introduction

E-learning, or electronic learning, is quickly altering the educational landscape. ICT has opened up a new horizon for trials on teaching-learning approaches in order to make education more entertaining, adaptable, and diverse. It is a broad phrase that encompasses a wide range of information and communication technology-based teaching and learning methodologies. Face-to-face (classroom-based traditional mode of teaching) and remote learning are both effectively utilizing the many tools of e-learning to improve their efficiency. E-learning is the use of technology in conjunction with specifically created learning materials. Learning materials must be designed to fit the medium, which necessitates a unique design.

E-learning under Research:

As previously said, e-learning has a significant presence in a variety of areas. These disciplines address the many sections and features of the subject, and particular Research Trends in specific areas are usually covered by more than one field. The following are some of the important areas of e-learning that are addressed by research activities:

- Learner accessibility
- Viewpoints of students and teachers
- Behavioural learning

- E-learning systems and technologies are user-friendly.
- A comparison between e-learning and traditional face-to-face instruction
- The impact of e-learning on students' memorization and comprehension of knowledge.
- E-learning in open and remote education is number seven.
- Blended learning and teaching using e-learning.
- Evaluating e-learning as a tool for meeting a huge population's educational needs.
- Use of social networking platforms as a tool for marketing.

Trends in E-Learning:
- **Freeing Up the Broadband Spectrum**

Despite the lack of live telecasts and sporting events, global internet traffic increased by 30% in March. This pace is comparable to any other year's average yearly rise in consumption (Granryd, 2020). In the United States, AT&T announced in late March that Wi-Fi calling had nearly quadrupled to 88 percent, while Verizon recorded a 22 percent increase in overall online traffic between March 12 and March 19. Specifically, the use of streaming video services climbed by 12%, while the use of virtual private networks increased by 30%, and online gaming increased by 75% (Business Insider, 2014). (2020).

Governments are trying to free more bandwidth to allow more connections as demand grows. One of the key advantages of greater network availability is education. Countries like as the United States, Ireland, Jordan, Saudi Arabia, Panama, Brazil, and South Africa have permitted the release of more radio spectrum and the removal of limitations to assure ongoing network services. Tunisia has also temporarily declared its international mobile telecommunications airwaves tech-neutral (3G, 4G, or others) (UNESCO, 2020).

- **The Reintroduction of Easily Accessible Mass Media**

While releasing the spectrum improves connection, it does little to aid students who do not have access to the internet owing to a shortage of equipment. Due to limited resources, technology expenditures in eLearning may take longer, especially in developing nations. A temporary answer may be to free up airtime for educational radio and television programs, which provide a suitable medium for reaching communities where technology is lacking.

Beginning March, Austrian public television and radio stations have broadcast special education programs, including learning shows for pre- and primary school pupils every weekday morning from 6:00 AM to 9:00 AM, followed by a three-hour show for students aged 10 and up. In Saudi Arabia, on the other side, the Ministry of Education (MOE) broadcasts classes to all school grades via television and social media. The country's National Center for E-Learning has assigned 127 supervisors and teachers to conduct daily classes in 112 educational disciplines via 19 national television channels. Mongolia's Education Ministry, meantime, has been airing courses for every class and topic on television since February and has made all of these lessons available online. In the meanwhile, Libya has reached an agreement with private television stations to broadcast mandatory lectures to its middle and secondary school pupils.

- **The Pervasiveness of Mobile Learning**

As of January 2020, mobile internet accounted for 52 percent of global online traffic, with Asia (61.7 percent) and Africa (59.8%) taking the lion's share (Statista, 2020). Mobile devices have become the default for more people than desktops and laptops, especially in Asia, due to

their convenience, simplicity of use, and affordability. Mlearning, a mobile subset of elearning, is gaining popularity as a result. Mobile learning is predicted to become a must-have option for elearning in 2020, and the necessity for mobile device-based learning has grown as a result of the coronavirus epidemic.

As previously stated, the fact that almost half of the world's students do not have access to the internet at home provides an extra motivation for governments to use mobile learning. Mobile signals can help link faraway students, especially when utilizing older bands like 3G, because they are occasionally present in remote locations.

- **Free Online Learning Centers are Increasing**

With the hang order remaining in force in the majority of nations affected by corona virus outbreaks, students and employees have more free time than they typically do. Those with reliable internet access found themselves cramming their schedules with free online course registrations. The Linux Foundation, for example, recorded a 40 percent increase in enrolment in its free online training classes (Bayern, 2020). During the pandemic, Google joined the elearning revolution by offering free online courses at the Google Digital Garage targeted at developing digital and leadership skills in a variety of domains (Havrlant, 2020). Finally, the elearning resource site Class Central offers more than 30 free coronavirus courses on its constantly updated free course list.

- **Micro learning Has Been Accepted Into the Mainstream**

Microlearning has been discovered to be suited for the new generation of pupils with shorter attention spans. Providing information at a rate that corresponds to their capacity to concentrate allows students to absorb information more quickly. In fact, when compared to standard learning approaches, microlearning has been shown to boost learning transfer by 17 percent. Furthermore, it increases engagement by 50% while lowering development expenses by 50% and improving development speed by 300 percent.

Microlearning was used to combat the coronavirus epidemic. Some of the most popular materials circulating in social media are single-page posters explaining the right method to handwash, charts illustrating the varying effectiveness rates of safety masks, and films on how the virus is communicated.

- **Educators will have more materials available to them**

With online classes becoming the new normal, teachers faced with continuing education in the face of stay-at-home directives should be given special attention. Because of the virus's quick outbreak, teachers who are only prepared to teach in a single room have little time to switch to an online style of instruction. Thankfully, instructors are benefiting from a deluge of free training materials. Tools should not be an issue for preparing and sharing online lesson plans because Google and Microsoft have long offered their collaborative software free for educational use.

Furthermore, solution suppliers have freely distributed free instructional resources and online learning education services. There are at least 315 free education materials and teacher services for K-12 leaders available on the web as of June, with topics ranging from the coronavirus to Black Lives Matter to SEL and SPED solutions, among others (Blackburn, 2020). As long as the epidemic keeps schools closed, we can probably expect more free material oriented toward teachers.

- **Learning with Video Games**

Since the concept was established over a decade ago, gamification has shown to be a successful method for increasing student engagement and improving test scores. Gamification's beneficial impacts have been well studied, and they all lead to one thing: it aids learning by appealing to a person's competitive drive. According to a TalentLMS poll, 82 percent of respondents indicated a gamification system makes people happy, and 82 percent appreciate several difficulty levels and explorable material. Furthermore, 62 percent would be driven to learn if there were leaderboards and rivalry among coworkers (Bravon, 2020).

While most gamification buries the lesson within the game, this year saw a new innovation in which the lesson is the game itself. When the COVID-19 outbreak closed schools across Canada and made field excursions impossible, a Montreal-based history teacher devised a creative remedy. He asked his pupils to play the popular video game Assassin's Creed, but he also compelled them to write papers based on the game's historical context (Favis, 2020). In Assassin's Creed Odyssey, game developer Ubisoft incorporated an exploration mode, which provides a guided tour of the location without the regular gameplay. There were additional quizzes included.

Other games, such as Roblox or Minecraft, are used to educate a variety of disciplines, including climate change, fundamental engineering, and cellular biology. Gamification, on the other hand, is a popular method for integrating video game characteristics to learning.

Conclusion

The most popular educational trend for 2021 is online learning, which was established out of need in 2020. Of course, as EdTech advances, this is becoming more feasible on a broad scale. Schools have been obliged to experiment more with online learning as a result of the epidemic.

It was discovered that e-learning increased student views, communication, educational quality, critical thinking, and self-learning, and that the influence of teacher accountability on student happiness in higher education was also discovered.

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VIRTUAL LEARNING ENVIRONMENT

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Abstract

Learning is essential in today's Competitive world. During Covid – 19 all education institutions were closed and there was an immediate need to change in the system of teaching system in the country. So, the faculties adopt the e-learning system. The information is delivered electronically over the web through an organisation's/ institutions intranet or via CD-ROM is known as virtual learning. It engages the learners with video, audio features, self - paced navigation and options such as pop-up hints and hyperlinks to related topics.

Introduction

In a world where access to information is the key to staying competitive, educational institutions rely on the students who are learning new skills, crafting innovative assignments and staying informed and responsive. With e- learning, an unlimited number of colourful graphics and special effects can be delivered that direct attention to the important points in the learning material. Students can interact with new material right away by answering practice questions and directing their own learning pace.

Virtual Learning Environment

It is a platform for learning and teaching activities on the internet via education system that replicates real world education.

Components of Virtual learning Environment

- Electronic Communications
- Curriculum mapping and planning
- Student's achievement tracking, teacher and learner online support
- Real Time Communication

Advantages of Virtual Learning
Cost Savings

The cost of developing, distributing and maintaining an e-learning application is much less than cost of instructor led training program.

Accessibility

E- learning content should be easy to find based on the classification of the content. Users should be able to locate and access instructional components from one remote location and deliver to other locations.

Ability to update

Now all of learning material can be up to date without the expense of reprinting a book, storing inventory, or manually distributing an update.

Multi user Environment

The developers can create, store, reuse, manage and deliver digital learning content from a central object repository.

Durability

The content should be durable, regardless of changes or evolutions in technology. This means new content should be added to existing content without costly redesign, reconfiguration or recording.

Reusability

Content developers and learners should be able to extract relevant e learning content such as modules from different courses and resemble them into a new course, application or context.

Virtual Classroom Environment

A virtual classroom environment is a real time learning delivery tool designed to support live online presentation and training. Modern virtual classroom software packages not only replicate virtually all the functionalities of a real classroom but also provide significant additions that are not possible in the real class room. A virtual classroom includes the following.,

Voice Conferencing

The fully integrated multi way full duplex audio conferencing allows the instructor to identify and manage the student who is speaking/ raising a query.

Video Conferencing

The real time multi point video conferencing enables users to see the session leader or other designated participants from within the interface.

Shared Whiteboards

Multiuser interactive whiteboard markup, including content created in a breakout room can be saved for later review. Allows the instructor to spend more time with the students as the course material is pre prepared.

Live Presentation Tools

It can include pre recorded video clips, audio clips, animated GIFs and other multimedia content including flash, DHTML and JavaScript.

Application Sharing

The instructor and students can share any window applications including their entire desktop or even a remote server with other learners for IT software product training. These applications will be residing on all the PCs whereas in the traditional classroom all the participants can share only one application

Live tests

The assessment of the learning process of a student is continuous. The assessment is tracked and reported online and additional custom reports can easily be generated.

Audience Control Tools

This can include microphones and camera control. In the real classroom, the teacher may ask a mischievous student to go out of the class, whereas in the virtual class the teacher may refuse to hand over the mike to such student.

Feedback

Students can raise their hand indicate polling, demonstrate laughter and applause responses, utilise public, private text chat and provide anonymous feedback to the instructor and presenters.

Chat

The students and instructor gather at a specific time to communicate directly with one another. Instructors can deliver lectures to the students, questions can be answered and doubts cleared immediately. The immediate responses ensures that all class participants understand necessary information thus making students feel connected to the instructor and the course.

Live voting

Students can be asked to give their feedback answer to any survey undertaken by the teacher much like the real classroom. In the virtual class the teacher has the discretion to make the results public.

Web Safari

To leading a live web browsing session. It allows the session instructor to take the learners on a synchronised wed tour. They can see the instructor pointer and automatically scroll when the instructor scrolls up and down on a web page.

Breakout Rooms

The instructor can break the main session into multiple breakout rooms for team or individual lab exercises. The instructor can also look over the participants shoulder and even take control of the application. This tool can be effective for short time scale information

transfer requirements or to support asynchronous learning processes scheduled update sessions.

Conclusion

Virtual Learning Environment is a multi user environment where developers can create, store, reuse, manage and deliver digital learning content from a central object respiratory. With virtual classroom educational institution can bring together large groups of students to interact and learn in a highly collaborative e learning environment while radically reducing travel, facilities and telecommunications costs.

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E-LEARNING INITIATIVES IN INDIA

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Abstract

E-learning is the way forward to learning and gaining knowledge through the means of technology and digital devices. In January 2020, the whole world faced the transmission of an infectious new coronavirus that caused the world's most fatal and terrible outcome. The eruption of COVID-19 lead to students, professionals, and other stakeholders in risks, so it forced the halting of physical classes and students' engagement. Electronic learning (E-learning), online learning, and the usage of Information and Communications Technology (ICT) tools all came in helpful in these situations. It aided students in the dissemination of information, the delivery of online lessons, the creation of internet forums, and the administering of online exams.. Prior to the pandemic, the Indian government had already begun to construct e-learning projects and infrastructure that would allow it to respond to the severe circumstance of Covid-19 by adapting and launching new programs. The Ministry of Human Resources Development (MHRD) has launched e-learning programs such as Diksha, Swayam Prabha Channel, Shiksha Van, and E-Pathshala. Learners were able to use e-contents through the National Repository of Open Educational Resources portal. Every state in India now has its own online education project thanks to the efforts of the Indian government. The Indian government's Digital India program providing Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) and other initiatives like National Mission on Education Through ICT (NMEICT), National Programme on Technology Enhanced Learning (NPTEL), a joint program of IITs (Indian Institutes of Technology) and IISc (Indian Institute of Science). All these E-learning initiatives in India show that the Indian government always has given preference to the use of ICTs as a means of mass education. This article elaborates all these E-learning initiatives taken by the central and state governments.

Keywords: *E-learning,Information and Communications Technology (ICT), Online education, Government initiatives, Ministry of Human Resources Development (MHRD), NPTEL, SWAYAM,*

Methodology

To write this paper different articles and blogs are referenced to get knowledge of e-learning initiatives by the Government of India and its better use in the Pandemic of Covid 19. Some government websites are visited to elaborate detailed information on the topic.

Introduction

India is making significant progress toward digital education, as seen by increased digitization adoption by universities and colleges, expanding internet penetration, and surging student demand. India's online education market including Secondary and higher education and lifelong learning market is expected to reach US$ 5 billion by 2025, where Government of India focus on initiating E-learning programmes,

The government's effort on building E-learning infrastructure in the country, especially providing internet connectivity in distant places, has had a big impact on E-learning. India's active internet users are expected to reach 900 million by 2025, up 45 percent from 622 million in 2020. In addition, by 2025, the country's internet penetration is expected to reach >55 percent.

The Indian government launched the 'Digital India' initiative, which aims to improve E-learning infrastructure and increase internet access among individuals   The government of India launched an e-Education effort as part of the 'Digital India' initiative to deliver online education in remote and metropolitan areas using devices like computers, laptops, smartphones, apps, and internet services.

In Covid the pandemic situation, the Government of India has taken several initiatives like, DIKSHA, SWAYAM PRABHA, PM-eVIDYA programme etc. to bring it up to speed with some worldwide online education best practises, and to make it easier for educational system to provide students with expanded online and remote learning possibilities.

E-learning Initiatives by India
DIKSHA

DIKSHA (Digital Infrastructure for Knowledge Sharing and Sharing) is a national platform for school education created by the Ministry of Education's National Council for Education Research and Training (NCERT). DIKSHA was erected on the introductory principles of open structure, open access, open licencing, diversity, choice, and autonomy articulated in Shri Prakash Javdekar's Strategy and Approach Paper for the National educator Platform released in May 2017.

DIKSHA was launched on September 5th, 2017 by the Hon' Vice President of India and has since been adopted by 35 states/UTs across the country, as well as CBSE and NCERT, and by millions of students and instructors.

DIKSHA is available to students and instructors all around India, and it now supports 18+ languages as well as NCERT, CBSE, and SCERT curriculum. The platform is being used and developed for classroom education, foundational learning programmes, and to support inclusive learning for underserved and differently abled student and teacher communities.

DIKSHA enables all states to facilitate learning/education at home through creative state programmes, thus stepping up the use of technology for the advancement of education system across India in the context of COVID-19-related disruption of schooling.

DIKSHA for Mobile

Teachers, students, and parents can use the DIKSHA portal to access interesting learning material that is aligned with the required school curriculum. For fast access to all of courses, learners can download the DIKSHA app and scan QR codes in textbooks. For this the DIKSHA app version Android 5.1 and up is required.

Swayam Prabha Channel

SWAYAM PRABHA is a group of 22 DTH channels that use the GSAT-15 satellite to broadcast high-quality educational programmes 24 hours a day, seven days a week. Every day, for at least four hours, there will be new content, which will be rebroadcast five more times through the day, allowing learners to learn and achieve. NPTEL, IITs, UGC, CEC, and IGNOU supply content for the channels, which are uplinked via Gandhinagar's BISAG-N. The INFLIBNET Centre is in charge of the web site.

PM eVIDYA

PM eVidya is a new and distinctive program of the Ministry of Education, Government of India, to provide students and teachers with multi-mode access to online teaching-learning content of various types. The PM e-Vidya resides in its broad accessibility to everybody, as it delivers education content to all through a multi-mode set-up of remote learning platforms such as the internet, radio, community radio, podcast, and television.

The development of 12 eVidya TV Channels based on the One Class-One Channel concept for classes 1 to 12 to broadcast educational programmes appropriate to those classes is one of PM eVidya's primary efforts. Students in rural areas where dependable internet connection is unavailable can benefit from the 12 eVidya DTH channels. Syllabus academic programming produced by NCERT and other bodies such as CBSE, KVS, NIOS, Rotary, and others is broadcast on these channels. Because Indians speak both Hindi and English, both languages were employed to make the video content. These videos have QR codes that, when scanned with the DIKSHA mobile app, take viewers to the same content on the DIKSHA portal.

e-PG Pathshala

The MHRD's e-PG Pathshala initiative is being carried out by the UGC as part of its National Mission on Education through ICT.   Subject experts working in Indian universities and other R & D institutes across the country have developed top quality, syllabus based, interactive digital content in 70 subjects across all fields of social sciences, arts, fine arts and humanities, natural & mathematical sciences, linguistics and languages. A team of principle investigators, paper coordinators, content authors, content reviewers, Language editors, and multimedia experts worked on each subject.

VLAB

Under the auspices of the National Mission on Education through Information and Communication Technology, the Ministry of Human Resource Development (MHRD) of the Government of India has launched the Virtual Labs project (NMEICT). IIT Delhi is the coordinating institute for this initiative, which is a partnership of twelve collaborating institutes. It's a watershed moment in ICT-based education. For the first time in distant testing, such an endeavour has been taken. Over 100 Virtual Labs with over 700 web-enabled experiments were built for remote operation and viewing as part of the Virtual Labs initiative. The benefits of VLAB are :

- All Science and Engineering College students and faculty members who do not have good lab facilities and/or tools.
- Students in high school, whose curiosity will be piqued, maybe pushing them to pursue higher education. Researchers from a variety of institutions who can work together and exchange resources.
- The contents and related teaching resources can be used by a variety of engineering colleges.

For conducting experiments at the user's premises, Virtual Labs do not require any additional infrastructure. The internet can be used to access the simulation-based experiments.

NPTEL

NPTEL (National Programme on Technology Enhanced Learning) is a joint initiative of the IITs and IISc that was founded in 2003 and is supported by the Ministry of Education (MoE) of India. NPTEL began as an initiative to bring high-quality education to all areas of the country, and today offers over 600 courses for certification in around 22 fields every semester. It provides -

- The world's largest online repository of engineering, basic sciences, and selected humanities and management courses.
- NPTEL's YouTube channel is the most subscribed educational channel on YouTube, with over 40 lakhs subscribers and 1.3 billion views.
- Over 56000 hours of transcribed and subtitled video content
- The world's most popular peer-reviewed educational material library
- More than 12000 hours of English transcripts have been translated into regional Indian languages.

VidyaDaan

This national effort is a call to the nation, particularly individuals and organisations across the country, to contribute e-learning resources in the education domain to ensure that learners across India continue to receive high-quality education. Individuals, instructors, educationists, topic experts, schools, government and non-government organisations, and others can make contributions after registering and nominating themselves. These contributions can be in the form of explanation videos, teaching videos, practise questions, competency-based items, lesson plans, and other types of content for any grade from 1 to 12 and any subject as stated by the states/UTs under their individual programmes. Such contributions must be open-licensed under the Creative Commons licence framework, and they can be curated by the different states/UTs and CBSE, with those authors whose content is accepted and widely used receiving due credit.

Advantages

In order to improve digital education in India, the government of India has relaxed restrictions on online education, and institutes and universities would be able to give >20 percent of a degree online starting in 2020. Indian institutes have been able to increase their global portfolio of higher education as a result of this strategy.

In addition, increasing digital education in India helps the government improve rural accessibility and provide great education to students in small towns and villages. Furthermore, commercial enterprises will be able to enter the Indian digital education sector as a result of this. For example, in January 2021, Esper teamed with 'Teach for India' and 'ITeach Schools' to give e-learning programmes for students in rural areas.

Rising digital education use in India is attracting major international companies to offer students online courses and broaden their opportunities to learn new skills. In January 2021, Amazon India launched 'Amazon Academy,' an online portal that helps engineering students study for competitive tests including the Joint Entrance Examination (JEE). Amazon India launched the Machine Learning Summer School in June 2021 to help Indian students learn new skills.

Conclusion

COVID-19 sprang out of nowhere, and no country was prepared to deal with the problem it had created. Over time, governments have responded to the outbreak of this fatal disease by taking rapid and decisive action. The governments of many countries had instituted a lockdown, forcing individuals to remain in their homes and places of residence. The work-from-home movement has spread around the globe. The spread of the pandemic had a significant impact on education, as it had on many other sectors. During that time, educational institutions began to digitise, and e - learning became a need. During the Covid period, every country pushed the usage of E-learning. The Indian government had also done all possible to mitigate the effects of this deadly and infectious disease. In order to protect education from the impacts of COVID-19, the Indian government promoted the use of information and communication technology (ICT) in the field of education, particularly during the lockdown time. The Indian federal government and state governments in various regions have taken numerous steps to ensure that education is available to all students across the country. The government promotes existing E-learning projects like as SWAYAM and NPTEL, as well as launching new tools to encourage E-learning. During the Corona epidemic, the VidyDaan was the first of a succession of newly released tools. PM eVidya, which was introduced in mid-May, similarly intends to give multi-mode education access. Additionally, the central government employs and promotes educational television networks such as Swayam Prabha, Gyaan Darshan, and others. E-learning initiatives by central as well as state government had played and are playing a great beneficiary role in education system.

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EDUCATION IN RURAL AREAS

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Abstract

The system of education in rural areas has been undergoing many changes and transformations. In the present existence, there have been developments and progressions taking place in the system of education in rural areas. But still much improvement need to be made and it is not at par with the urban system of education. With developments taking place in the system of education in rural areas, the rural communities are able to recognize the significance of education and sustain their livelihoods better. There has been developing of opportunities for adults as well to enhance their educational skills and abilities. The main areas that have been taken into account in this research paper are, objectives of rural education, differentiation between urban and the rural system of education, measures to make improvements in rural education.

Keywords: *Education, Improvements, Rural Areas, Teaching-learning Processes.*

Introduction

The role of education in assisting social and economic progress is well accepted. Access to education is critical to access emerging opportunities that supplement economic growth. But as far as guaranteeing quality education in rural India is concerned, it has been one of the major challenges for the government. India viewed education as the best way of promoting social change. There are few factors that are influencing the progress of the educational system in rural areas. These are, increase in the demand for the first rate pre-primary education for the children and families in rural areas. They are aware of the situation in the developing part of the country and this is the main reason that they have recognized the significance of education and express willingness in educating their children. There is a need for the system of education in rural areas to match with the system of education in urban areas. There have been establishment of schools and training centres in rural areas, which have led to improvements in the living standards of the individuals. These standards have enabled the rural communities to be at par with the urban communities.

Objectives of Rural Education

1. To Provide Free Standard Education to the Children belong to rural communities.
2. Guiding and supporting research scholars in educational development.
3. Implementation of new teaching methodologies and the system of assessment.

Differentiation between Urban and the Rural System of Education

Number of Schools: In urban areas, there are large number of schools, colleges, universities and other training centres. On the other hand, in rural areas, there is lesser number of schools. Higher educational institutions are not available in rural areas and individuals, belonging to rural communities are required to migrate to urban areas in order to

pursue higher education. In the present existence, there have been establishment of training centres in rural areas, which aim to enhance the skills and knowledge of the individuals.

Transportation Facilities: In urban areas, adequate transportation facilities are available to the students. The schools make provision of bus services to the students and they are picked up and dropped after the school hours at the bus stops, located closer to their homes. With the provision of the transportation facilities, they find it easier to commute to schools. In rural areas, the students are required to either walk to schools or make use of their own personal transportation. In most cases, where schools are located at a distance, where it is not possible to walk, then bicycles are made use of.

Provision of Civic Amenities and Facilities: In urban schools, there are provision of civic amenities and facilities, which are important in facilitating education. These are availability of restrooms, clean drinking water, classrooms, infrastructure, furniture, machinery, equipment, and technology. These aspects have rendered a significant contribution in making provision of education. On the other hand, in rural schools, these facilities and civic amenities are not available. This is imposing unfavourable effects upon the acquisition of education. There have been formulation of laws and policies by the Government and measures are being implemented to make provision of restrooms, mid-day meals, technology, infrastructure, machinery, equipment and proper classrooms in the schools in rural areas.

Level of Education: The level of education in urban schools is at an advanced stage. Apart from academic concepts, there are number of tasks and activities that students get engaged in. These include extra-curricular and creative activities such as, sports, physical activities, dance, music, singing, artworks, handicrafts and so forth. In addition, there are organization of picnics, competitions and events, which provide opportunities to the students to enhance their awareness and depict their skills. On the other hand, in rural schools, the level of education is basic and the provision of extra-curricular activities is not much level.

Computer Education: In the present existence, technology has gained prominence. The use of computers has facilitated the acquisition of education to a major extent. In urban areas, schools are providing computer education to the students and also making use of technology in the implementation of tasks and functions. Students make use of the internet to a major extent to acquire knowledge in terms of various areas and also when they are required to prepare their assignments and projects. In rural schools, there are few schools that provide computer education to the students.

Organization of Picnics: In urban schools, picnics are organized with the main purpose of stimulating the mind-sets of the students and motivating them towards learning. There are number of places, which are taken into consideration when picnics are organized, these include, religious places, historical places, museums, parks, and so forth. Students normally enjoy and take pleasure in picnics. On the other hand, in rural schools, there is not any organization of picnics. The students are mostly provided knowledge within the classroom environment. In other words, classroom teaching is encouraged.

Use of Technology: In urban schools, teachers make use of technology such as, lap-tops, computers and printers with the main purpose of providing notes and other learning materials to the students. The use of technology has not only facilitated learning among students, but teachers have also been able to make the teaching processes manageable through the utilization of technology. One of the major benefits of technology is, it provides extensive

knowledge and information in terms of various areas. Whereas, in rural schools, the teachers do not make use of technology and explain the lesson plans to the students by reading from the textbooks.

Infrastructure: The provision of infrastructure in urban schools is in a well-developed state as compared to schools in rural areas. Within the classrooms, there are proper seating arrangements, desks, technology and other heating and cooling equipment, which is utilised in accordance to the weather conditions. Whereas, in schools in rural areas, the students are made to sit on the floor and there are not provision of proper infrastructure or furniture or equipment. To facilitate the acquisition of education, it is necessary to make provision of proper infrastructure in schools. Lack of infrastructure may impede the learning abilities of the students.

Teachers: The teachers recruited in urban schools are well-qualified and experienced. They are recruited by the school authorities, taking into consideration certain aspects. They are well aware of the performance of their job duties and render an effectual contribution in leading to growth and development of the students. On the other hand, in schools in rural areas, the teachers usually lack the skills and abilities, they are unaware in terms of the performance of their job duties and do not have much concern regarding effective growth and development of the students. On the whole, teachers in rural schools are not much satisfied with their jobs.

Measures to Make Improvements in Rural Education

Availability of Infrastructure and Facilities: To promote education among the students in rural schools in a well-organized manner, there is a need to make provision of adequate infrastructure and facilities. These mainly include furniture, proper seating schedule, black-boards, chalks, heating and cooling equipment, clean drinking water, restrooms, and the overall construction of classrooms and school buildings should have enough room to accommodate the students. When all these facilities would be adequately available, then the students would be able to concentrate well upon their studies. The overall classroom and school environmental conditions would get better due to availability of infrastructure.

Provision of Transportation Facilities: In rural areas, schools are mostly located at a distance and students are required to walk miles. Walking mostly is tedious for the students, hence, due to this; they lack interest in studies and do not take pleasure in coming to school. Therefore, when schools make provision of transportation facilities to the students, then they would be able to manage their coming and returning from schools. It is essential to bring about improvements in roads in rural areas and transportation facilities to the students, so that they are able to manage their transferring to schools and back home in an appropriate manner.

ICT-based Education for Students*:* Information and Communication Technology based education for students within rural areas would assist in the acquisition of education to a major extent. The students are provided with computer skills, such as word, Power Points, Excel, Access, C++, and other software packages. In the initial stage, students find it hard and feel apprehensive, but within the course of time, they are able to develop efficiency. Therefore, ICT-based education has become indispensable for not only improving their skills and abilities, but also in making provision of recreational activities. In nursery schools, students are shown movies and plays on computers.

Recruitment of Teachers: The recruitment of teachers in rural schools should be done, taking into consideration certain factors, these include, educational qualifications, experience, skills, attitudes and overall personality traits. Teachers are the ones, who render an indispensable contribution in leading to effective growth and development of the students. They make use of effective teaching and learning methods, so that they are able to impart the necessary knowledge to the students and generate awareness among them. The other areas that not only facilitate recruitment but also retention of teachers are, the school and the classroom environment should be created in such a manner that teachers should feel satisfied with their jobs; they need to form effectual terms and relationships with their colleagues and other members of the educational institutions; they need to possess proper knowledge and skills in terms of their job duties and need to feel satisfied with the pay and incentives.

Dealing with Students: It is essential for the teachers to communicate with the students in a polite and courteous manner. They should acquire proper understanding of their needs and requirements and implement the teaching-learning processes and the instructional strategies accordingly. Research has indicated that when students do not acquire efficient understanding of the concepts, when they do not complete their home-work or class assignments, do not perform well in exams or play mischief in class, then the teachers punish them severely. As a result, the students develop apprehensiveness and may even drop out of school. Therefore, the teachers need to be kind and courteous towards the students and help them in the achievement of their academic goals.

Teaching-Learning Processes: The principals and the teachers need to work in collaboration and integration with each other and make sure that the teaching-learning processes should be well-organized and adequately implemented. The teaching and the learning processes that are mostly used in rural schools are, the teachers provide explanations of the lesson plans through textbooks. They read the lesson plans and provide explanations to the students, either verbally or in writing on the black-board. The students are required to bring notebooks and pencils and they take down notes, while the teacher is teaching. It is vital on the part of the students to understand the concepts, so they are able to score good grades in tests and exams.

Promoting Extra-curricular Activities: Extra-curricular activities are important in schools. They stimulate the students and arouse interest and enthusiasm among them towards learning. In some cases, when students do not perform well academically, they excel their skills and abilities in extra-curricular activities. Other individuals enhance their skills and abilities in dancing, singing and playing of musical instruments. Other extra-curricular activities include artworks and handicrafts. Within rural communities, individuals in some cases, produce handicrafts and artworks in order to meet their livelihoods requirements. It is essential to promote these activities in schools in order to enrich the education system.

Social and Economic Chang*:* The use of ICT should be implemented in such a manner that it should promote social and economic change. The social and economic change should be brought about within the rural society as well as the rural system of education. The ICT focuses upon the use of computer technology. The major changes that can influence the overall system of education is, students should be taught how to make use of technology within the learning methods. They should be taught how to prepare assignments and projects using technology, instead to making use of notebooks, paper and pens.

Teaching-Learning Materials: Having good-quality teaching-learning materials is one of the aspects that is of utmost importance in facilitating education. These need to be in accordance to the requirements of the students. In some cases, the students, enrolled in class V are unable to read class II textbooks, which means the teaching-learning materials as well as the processes have not been developed in an efficient manner. Therefore, teachers need to provide practice exercises and worksheets to the students, so that they are able to acquire appropriate understanding. In addition to textbooks, the teachers need to make use of hand-outs, worksheets, notes and other materials, and also they should conduct a test at the end of each lesson plan.

Conclusion

The system of education in rural areas is in a developing state. In rural areas, the problems that are found in the system of education are regarding number of schools, transportation facilities, provision of civic amenities and facilities, level of education, computer education, organization of group classes, and organization of picnics, use of technology, infrastructure, and teachers. The measures that are needed to get implemented to make improvements include, availability of infrastructure and facilities, provision of transportation facilities, ICT-based education for students, recruitment of teachers, dealing with students, teaching-learning processes, promoting team-work, promoting extra-curricular activities, social and economic change and teaching-learning materials. The fundamental principles of the high quality rural education program are, equal opportunities to all, grievance redresser procedures, educational adequacy, morality and ethics, development of leadership skills, implementation of managerial functions, implementing sound decision making, provision of support services, financial resources and school governance.

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E-LEARNING REVOLUTION – A GOVERNMENT INITIATIVE

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Abstract

The term "digital education" is used to describe any type of teaching or learning strategy that incorporates digital tools and resources. Any student, no matter where they live in the country, can benefit from this emerging and expansive technology field. In India, people generally believe that digital education is where the field is headed. Numerous channels have been set up by the Indian government to ensure that educational materials and best practises reach all corners of the country. The channels and initiatives of the Indian government in the field of digital education are discussed.
__Key Words:__ E learning, Government, Initiatives, Infrastructures.

Introduction

The rapid growth of the internet and the rising number of students interested in online courses are all signs that India is making great strides toward a fully digital educational system. As a result of the government's efforts to develop online education programmes, improve digital infrastructure throughout the country, and meet the growing demand for student upskilling, RedSeer Consulting predicts that India's online education market (higher education and lifelong learning market) will grow to US$ 5 billion by 2025.

The government's investment in the country's digital infrastructure, notably in expanding internet access to rural areas, has had a profound effect on online learning. The IAMAI-Kantar Cube analysis predicts that by 2025, there will be 900 million internet users in India, up from 622 million in 2020. Furthermore, it is expected that internet penetration will exceed 55% by the year 2025.

The government of India started the 'Digital India' programme in July 2015 with the goal of expanding the country's digital infrastructure and bringing more people online (for example, connecting rural areas to high-speed internet networks). As part of its 'Digital India' programme, the government has started an e-Education plan to provide online education to residents of both rural and urban areas using mobile devices and the internet.

Furthermore, the Indian government has taken a number of initiatives (such as the PM eVIDYA programme, DIKSHA, and others) to bring it up to speed with some global online education best practises and to ease regulations for universities and colleges to provide students with extended online and distance learning opportunities in the midst of the pandemic.

Digital Education Initiatives and their Purposes

Key initiatives taken by the Indian government to boost digital education activities are as follows:

- ***National Digital Educational Architecture (NDEAR)***

In the Union Budget 2021-22, the Indian government committed to building out the country's digital infrastructure and lending a hand to educational planners by launching the National Digital Educational Architecture (NDEAR). The goal of the NDEAR is to ensure the independence of all stakeholders, especially the states and UTs, while providing a novel ecosystem architecture for education technology deployment across the country.

- ***PM eVIDYA Programme***

The Prime Minister's (PM) eVIDYA plan was announced in May 2020 with the goal of promoting and developing digital education and increasing access to e-learning for students and instructors across India. The goal of the programme is to centralise everything having to do with digital/online education for the benefit of the world's 25 crore schoolchildren.

Through the DIKSHA portal, the programme will also offer radio/podcasts and QR-coded digital textbooks to schoolchildren who are deaf or blind (Classes 1 to 12).
E-learning has been bolstered as the legal foundation for distance/open/online education has been loosened, allowing the top 100 universities to begin offering online courses.

- ***DIKSHA***

In September 2017, the United States published DIKSHA1, a nationwide platform for K-12 education that is accessible to all states and the federal government. DIKSHA can be accessed both online and as a mobile app. DIKSHA provides access to a wide variety of e-content connected to the curriculum through a number of use cases and solutions, such as QR-coded Energized Textbooks (ETBs), teacher courses, quizzes, and more. With over 30 billion content plays and 200 billion page hits on DIKSHA as of July 2020, it is projected that over 60 billion ETBs will be granted in India this year by 35 states and union territories. As a component of the Atma Nirbhar Bharat programme, DIKSHA is India's "one nation; one digital platform" for K-12 education. To guarantee a uniform access and learning experience across digital devices (laptop, mobile, desktop, tablets, TV, and radio), DIKSHA is being developed into a platform for diversified and rich curriculum-linked e-content requirements of learners and teachers across all states/UTs. DIKSHA is also designed to provide states and UTs more leeway in deciding how best to use the platform's data, tools, and services to advance their own unique educational agendas. Established in April 2020, VidyaDaan is a national content contribution programme that seeks for and accepts e-learning resource contributions from educational institutions, private bodies, and individual specialists using the DIKSHA platform and tools.

- ***SWAYAM***

In 2017, the government launched a programme called Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) to give a unified platform for low-cost online courses to all people, but especially the poor.
The website offers a wide range of high-quality Massive Open Online Courses (MOOCs) for students to enrol in (from Class 9-12 to Under Graduates and Post Graduates).

- ***SWAYAM PRABHA***

It was in 2017 when the SWAYAM PRABHA network of 34 DTH (Direct-to-Home) channels began broadcasting nonstop, educational content around the clock.

Daily, the channels air at least four hours of new material, which is then repeated five times so that students can watch at their convenience.

- *ePathshala Portal*

In 2015, the government created the ePathshala portal to serve as a central hub for instructional media such as videos, audios, flipbooks, and other documents. The portal's materials are translated into several Indian languages, including Hindi, English, and Urdu, and are accessible via mobile devices, desktop computers, laptop computers, and tablets.

- *NISHTHA*

In FY21, the secondary level adopted the National Initiative for the Holistic Advancement of School Leaders and Teachers (NISHTHA) - Phase II, which adapts curriculum modules for use in distance education. The Union Budget 2021-22 projects that 5.6 million teachers will be educated through the NISHTHA programme in the upcoming fiscal year.

- *OLabs*

The government launched OLabs in November 2014 to provide students with lab learning experiences via the internet for individuals who do not have access to real labs.

- *Virtual Labs*

The National Initiative for the Holistic Advancement of School Leaders and Teachers (NISHTHA) - Phase II was implemented at the secondary level in FY21. This phase focuses on adapting curricular modules for use in online education. The Union Budget 2021-22 proposes funding for the NISHTHA initiative to educate 5.6 million teachers.

Advantages

Institutions and colleges in India will be permitted to provide more than twenty percent of a degree online beginning in 2020 thanks to the government's simplification of legislation on online education. With this method, Indian universities have been able to broaden their offerings to students all around the world.

There have been a number of prominent EdTech startups in recent years, including upGrad, Virohan, BYJU's, and others, all of which are dedicated to offering cutting-edge learning management solutions such as blended learning, 3D and DIY kits, and AI-based innovative and engaging education. RedSeer and Omidyar Network India released a paper projecting that student adoption of EdTech products in India would lead to the sector reaching US$ 3.5 billion by 2022.

Education in India is a priority for the government, and expanding access to digital learning resources would help them provide a first-rate education to children in rural areas and smaller communities. As an added bonus, this paves the way for private enterprises to enter the digital education market in India. For instance, in January 2021, Esper collaborated with "Teach for India" and "ITeach Schools" to bring e-learning programmes to children in rural areas.

The increasing popularity of online learning in India is luring major corporations from all over the world to set up shop there, teaching students new skills and opening them more career options. In January 2021, for instance, Amazon India launched 'Amazon Academy,' an online portal that helps students study for entrance examinations like the Joint Entrance Examination (JEE). Machine Learning Summer School was launched by Amazon India in June

2021 to provide students in India with the opportunity to gain exposure to and practise in the field of artificial intelligence.

The Future of Digital Education

In the future, the government will prioritise making students industry-ready through evaluating their skills and guiding them to better line with those needed in the workplace. Institutions of higher education in India are being encouraged by the government to make the switch to digital methods of operation. Because of this, many universities and colleges in India, such as Amity University, Christ University, the All India Management Association (AIMA), the Indian Institute of Management (IIM), Ashoka University, and the Indian School of Business (ISB), have shifted to online examinations.

The government is also investing heavily in R&D to identify industries that can support India's digital education initiatives. The government of India declared in July 2021 that it would be using space technology (including satellite connectivity) in its digital classrooms. Currently, 19 states and the A&N Islands are receiving digital instructional content via the Tele-education Programme thanks to satellite communication. Using satellite technology, educational institutions in India like the Bhaskaracharya National Institute of Space Applications and Geoinformatics (BISAG-N) are able to transmit 51 channels across the country. Institutions such as the Indian Institute of Remote Sensing are utilising digital platforms to educate beneficiaries (including working professionals, undergraduate/graduate students, PhD students, academics, students, and teachers) on space technology and its applications. In 2020-21, 2.422.022 people took part in these programmes. Opportunity for further development of digital education and space-based applications is anticipated as a result of these endeavours.

Conclusion

UNESCO reports that India, together with Brazil, China, Bangladesh, Egypt, Mexico, Pakistan, Nigeria, and Indonesia, will join a push to accelerate digital learning and reap the benefits of the global digital education endeavour. Countries working together are more likely to promote a shift away from the status quo in education and toward expanding opportunities in the digital education industry worldwide.

As more and more educational institutions in India go digital, it bodes well for the growth of innovative pedagogical practises in the field of educational technology (EdTech).

In addition, the shortage of teachers has been alleviated thanks to digitization in the education sector, which has made it possible for students living in rural areas to receive an excellent education through the use of interactive digital media. It's also helping teachers in outlying areas use technology to improve their own skills and hasten the transition to digital education in the country as a whole.

The government's efforts to expand the country's digital landscape, coupled with the private sector's growing interest in offering online courses, are expected to improve digital education, giving students more agency and opening doors for innovative technology.

LEARNING MANAGEMENT SYSTEM (LMS) : AN INSIGHT VIEW

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Abstract

Now a days, E-Learning Management system plays an important role in the technological world. Learning Management is one of the software application. It retains the rapidity of technological revolution in the education field. In the current scenario the Learning Management System lead to increase the interest of web based education among students. It helps the students and lecturers meet together without traditional classroom. The Virtual Learning Environment opportunity can be obtained by the students for good understanding and it improves the imaginary powers of the students. At the time of COVID pandemic situation the E- Learning Management was so popular among both school and college students.

Introduction

Web-based learning (often known as "E-Learning") is one of the most popular Internet applications. In general, video conferencing, videotape, satellite broadcast, TV broadcast, Internet, and other technologies have been used to offer remote education. An instructor can use a learning management system to produce and distribute content, track student involvement, and evaluate student performance. An LMS aids in the enhancement of overall student satisfaction with the LMS learning experience. A well-managed information flow at an academic institution can increase academic standards while also ensuring more equity. The intellectual community's information-seeking activities and access to information have gotten considerably easier, quicker, and more cost-effective with the arrival of the Internet.

History of LMS

- The Phillips began offering online degree courses in 1728. He stated that students in Boston would receive instruction on a weekly basis. As a result, he sorted the pupils who had the ability to benefit from the correspondence's superb handwriting training.
- Plato introduced the course network in 1960, which allowed students to learn individually while also monitoring their progress and providing courses.
- The first online learning management system (LMS) was released in 2008. It saves data and runs on the internet.
- Moodle was first launched in 2002. To learn, users only need to download software to their computer.

Objectives of LMS

- To make class rosters, manage registration, and keep track of waiting lists.
- To manage and upload documents with educational information.
- To offer course information via a Web-based interface, allowing the instructor and student to have a totally remote educational experience.
- The ability to design and share course schedules.
- The ability for students to communicate with one another using features like as instant messaging, email, and discussion boards.
- The capacity to develop techniques for assessing and evaluating pupils (such as multiple choice quizzes).

Types of LMS

1) Enterprise LMS

This LMS kind will assist the company in getting the most out of a current training programme. Enterprise LMS is also quite scalable. It will expand as more courses are offered. It also includes a long range of built-in features to meet all of our requirements.

2) Individual LMS

Small enterprises will benefit from this style. It also restricts what an individual course may require by containing only a few, if any, of the essential qualities. Individual LMSs are suitable for small businesses and individuals that want to create a variety of learning modules.

3) Cloud-based LMS

Data security and accessibility are both improved with a cloud-based LMS. To access and utilise it, you don't need to install any special devices or software. In comparison to an installed version, it is far more scalable.

4) Saas LMS

Software as a service (Saas) is a web-based learning management system (LMS) with a cloud-based subscription model. All data is stored on the internet/server, and users may use a web browser to access the platform. Furthermore, all data would be stored in the cloud.

5) Free LMS

Anyone with a basic understanding of software may install it and develop a course. Although the free LMS offers less features, courses, and users, it still provides an excellent overview. However, keep in mind that its updates will demand your time and attention, and it lacks the kind of support to which certain customers are used.

6) Hosted LMS

This LMS type allows us a lot of customization. It includes custom-controlled security, allowing you to choose the level of security.

7) Licensed product LMS

It may provide consumers with the highest level of customization, customer service, and dependability. Above all, it may be installed on a cloud server or locally. It is also the most adaptable and customized to each customer's needs, which may take some time.

8) On-premise LMS

It is designed to be used on its own. On a large scale, it might be restrictive. In addition, the on-premise installation keeps user and company data safe and secure.

Importance of LMS

- As the COVID-19 virus continues to pose a threat to everyone, the world is thrown into chaos. Schools throughout the world have temporarily shuttered to safeguard kids, teachers, and staff from illness.
- According to a UNESCO report, the epidemic has touched over 1.2 billion pupils in 143 countries.
- Students can continue their education, however, owing to the advent of online learning during the COVID-19 epidemic. Schools, colleges, and universities are moving away from the four walls of their classrooms and embracing the digital environment. According to a recent report, educational institutions are willing to spend up to $350 billion by 2025 on educational technology.
- Video conferencing, virtual tutoring, and, most crucially, learning management systems are examples of such technologies (LMS).
- LMS are software systems that help organisations manage the administration, monitoring, and reporting of online courses and training programmes. It functions as a virtual classroom, allowing teachers to engage with their students and undertake online learning activities.

Functions of LMS

- The structure of a learning management system (LMS) is to concentrate and organize learning-related operations into a single system.
- Unauthorized access to courses, student records, and administrative tasks is protected by security.
- Learners and instructors use registration to discover, choose, and assign courses.
- The distribution of learning information and experiences to learners is dependent on demand.
- The learner will find it simple to communicate with other students, professors, and course administrators.
- The process of organizing exams, as well as the gathering, recording, and storage of assessment data, is known as assessment.
- The practice of storing and maintaining data on learners under record keeping.
- The reuse capability is utilized for searching and recombining courses for distribution in multiple curricula.
- Personalization is the process of learners and administrators customizing LMS features to meet their personal preferences and organisational needs.
- Integration refers to the sharing of data with other systems in order to allow enterprise-wide learner performance tracking.
- The administration function is responsible for centralizing the management of all of the responsibilities.
- Learner data, such as progress in learning, is tracked through assessment.
- Administrators utilize reporting to convey information about the learners, courses, and other data that was tracked.

Advantages of LMS

- It's simple to use and incredibly effective.
- The session list includes a description of each server module, as well as accessibility.
- Management, instructors, and students save time by having internet access to their accounts, allowing them to work from anywhere in the globe.
- It makes managing users, roles, courses, teachers, and facilities as well as generating reports a breeze.
- Systems give end users with reminders for things like delivery dates, exam dates, and answering questions, among other things.
- A diverse range of course activities, including discussion boards, contests, glossaries, resources, alternatives, surveys, assignments, chats, and workshops.
- Several sorts of communication tools are available in a learning management system. The system may run its own online forum, mail server, and chat application. Using a learning management system guarantees that each student has easy access to these resources without having to install additional software, and that all students are using the same communication techniques.

Limitations of LMS

- Traditionally, learning management systems (LMSs) have been course-centric rather than student-centric. The availability of tools can be leveraged to meet the demand for instructors to be re-skilled. Currently, an LMS does not support all teaching methods or provide resources for particular educational practices, such as audio discussion boards.
- Managing and maintaining an institution-wide LMS necessitates a degree of technical proficiency that most classroom teachers lack. As a result, individuals who decide what technology to buy and how to install it are frequently detached from the classroom and only have a partial understanding of the pedagogical consequences of their final selections.
- Some teachers lack the computer and information literacy abilities, as well as the information management skills required to effectively use a learning management system to assist their teaching.
- Many instructors struggle to plan and organize a combination of learning activities that are suited to student requirements, teacher abilities and style, and institutional technological capacity while simultaneously learning how to work within these circumstances.

Advanced features of LMS

1) E-Commerce

The ability to offer third-party courses and link with payment processors like PayPal and Stripe.

2) E-Conferencing

The capacity to plan and host e-conference sessions in which several students can participate through voice and video.

3) Excel Uploader

Administrators may establish numerous user accounts in minutes using MS Excel, upload hundreds of classroom and training records, and get training reports.

4) Whiteboard

Instructors and students may use the online whiteboard to produce and exchange texts and drawings in real time.

5) Mobile friendly

The ability to utilize the LMS on mobile devices (phones and tablets), including the ability to study when not connected to the internet.

6) SCORM compliant

Integration with third-party systems and data interchange using eLearning standards like SCORM and Tin-Can.

7) Custom branding

Many LMS systems allow for the use of a company's own branding and/or the creation of customized LMS user interface themes.

Conclusion

Learning Management System (LMS) is a well-known piece of software that provides a one-of-a-kind and superior platform for managing learning materials and content. It assists the organisation, instructors, and students in collaborating and managing all of the learning resources. Many people have voiced good feelings regarding LMS, demonstrating that it is a requirement for all students globally. All students may receive adequate training and instruction on how to use the LMS as an instructor. Lecturers were able to respond to problems more promptly and be more responsive to student learning requirements as a result of the improved communication provided by the forums.

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ANALYSIS OF RURAL STUDENTS E- LEARNING USING AND ITS CHALLENGES IN VIRUDHUNAGAR DISTRICT

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Abstract

E-Learning is denoted to as teaching and learning by using electronic media. This method supports the use of networking and communications technology in teaching and learning. E-Learning is commonly meant for isolated learning or remoteness learning, but can also be used in face-to-face mode. In this paper we have Analyse of rural students e- learning using and its challenges in virudhunagar district. the providers and learners ratio and an analysis on the collected data has been made to find the advantages of E-Learning resources and their challenges on social and mental development of the individuals belonging to rural areas.

Key Words: e-Learning, rural areas, electronic media, e- learners

Introduction

The education most powerful weapon and guider in every human being life. Now the generation is developed and entered into modernised world, then education is develop the modern worlds. The modernised education is fully electronic based for e-teaching, e-learning, e- conference, e- training etc., now the pandemic period all educational institution use the electronic way teach.

The most of the students used e-learning and more then face challenges because of pandemic periods in virudhunagar districts, the institution immediately implement online class, e-quiz, e-seminar and e- assignment etc., the students affected the e-learnings for lack of the knowledge about electronic devices using and lack of facilities in home, so the students affect and faced the challenges. This articles explained and analyze the e-learning using and challenges of the students.

Review of Literature

Jyoti agrawal (2021) study entitled **Effect Of Lockdown On Education Of Rural Undergraduate Students Duringcovid-19 Pandemic In Umarban (Dhar), M.P., India,**

A survey was conducted to assess the impact of lockdown due to COVID-19 on online education of undergraduate learners of government colleges Umarban, district Dhar (454449) Madhya Pradesh, India. An online as well as offline survey was conducted from 10 October 2020 to 15 March 2021 to collect the information. To analyze the possibility and attention of students for online education, various online quizzes were conducted in which a structural questionnaire link using 'Google form' was sent to students through WhatsApp. A total of 265 students were taken for the survey. The simple percentage distribution was used to assess the

learning status of the study participants. During the lockdown period, around 15.47% of learners were involved in e-learning. Most of the learners were used android mobile for attending e-learning. The present study revealed that around 60% of students were seen to involve in farming during lockdown instead of online classes. In addition to this, 45% of students never joined an online class during the entire session. Further analysis demonstrated that 13% of students do not have their own mobile phone, nearly 18% could not join due to poor internet connectivity, 21% of students faced unfavourable study environment at home and 3% of students have other reasons. This study also showed a comparative analysis of the presence of students before and after the COVID 19 pandemic. As the ratio of presence of students in physical and virtual classrooms was 2.32. The overall results from this study revealed that especially in rural areas COVID – 19 pandemic had affected more adversely on classroom attendance, where people already do not want to give importance to education. Higher education institutions may benefit from these findings while formulating strategies to support students during this pandemic. Moreover, to promote education in COVID 19 era strong strategies are urgently needed.

Claudiu Coman 2020 research that **Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective,** research focuses on identifying the way in which Romanian universities managed to provide knowledge during the Coronavirus pandemic, when, in a very short time, universities had to adapt the educational process for exclusively online teaching and learning. In this regard, we analysed students' perception regarding online learning, their capacity to assimilate information, and the use of E-learning platforms. An online survey based on a semi-structured questionnaire was conducted. Data was collected from 762 students from two of the largest Romanian universities. The results of the research revealed that higher education institutions in Romania were not prepared for exclusively online learning. Thus, the advantages of online learning identified in other studies seem to diminish in value, while disadvantages become more prominent. The hierarchy of problems that arise in online learning changes in the context of the crisis caused by the pandemic. Technical issues are the most important, followed by teachers' lack of technical skills and their teaching style improperly adapted to the online environment. However, the last place was assigned by students to the lack of interaction with teachers or poor communication with them. Based on these findings, research implications for universities and researchers are discussed.

Research question
- What are the ways students using the e-learning in virudhunagar district?
- What are the challenges faced the students for e-learning in virudhunagar district?

Objectives
- To identify the student's e- learning way of using's in virudhunagar districts.
- To know the students face the e- learnings challenges in pandemic periods in virudhunagar district.

Hypotheses
There is no significant relationship between the age, gender, education and income of the students face the e-learning challenges in pandemic period.

Research Methodology

This study Analysis of rural student's e- learning using and its challenges in virudhunagar district is descriptive in nature and makes use of a descriptive research design. Bothe primary and secondary data are used for this study. Primary data is collected through survey. Secondary data were collected from website, books, journals etc. Primary data was collected from sample of 196 rural students in virudhunagar district.

In the present study a structured presented questionnaire was used as the tool to collect data from the selected rural students. The first part of the questionnaire contains questions on personal profile which includes age, gender, Education level and income. The second section contains question related to measurement of rural students e-learning challenges.

Respondents' Socio-Economic Profile

Table – 1 Age of the respondent

Age	No. of respondents	Per Cent
16 – 18	68	34.7
19 – 21	71	36.2
above – 21	57	29.1
Total	196	100

Table : 1 revealed the respondents" age, it is clear from the table that, on the whole as many as 71 respondents (36.2 per cent) out of the total sample of 196 are found to be in between the age group of 19-21 years, followed by 34.7 per cent of the respondents are recorded in the age group of 16-18 years and 29.1 per cent of the respondents are recorded in the age group of above 21 years. It is clear from the table that majority of the respondents (36.2 per cent) are belonging to the age group of 19-21 years.

Table -2 Gender of the respondent

Gender	No. of respondents	Per Cent
Male	97	49.5
Female	99	50.5
Total	196	100.0

Gender refers to the socially constructed use of e-learning, challenges and attributes that a particular society considers appropriate for men and women. Gender of the respondent is depicted in table no.2. A highest majority (i.e., 50.5 per cent) of the respondents are female and the remaining 49.5 per cent of the respondents are male.

Table – 3 Educational Qualification of the respondent

Education Qualification	No. of respondents	Per Cent
School	56	28.6
Under Graduation	91	46.4
Post-Graduation	49	25.0
Total	196	100

Education plays an important role in determining one's socio economic status in the entire society. It should be noted that education is a pre requisite for progress and development of an individual. The high incidence of illiteracy constitutes one of the greatest barriers to their development. Thus, education should be treated as a progressive aspect in human development. The distribution of the respondents by different educational levels is presented in table 3. Out of the total 196 sample respondents, 46.4 per cent of the respondents are under graduates, followed by 28.6 per cent are School, and the remaining 25.0 per cent of the respondents are having post graduates. As per the data presented in the above table, it may be concluded that the most of the respondents are graduates and school respectively.

Table – 4 Monthly income of the respondent

Income	No. of respondents	Per Cent
Below 40,000	56	28.6
40,000-60,000	72	36.7
60,000-80,000	49	25.0
Above 80,000	19	9.7
Total	196	100.0

The distribution of the respondents" monthly income is depicted in table no. 4. According to the above table 36.7 per cent of the respondents" income is in, Rs.40,000-60,000 followed by 28.6 per cent of the respondents" income is below 40,000, 25.0 per cent of the respondents" income is Rs.60,000-80,000 and the remaining 9.7 per cent of the respondents" income is above Rs.25,000. It infers that major group (36.7 percent) of the respondents" monthly income is Rs.40,000-60,000.

Table – 5 e – learning easily

	No. of respondents	Per Cent
Yes	90	45.9
NO	106	54.1
Total	196	100.0

Studying the e-learning easily table no. 5. According to the above table 54.1 percent of the respondents are e-learning is not easily and remaining 45.9 percent of the respondents are e-learning is easily. It infers that major group 54.1 percent of the respondents saying e-learning is not easily.

Table – 6 Which type devises used the student in pandemic periods

Equipment	No. of respondents	Per Cent
Cell	70	35.7
Computer	35	17.9
Tab	46	23.5
Laptop	45	23.0
Total	196	100.0

Which type devises used the student in pandemic periods table no. 6 According to above table 35.7 percent of the students using the cell, followed by 23.5 percent of the students using the tab, 23.0 percent of the students using laptop and remaining 17.9 percent of the students using the computer. It is clear from the table that majority of the respondents 35.7 percent of the students using the cell.

Table – 7 Which type of in links online classes students used

Equipment	No. of respondents	Per Cent
Google meet links	91	46.4
Zoom links	78	39.8
Google class room	27	13.8
Total	196	100.0

Mostly the students using links for online class table no. 7 according to above table 46.4 percent of students using the Google meet links, followed by 39.8 percent of the students using the zoom links and remaining the 13.8 percent of the students using the Google classroom. It is clear from the table that majority of the respondents 46.4 percent of students using the Google meet links.

Table – 8 Frequencies of e-learning challenges

S.No	e-learning challenges	SD	D	N	A	SA	Total
1	Students' struggle to adapt to online courses	35 (17.9%)	43 (21.9%)	27 (13.8%)	28 (14.3%)	**63 (32.1%)**	196 (100%)
2	Lack of direct contact with the faculty	30 (15.3%)	38 (19.4%)	24 (12.2%)	**55 (28.1%)**	49 (25.0%)	196 (100%)
3	Lack of motivation to attend classes	37 (18.9%)	35 (17.9%)	38 (19.4%)	**53 (27.0%)**	33 (16.8%)	196 (100%)
4	Time management.	34 (17.3%)	31 (15.8%)	**45 (23.0%)**	43 (21.9%)	43 (21.9%)	196 (100%)
5	Lack of knowledge about internet using	24 (12.2%)	**52 (26.5%)**	46 (23.5%)	31 (15.8%)	43 (21.9%)	196 (100%)
6	Lack of network facilities	20 (10.2%)	40 (20.4%)	29 (14.8%)	**70 (35.7%)**	37 (18.9%)	196 (100%)
7	lack of facilities in home	28 (14.3%)	38 (19.4%)	36 (18.4%)	40 (20.4%)	**54 (27.6%)**	196 (100%)

Source: Computed Data

The table – 8 explain the challenges of e-learning for the students in pandemic period, 32.1% (63) percent of the students strongly agree that the students struggle to adapt to online courses, followed by 28.1%(55) of the students agree that the Lack of direct contact with the faculty, 27.4% (53) of the students agree that the Lack of motivation to attend classes, 23.0% (45) of the students that neutral the Time management, 26.5% (52) of the students disagree that the Lack of knowledge about internet using, 35.7% (70) of the students agree that Lack of network facilities, 27.6% (54) of the students that the lack of facilities in home.

Chi-square test

Table – 9 Socio economic and E-learning challenges in pandemic period

S.No.	Socio economic and E-learning challenge	Pearson Chi-Square	Results
1	Age	0.000	Not significant
2	Gender	0.028	Not significant
3	Educational Level	0.000	Not significant
4	Income	0.000	Not significant

Source: Computed Data

Table – 9 reveals that the results of chi-square test. The P value for the socio economic and e-learning challenges of students in pandemic period variables such as age, gender, educational level and income are not significant at 5 per cent level. Hence the null hypotheses regarding these variables are accepted.

Findings and Suggestion

- It is clear from the table that majority of the students (36.2 per cent) are belonging to the age group of 19-21 years.
- A highest majority (i.e., 50.5 per cent) of the respondents are female and the remaining 49.5 per cent of the respondents are male.
- It is clear from the table that majority of the students 46.4 per cent of the respondents are under graduates.
- It infers that major group (36.7 percent) of the respondents" monthly income is Rs.40,000-60,000.
- It infers that major group 54.1 percent of the respondents saying e-learning is not easily.
- It is clear from the table that majority of the respondents 35.7 percent of the students using the cell.
- It is clear from the table that majority of the respondents 46.4 percent of students using the Google meet links.

Now in the modern age the entire activities changed due to widespread internet technology. Everything changed to online mode. In the educational field also contribute wide spread learning conveniences through network system. E learning is also effective method to teaching and learning process. In the recent scenario E learning provides wide opportunities which helps to achieve high degrees with low cast and time. Material source is enormously available on online access.

The pandemic period majority of the rural area students in virudhunagar district does not knowledge about online classes and electronic devices and software using's for the study purpose. So this study suggest that the e – way learning is not possible in career for the students. The e- learning/ online class is possible particular emergency timing or competitive couching is useful but academically this is not possible for the students.

Conclusion

This study analyzed that e-learning for the rural areas students how many ways affect and faced the challenges in pandemic periods. To knower the students how to avoid the challenges

in e-learning and use of online class. The   education institution should provide the e-learning students, so upcoming year's is the modernized world, the governments giving the principles and guidance of developing the virtual smart classroom of education. so that the education institution is implement the government education principle in pandemic periods otherwise future based.

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DIGITAL INEQUALITIES AMONG RURAL STUDENTS IN E-LEARNING DURING COVID TIMES

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Digital inequalityis an economic and social inequality concerned with the access, use and impact of odern ICT's. It can be seen in macro-level between countries, the developed and underdeveloped and micro-level in between the students of the same class. There are various determinants of the digital inequalities, namely infrastructure, digital skills, geographic location and economic stability Digital inequalityis an economic and social inequality concerned with the access, use and impact of modern ICT's. It can be seen in macro-level between countries, the developed and underdeveloped and micro-level in between the students of the same class. There are various determinants of the digital inequalities, namely infrastructure, digital skills, geographic location and economic stability

Introduction

At the beginning of 2020, the COVID-19 infection had spread worldwide and turned into a global Pandemic. Many people worldwide are being infected every day, and the highly infectious nature of these viruses has created a global pandemic.Education is one of the most affected areas. Due to the pandemic, schools, colleges and universities are closed for an indefinite period.The present situation of COVID-19 has worsen the inequalities in education all around the world. Due to the restrictions on physical classes, many educational institutes started online teaching and learning activities.

Online learning is defined as an instructive method propagated to students through the internet, using computers, laptops and mobile phones, etc... Even though, many scholars adopted online classes cannot substitute classroom learning. But this sudden change from classroom learning to online learning has created confusion among the teachers and students. However, insufficient access to ICT (information and communication technology) became a significant concern among the student community especially rural students.

Digital Divide

The disparity of ICT access is defined as the digital divide. The increasing gap in the digital divide has significantly destabilized access and delivery of education. The term "digital divide" addresses the uneven distribution of digital technology and ICT regarding usage, access, and impact of individual's lives as well as in the activities of organisations or countries. Between the late 1980s and the early 1990s, the digital divide was an informal phrase delineating the gap between "information-rich" and "informationpoor". Nowadays, there is the possibility of a

digital divide between any number of individuals, organisations or countries. Similarly, there is digital inequality among schools or student communities.

The Better way to improve education sector
1. Governments need to Improve Affordability of Digital Resources

The Governments can become powerful instruments in bridging the digital divide by ensuring affordable, easy-to-use technologies. The high cost of internet connectivity, price of technological devices, electricity tariffs and taxes are major contributors to the digital divide for both teachers and students. Based on recommendations educational leaders and policy makers need to continually liaise with governments and big corporations on ways to improve financing to help schools, learners, and teachers afford access to digital technologies for learning. This will help boost the expansion of information technology infrastructures, and reduce the cost of internet access.

2. Digital Skills Acquisition and Empowerment for educational institutions, Teachers, and Students

Digital competence becoming increasingly intertwined with the high number of people lack basic level technical skills and competencies.Teachers and students need to be fully trained on how to effectively use what the internet and modern technologies have to offer. The less students can use these tools, the more the digital divide widens. Launching a new global initiative focused on improving the digital learning and skills of children and youth in marginalized communities. Educational leaders can also actively help by surveying the needs of stakeholders, formulate action plans among policy makers, provide skills acquisition training, connect with potential digital resource partners and assign appropriate resources to continuously bridge the gap.

3. Digital literacy awareness

The general public needs to be enlightened on the economic and social development benefits of integrating technology into education space. Governments should also create opportunities for feedback through which the masses can share their views, needs, and opinions about wish to see improvements.Creating more awareness for digital literacy by building user confidence, explaining the benefits of utilization, and understanding security and privacy constraints have a proven positive impact on education outcomes.

4. Inclusion of Local Languages in Education Content Creation

Educational online content creators should aim to make information available in as many languages as possible. Users are confident that they can see content in their native or local languages, they are more inclined to use similar tools that provide personalized benefits. Content creation tools and language translation resources can cushion the language digital divide, and at the same time create opportunities for better and more accountable support to all categories of learners needing it most.

5. Improving Opportunities for Learners With Disabilities

Specially designed assistive and adaptive technologies — such as screen readers, magnifying devices, augmentative, and alternative communication devices that aid persons with difficulties in verbal communication, telecommunication relay devices, interactive white boards, close captioned videos can boost independence, participation, technology equity and access to quality

education for learners with disabilities. These technologies make education easily accessible to all categories of learners.

Key Strategies to be Adopted for Enhancing Online Teaching/Learning Experience

Digital technologies included for learning management systems, enlistment and academic programs, faculty governance, assessment of students, etc. The roles of Teacher, student and Parents are equally important for adopting this, both should change their mind set toward adopting the same. The pandemic epidemic has definitely confirmed that reform is imminent, and a great combination of conventional teaching with online mode should be available. The secret of success for the online teaching learning process is that the system has to be accessible for both students and staff.

- Sudden switching for online education mode may not be able to host huge scale of new users. The platform may shutdown because of overload. Thus, gradual upload of classroom teaching videos in the online platform can be adopted such that the sessions can be viewed multiple times, as and when they are accessible.
- Internet connectivity in rural areas should be addressed as the signal connectivity of various telecoms is the major issue. Government should take measures for developing infrastructural modifications like Open Wi-Fi areas with high speed internet access with at least 4GB data pack per day, should be made available in public places and villages. Government must provide un-interrupted power supply to facilitate ease of online teaching.
- Delivery content for the teachers should be trained prior to initiate online teaching, which gives clarity in communication and also helps to impart innovative techniques.
- Teaching content should be framed such that the length of the video should not cross 30 minutes. This will not cause fatigue on the students who are seeing uploaded videos to online platforms such as YouTube channel.
- Government must ensure sufficient data network package (i.e., Internet data) with high speed internet access to conduct online sessions for the minimum of 4 hours per day.
- Students should be advised to read those contents prior to attending the online session. In online session, faculty should hold a discussion session on the topic of uploaded/delivered course materials, thus maintaining an interactive sessions.
- University / Institutions should support the developmental activities related to online teaching and learning for both Faculties and students. Inside anUniversity / Institution campus, there should be online workshops, trainings and conferences to be scheduled in frequent manner and also these should be included in calendar of the events.
- Teachers will be properly prepared and trained to use ICT and electronic teaching resources to address these obstacles in the future.

Problems faced by Rural students using e-learning

Students in the rural area are primal to the digital education scenario. Moreover, many rural parents are not aware of the concept of online education and facilitate it. Rural students face so many problems relating to geography, education, and technology. Besides, there are high chances of disparities between the privileged, affluent students and deprived rural students. Students, especially those from a poor socio-economic background in India, face a considerable amount of stress relating to online education. All these factors are pointing out

the problem of digital inequality. Digital inequality is an economic and social inequality concerned with access, use and impact of modern ICT's. It can be seen in macro-level between countries, the developed and underdeveloped and micro-level in between the students of the same class. There are various determinants of the digital inequalities, namely infrastructure, digital skills, geographic location and economic stability.

The rural students finding difficult to keep pace with online classes. They need proper infrastructure and technology to attend online education. Most of the rural areas in India are ill-equipped with technological infrastructure. They are facing digital disconnect, due to which they are excluded from the digital world. The students also lack technical assistance and sufficient technical knowledge to attend online education.

The problem of digital illiteracy also excludes the students from the digital world. There should be proper training sections for the students in using COVID-19 and online education: Digital inequality and other dilemmas of rural students in accessing online education during the pandemic and accessing online education services. The students should also be facilitated with proper technical assistance and a suitable academic atmosphere to mitigate their problems in online education. The problems of the rural students in attending online education have to be looked upon and have to be resolved. The involvement of civil society in providing the digital infrastructure to rural students will help to bridge the gap of digital divide, since today's students are tomorrow's citizens who help for better prospects of the nation.

Possible Solutions for Problems

A lot of issues are attached to online education, but we cannot ignore the perks of it in times of such crisis. We can always have solutions to fix these difficulties. Technical difficulties can be solved through prerecording video lectures, testing the content, so that the teaching–learning process cannot be hampered. Online courses should be made dynamic, interesting, and interactive. Teachers should set time limits and reminders for students to make them alert and attentive. Efforts should be made to humanize the learning process to the best extent possible. Personal attention should be provided to students so that they can easily adapt to this learning environment.

Social media and various group forums can be used to communicate with students. Communication is the key when it gets difficult to reaching students via texts, various messaging apps, video calls, and so on content should be such that enable students for practice and also hone their skills. The quality of the courses should be improved continuously and teachers must try to give their best. Online programs should be designed in such a way that they are creative, interactive, relevant, student-centered, and group-based. Educators must spend a lot of time in making effective strategies for giving online instructions.

Effective online instructions facilitate feedback from learners, make learners ask questions, and broaden the learner horizon for course content. Institutions must focus on pedagogical issues and emphasize collaborative learning, case learning, and project-based learning through online instructions. The challenge to educational institutions is not only finding new technology and using it but also redefining its education, thereby helping students and academic staff who are seeking guidance for digital literacy.

Conclusion

After the outbreak of the COVID-19 pandemic, the academic institutions in the country have shifted to the online mode of teaching. The shift from the traditional method to the online method of teaching has created many problems in both the teaching community and the student community. Rural students face problems like poor internet connectivity, lack of gadgets like laptops. Lack the information and communication skills that are required to access online education. Unwanted advertisements, pop-ups, game ads and other ads irrelevant to academics are disturbing the students. These are identified as major problems faced byrural students during online education. This paper suggested collaborations with telecommunication industries for a better online experience, flexible teaching and assessment policies, recording online lectures and facilitating technical support as the strategies to be followed in online education during the COVID-19.

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A STUDY ON E-LEARNING AND ITS IMPACTS ON RURAL AREAS DURING COVID-19

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Abstract

This paper starts with a discussion of Covid-19 and its impacts on E-learning. The Covid-19 pandemic has generated a world-wide consciousness that the day-to-day lifestyle was changed. On March 26, 2020 Section 144 was imposed by Indian Government, due to the covid issue. This may result in closing of schools, colleges, office, etc., So, the offices and the companies were announced work from home option. In Educational system, the teachers and the students were move on to the online classes. Online class is not possible for all students. Some of the peoples are lived in rural areas, they face most of the difficulties during that situation. Covid-19 mostly affected the student's education.The overall results from this study on rural areas during Covid-19 had attacked those students' education, they didn't concentrate on studies, these situations ended in most of the students were discontinued their studies.
Keywords: E-learning, Impacts, Rural Areas, Technology.

Introduction

Coronavirusis a disease caused by a virus, the severe acute respiratory syndrome coronavirus. The first known case was identified in Wuhan, China, in December 2019. So, it is called as COVID-19.

The COVID – 19 disease is started to spread in China during December 2019, then it started to spread overall the world. On 11 March 2020, the World Health Organization declared the COVID-19 a pandemic.

Due to the spreading of covid-19 the first wave made lot of changes in everyone life. The peoples in most of the countries wereaffected severely, and the spreading rates and the death rates were increased in day by day. The Government announced lot of measures like avoid come out from home, banning theatres, parks, and other events, work-from-home, e-learning, stop traveling, restrict for transports, banned sports events to stop spreading of Covid-19, but it didn't work easily.

Covid-19 spreads continuously in every country. All the nations were announced the lockdown for saving the people from the coronavirus. At the time, Covid-19 is the biggest challenges to every nation, but it is fixed as pandemic. Most of the peoples were affected by corona virus. At first five-month, corona virus was started to spread fastly. So, Government announced lot of restrictions to avoid spreading disease. Many businesses were paralyzed during Covid-19. Some of the people have no job at the time, they are suffered without income. They didn't able to run their family normally. Economic development of the country was hardly affected. At that time, students' education was affected the most. Education is most essential for students. Education only gives the knowledge to the students. Schools, colleges and other education institution were closed. That gave big drawback in students life. The government announced e-learning for students which means learning through online classes. The students and teachers were moved to online classes. E-learning is good idea for learning during the school's and colleges were closed. But e-learning are not possible for all students.

Students in rural areas are not easy to attend online class. There network connections are very poor. E-learning is conducted on Google Meet, Zoom Meeting, Microsoft teams and other application. Education system were well developed. E-learning will help the students in future.

Objectives

This research was organized to understand the impacts on e-learning on rural areas during covid-19. The education was moved to online class and the study of challenges faced by the teachers to teach and the students to learn.

E-Learning

E-learning is known as learning through online with the help of electronic devices. E-learning can be done on computer, laptop or smartphone, it can be learned from anywhere. It includes live interaction in online which means learning in online class, reading something in online websites, etc., At first it was not so popular, later it was accepted by all especially in covid time. E-learning need network facility to teach or learn. It is useful for students to study from home, office or any place convenient to them.

E-learning is very useful for physically challenged people. They don't need to go somewhere for learning, they can learn from their home by using e-learning system. The education system is growing very well, the well achieved target is e-learning. The technology of e-learning is developing very well as per the daily needs. Earlier everyone needs computers for e-learning, but today everyone has smartphones it will help the students to learn easily in online and so this is easy to carry for every places. The study materials of e-learning are available in online as pdf, documents, etc.,E-learning is available at all the time 24/7.

E-learning help the students to learn other countries courses easily from their home. Many institutions have proved that e-learning and face-to-face learning provided the same level of education to students. E-learning has its root in distance learning and is part of the revolution brought by the new media: the Web. Educators and trainers soon found the potentials to advance learning at the advent of the new Web technologies. The advocates of e-learning voice for the breakdown of barriers to learning (especially for adult learners in higher education) such as the limitations in time and distance. Research on media comparison "proves" that there is no difference in the learning outcome of e-learning from traditional face-to-face instruction. Over time, more and more instructors/institutions are incorporating e-learning components in the practice of instruction in higher education as a way of facilitating learning.

Types of E-Learning
1 Synchronous e-learning
Synchronous e-learning means study in online with group of students in same time from with the help of some application like Google meet, Zoom meeting, Microsoft teams, Classroom etc., Students will interact with each other. Instructors will ask questions to the participants. There are several facilities in synchronous learning like video conferencing, audio, chat with everyone etc.
2 Asynchronous e-learning
In Asynchronous e-learning, group of student's study independently at different times and different location from each other, students will learn at any time 24/7. They learn from e-books, emails, and from some websites.

3 Fixed e-learning

Fixed e-learning means once the content is created for the course to learn, it cannot be change. All the students will receive the same type of information. The study material is relied on the instructor and can't adapt to the student preferences.

4 Linear e-learning

It means information passes from the sender to receiver. It does not allow two-way communication. It does not receive feedback from the receiver. It does not have any individual websites or application. It sends the information through television, radios, etc.

5 Adaptive e-learning

In this study materials can be redesigned and adopted as per each student's needs. It will consider the students ability, performance and goals.

7 Discussion groups

A discussion group is a gathering of conversations that occur over time. They are also called message boards, bulletin boards and discussion forums. Discussion groups can be used to support a group of participants taking the same class or can be used to support participants performing related tasks. A discussion group is a very competent way to supply expert answers to a largegroup people. A single answer to a common question can help many.

Impacts of E-Learning in Rural Areas

1. E-learning is not easily accessible to rural areas students.
2. In e-learning, students are not active and not interact with each other.
3. In rural areas, students mainly suffered from poor network connection.
4. In rural areas, both students and teachers are hardly suffered to teach and learn.
5. Teachers are comparatively less from city sides, there is shortage of teachers in rural areas.
6. There is no technology development in rural areas.
7. Rural areas students didn't cooperate for online classes.
8. In rural areas, they didn't have high amount of income, so they didn't able to buy smartphones, computers and laptops for online classes.
9. Students faced lot of struggles in e-learning like break of voice, stuck of videos, not able to join in meeting.
10. These impacts were reduced the interest of studying in rural areas.

Lack of Poor Network Connection

This lack of poor network connection is the main struggle faced by many of the students in rural areas. At first e-learning is a choice at everywhere, but in covid time e-learning is compulsory in every places. This decision is suitable and beneficial for city students, but this is not easily accessible for rural areas students. Network connectivity is the most essential thing in e-learning. Network connection available everywhere in city sides, lot of networks are there in city. In rural areas there only one or two networks are available, but it doesn't give sufficient network connection to rural areas students. Those networks only give range for call, texts etc. Education is most important things to everyone, especially in rural areas. In covid time, many students in rural areas attend the online with many struggles. Some of the students attend the online class in highest part of their areas. Some of the students sat on trees and participated in online classes. So, the government need to develop the network connection in rural areas.

Lack of Electronic Devices

In rural areas, peoples do not earn high amount of income. They are struggle for their livelihood. Some of the families are not able to manage their daily needs. In covid period, peoples do not allow to came out from their home. So, on that time peoples do not have certain job, government helped food and shelter. In education system, e-learning must need electronics devices for study. Some of the families in rural areas not able to buy smartphones, computers or laptops. Government started some channels in television for studying, but those families do not have television also. This will give the failure in studies. Some students are very intelligent, but financially they are poor. In covid times, lots of students in rural areas committed suicide for these struggles. Government needs to help the students for learning.

Shortage of Teachers

One of the most impacts on rural areas is shortage of teacher. Many of the teacher will not like to get job in rural areas. Transport facility is low in rural areas and the teacher not come properly. There lot of rural areas in India, so lots of teachers are needed. In rural areas only some of the teachers only having. Teacher has hard to teach in rural areas. Teachers also suffer for teaching in online class. Network connectivity and students' interaction are the problems in e-learning for teachers. Government will post more teachers to rural areas.

Digital Literacy and Infrastructural Support

These are prominent hurdles that come in the way of enabling online education in the rural regions. Though the power and network infrastructure have improved leaps and bounds in the remote areas of the country, there is still a room for improvement. Teachers and students in villages are becoming more accepting towards digital means of learning, but the infrastructural facilities there have not developed fully to become at par with what online learning require. Steady flow of electricity and lack of high-speed internet still pose major problems for the rural population.

Lack of Physical Health

In online learning students face lots of physical health issue. Continuously using smartphone give reduction of vision problem, headache etc., Not all parents allow to use the mobile continuously. And students don't listen the online class continuously.

Online Learning vs Offline Learning

Offline learning means learning in classroom and face-to-face learning. Online learning means learning through online with the help of electronic devices. More than 60% of the students prefer offline education is best, because offline learning gives interaction with the teachers and the students. In offline learning, students must listen the class correctly and they give some physical work for interaction. Online learning is not given same level of education compared to offline learning. It doesn't give physical work to students.

Conclusion

Online learning is most essential one in Covid-19. Schools, colleges were closed on that online class are most needed one to learn. If online classes are not made, students' education will be stunted. Mostly lots of apps were used and developed during covid-19. And e-learning was reached everywhere and get good response from people. But some problems are in online class. Not everyone has smartphones, computers and laptops, network connectivity is not well in everyplace especially in rural areas, etc. In rural areas, families don't have the sufficient income for buy smartphone. Students and teachers didn't interact with each other. Most of the students will prefer offline education best than online learning. In my point of view, government must fix the bugs in online learning like poor network, shortage of teachers, and other facility. If these problems are solved, e-learning is one of the best way for education.

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ONLINE TEACHING - LEARNING IN HIGHER EDUCATION DURING LOCKDOWN PERIOD OF COVID-19 PANDEMIC WITH SPECIAL REFERENCE TO TIRUCHIRAPPALLI DISTRICT

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Abstract

In India, educational institutions schools, colleges and universities are presently focused primarily on formal learning strategies, that is adopting the traditional framework of face-to-face traditional classrooms.Educational institutes/universities remain closed since the mid of March-2020, because of the fast spread of COVID-19 pandemic has changed the way of learning in higher education. To combat thisunavoidable crisis educational sectors started conducting online classes. The study is conducted with an aim to identify the difficult task for professors/teachers in assessing the academic performance of the students. In this study, a survey based-investigation has been online teaching and learning method compared to traditionally teaching method. A questionnaire-based survey is prepared to collect data from students and professors. This study had applied the qualitative approach method, where researchers had distributed surveys, through a Google platform to education professors and students of different colleges in Tiruchirappalli district of Tamil Nadu. The suggestions and recommendations are provided to improve the current online teaching methods and improve quality teaching and learning in higher education during lockdown period of COVID-19
Keywords: COVID-19, lock down, Higher education, online learning, Onlineplatforms

Introduction

On December 31st 2019, WHO was notified of pneumonia causes of unknown causes in Wuhan - China and on 7th January 2020, a novel coronavirus was identified by Chinese authorities and tentatively named '2019-nCoV'. The virus is spread from tiny fluid droplets the person's mouth or nose in small liquid particles when they cough, sneeze, speak or breathe. It is important to practice respiratory etiquette, for example cover your nose and mouth by wearing a mask, if you are sick, isolate yourself at home until you recover. Now the coronavirus is transformed into Omicrons. It continues to be a deadly and highly contagious disease that has claimed more than 11 lakh lives and brought the number of victims to nearly four crore. The curfew order announced due to the spread of corona infection closed all the schools, colleges/universities and the social gap without teaching-learning in the classroom. It has guaranteed a complete shutdown of all industries and various sectors, educational institution is no an exception. The closure of educational institutions has created a lot of fear among students and teachers. However, the teaching system is adopting innovative methods to interact with the students and focus on the curriculum. The students were greatly

emphasized thus many obstacles were found in opening the schools, colleges and universities. Maintaining this gap among educational institutions was also seen as a difficult task. During this time, the United National Educational, Scientific and Cultural Organization (UNESCO) proposed online teaching-learning and distance education as worldwide risk-averse education systems that paved the way for online learning and teaching activities in our country as well. Google Meet(Teaching through), Microsoft Teams(WebEx) these activities have been carried out such as e- Questionnaire software, e-learning material banks and online test etc…

Review of Literature

Martin's (2020) five-point considerations seem to be viable as they cover different aspects of the teaching learning process, including instruction, content, motivation, relationships, and mental health. It is the development of digital infrastructure and literacy. They argue that higher education institutions should build and improve digital learning platforms, provide stable internet connection, support students from low socio-economic backgrounds who may not have access to digital devices, and improve digital literacy among students and lecturers. The role of leadership, investment, government support, and attitudes towards learning and teaching are also vital for the success of online learning and teaching during the pandemic (**Leng et al., 2020).Sun (2020)** suggests that MoEYS and local education departments should cooperate with school principals and community chiefs to provide personalized support, such as home visits by classroom teachers, to students who cannot access online video lessons disseminated by MoEYS through television channels, YouTube, and Telegram. E- assessing the assumptions surrounding the digital transformation of higher education institutions, **(Kopp et al. 2019)** gave five common assumptions that are considered more of hindrances to digital transformation of higher education institutions as against contributions to its realization and these assumptions are related to (i) change, (ii) pace, (iii) technology, (iv) competences and (v) financing. Digitalization in higher education institutions should not be referred to as e-learning since online learning is only one of the several features of digital transformation of higher education institutions. The absence of the cautious design and development process **(Branch &Dousay, 2015)** in the migration process gave birth to the rejection of the contemporary online education experience during this pandemic as effective online education but rather as emergency remote teaching **(Bozkurt& Sharma, 2020; Hodges et al., 2020; Vlachopoulos, 2020).** The COVID-19 pandemic has forced the shutdown of many physical activities worldwide, including educational activities. This situation leaves educational institutions no choice but to migrate to online learning. Even though online learning is not a novel phenomenon, this sudden transformation into online learning has posed substantial challenges for educational activities globally, and particularly in resource-scarce environments , where educational institutions, teachers, and students are generally not ready for this unexpected disruption to traditional teaching and learning methods. A recent study by **(Adedoyin and Soykan 2020)** points out several concrete challenges caused by the abrupt digital transformation of instructional operations during the period of the COVID-19 pandemic

Objectives of the Study

1. To identify the difficult task for professors or teachers in online teaching,
2. To assessing the problems for students in online learning,
3. To assess importance of online teaching and learning during this Covid-19 in Tiruchirappalli district of Tamil Nadu

Methodology

This present study aims to identify the difficult task for professors or teachers in online teaching, assessing the issues for students in online learning and importance of online teaching and learning. This study is conducted among the professors (Nos- 24) and students (Nos- 58) of different colleges (Arts, Science and Education) in Tiruchirappalli district of Tamil Nadu. The sample size of the study is totally 82. Purposive sampling technique is used in the study. Qualitative data was collected from professors and students using questionnaire, and it is both descriptive in nature. The secondary data were collected form journals, articles, newspaper and website.

Data Analysis

Socio-economic profile of the professor (Nos-24) Socio-economic variables such as age, gender, educational qualification, income, and marital status indicate the socio-economic profile of the respondents.

Table 1 - Socio-economic profile of the professor (N=24)

Variables	Characteristics	Respondents	(In % of Respondents)
Age	Below 25 years	4	16.7
	25 – 30 years	5	20.8
	30- 35 years	6	25.0
	Above 35 years	9	37.5
	Total	24	100
Gender	Male	15	62.5
	Female	9	37.5
	Total	24	100
Education Qualification	Doctorate	11	45.9
	M. Phil	8	33.3
	Master's Degree	5	20.8
	Total	24	100
Income	Rs. 10,000 – Rs.20,000	5	20.8
	Rs. 20,000 – Rs.30,000	6	25.0
	Rs. 30,000 – Rs.40,000	8	33.4
	Above Rs.50,000	5	20.8
	Total	24	100
Marital status	Married	9	37.5
	Unmarried	15	62.5
	Total	24	100

Source: Primary data

The socio-economic profile of the respondents (Table 1) which reveals that 37.5% of the respondents are between the age group above 35 years of age. 45.9% of the respondents have completed their Doctorate. More than half of the respondents earn a monthly income of below Rs.10,000 - Rs.20,000 (20.8%), 37.5% of the respondents are females and unmarried (62.5%)

Table 2 - Mode for online teaching – learning platforms

Modes of Online Teaching	Respondents	(In % of Respondents)
Google Meet	21	25.66
Google Classroom	10	12.19
Google form	3	3.65
Zoom	14	17.07
Whatsapp	11	13.41
Microsoft Team	7	8.53
WebEx	6	7.31
YouTube	8	9.75
Email	2	2.43

Source: Primary data

The various modes of online teaching platforms (Table 2) preferred for professors for online teaching. The table reveals that Google meet (25.66%) is the most preferred mode of online teaching followed by Zoom (17.07%), whats app (13.41%), Microsoft team (8.53%), WebEx (7.31%) and YouTube 9.75% and email modes (2.43%).

Table 3 - Task for professors/teachers in Online teaching (N=24)

S.No	Statement		Respondents	(In % of Respondents)
1	How do you maximum student learning in your online classes	Almost	9	37.60
		Exactly	10	41.57
		Rarely	5	20.83
2	How do you describe your role as a teacher in online classes	Lecturer	9	37.60
		Effective	8	33.24
		Seminar	7	29.16
3	Do you save time and efforts of both teachers and students	Yes	18	75
		No	6	25
4	Your institution provides the materials required for your online teaching.	Yes	24	100
		No	-	-

5	Your institutions provides efficiency in online teaching skills	Agree	12	50
		Disagree	5	20.74
		Undecided	7	29.16
6	Do you have variant online teaching strategies	Reciprocal teaching	8	33.24
		Clarity	9	37.60
		Question formulation technique	7	29.16
7	Easy to monitor online teaching and learning process	Agree	15	62.4
		Disagree	9	37.60
8	Individual care for every student is not possible	Agree	11	45.83
		Strongly agree	13	54.17
		Disagree	-	-

Source: Primary data

It is clear from the above table 3 that difficult task for professors/teachers in Online teaching maximum student learning in online classes the majority of the respondents it is found that 41.57% of the respondents are exactly attend the class, 37.60% of the respondents are lecturer method is described the role as a teacher in online classes, 75% of the respondents are 'yes' save the time and efforts of both teachers and students, 100% of the respondents are 'yes' institution provides the materials required for your online teaching, 50% of the respondents are agreedourinstitutions provides efficiency in online teaching skills, 37.60 % of the respondents are clarity the variant online teaching strategies, 62.4 % of the respondents are agreed easy to monitor online teaching and learning process, 62.4 % of the respondents are strongly agreed the individual care for every student is not possible.

Table 4 -Problems for students in online learning (N=58)

S.No	Problems		Respondents	(In % of Respondents)
1	Cost of data for online classes	Agree	28	48.27
		Strongly agree	30	51.73
		Disagree	-	-
2	Anyone present misbehavior in online classes	Agree	18	31.05
		Strongly agree	28	48.27
		Disagree	12	20.68
3	Traditional classroom is lacking in online learning	Agree	21	36.20
		Strongly agree	28	48.27
		Disagree	9	15.53
4	Individual care for every student is not possible	Agree	38	65.51
		Strongly agree	17	29.32
		Disagree	3	5.17

		Agree	12	20.68
5	Internet connectivity issues	Strongly agree	35	60.36
		Disagree	11	18.96
6	Healthy interaction and discussion are not possible in online learning	Agree	32	55.17
		Strongly agree	18	31.05
		Disagree	8	13.78

Source: Primary data

It is clear from the above (table 4) problems for students in online learning the majority 51.73% of the respondents are strongly agreed for cost of data for online classes,48.27% of the respondents are strongly agreed for traditional classroom is lacking in online learning, 65.51% of the respondents are agreed for individual care for every student is not possible, 60.36% the respondents are strongly agreed internet connectivity issues, 55.17% of the respondents are agreed for healthy interaction and discussion are not possible in online learning.

Importance of Online Teaching and Learning

The teaching fraternity with the use of many online teaching and learning applications such as Google Classroom, Zoom, Easy Class, Google Meet, Remind hub, Telegram and many others have been adopted to reach as many students as possible. Now the big challenge was to select an applications from the sea of applications available on the internet, which consume fewer data and better meet everyone's needs. Online teaching and learning it save time and cost, flexibility, better time management, online learning provides you that comforts where you can easily attend lectures, good virtual communication and collaboration. Online learning makes parent-teacher transparent and positive collaboration.

Figure 1: Various platforms available for online teaching- learning

The process of getting education using the internet is called as online education. Internet is the bone of online education. It saves vulnerable time and money of students. It helped to balance both education and safety during the Covid-19 pandemic. Features of online education like texts, videos and animations help students in better understanding.

Suggestions

The rise of online classes after the Covid-19 pandemic has led to better practices based on the literature.

- Students are visually impaired as they spend more time looking at computer, laptop and mobile.
- Data usage should be spent on study only because the price will go up after Covid-19.
- Visit the online classes on time and ask the teacher any doubt about the subject.
- Saving time and energy of both professors and students.

Conclusion

To conclude, the students have accepted the online teaching and learning with open heart. It is a temporary aid during the difficult situation that we are facing, Overall online learning and its variations, such as online teaching-learning and online education, are a panacea for education in the time of the COVID-19 pandemic. Students need advance knowledge and understanding of the various aspects and nuances of online teaching and learning. Online systems permit deep analytical summaries of a student's progress. It helps in create a personalized learning travels for each student.

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E-LEARNING VS TRADITIONAL LEARNING

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Abstract

The utilization of digital platforms by students can be utilized to supplement traditional learning techniques. A well-designed digital learning platform can facilitate learning at a time, place, and pace that is convenient for you. They have the potential to boost student engagement and provide higher learning results, as well as increased satisfaction and competency. Cloud computing technology-based platforms can provide comfort and flexibility in the learning environment, complementing traditional learning pedagogies, thanks to a number of embedded features. The current study analyses and categorizes the main learning components that make up the e-learning environment, using existing learning theories. Self-directed discovery-based le++arning experiences, on the other hand, presuppose that people have research and exploration skills, which they may not. To support guided and managed discovery learning in an effective learning environment, instructional designers must mix the necessary aspects of both objectivism and constructivism learning theories. Furthermore, the most popular cloud-based learning platforms have been mapped to these platforms in order to assess their efficacy using existing theories. The work is intended to serve as a foundation. The instructor (human or machine) would provide the individual with direction, support, and feedback. This research looks into the non-tangible learning technologies used in various instructional design approaches to improve the quality of learning.

Keywords: E-Learning - Traditional Learning – Challenges - Issues

Introduction

Learning is the process of acquiring new information, skills, and abilities. As a result, learning is viewed as one of the most important foundations of societal transformation. The usage of technology integration and increasing use of e-learning apps in each phase is strongly tied to the previous history report of educational institutions in terms of teaching and learning techniques. E-learning has become one of the most popular tools for educating students. In many colleges, the use of multimedia technology and the internet in the classroom has been seen as a way to improve accessibility and quality of delivery and learning for students and teachers. Distance education, computerized electronic learning, online learning, internet learning, and many other words have been used to describe learning that is given online or over the internet. There were considerable disparities in learning outcomes between E-learning and conventional learning, according to several research. A technique of teaching and learning that completely or partially denotes the educational model employed, and is based on the utilisation of electronic media and technologies as instruments for increasing training accessibility.

Objectives of E-Learning

- In the classrooms, universities, communities, and homes, all students and faculty will have access to information technology.
- All faculties will effectively employ technology to assist students in meeting high academic requirements.
- All pupils will be proficient in technology and information literacy.
- The next generation of technological applications for teaching and learning will benefit from research and assessment.
- Teaching and learning will be transformed by digital material and networked applications, with distant education serving as the foundation for E-learning's growth.

Objectives of Traditional Learning

- Describe and define difficulties such as dyslexia, dyscalculia, dysgraphia, and dyspraxia, and organize them into generic groups.
- To demonstrate the advantages of cloud-based e-learning applications once they have been aligned to cater to these limitations in order to tackle the issues of effective teaching.
- To evaluate and contrast the neurological impact of this cloud-based e-learning software for impaired pupils with traditional learning methods.
- To compile and present the findings in order to choose future research directions.

Scope of E-Learning in India:

- The primary goal of education is to help people advance in their careers. Certification programmes for online courses have been able to deliver low-cost education to the general public while also saving time, energy, and money.
- Electronic-learning via accredited online courses offers a diverse selection of courses that suit to the student's primary interests, establishing a fruitful ground for future progress.
- Employers have the misconception that students with traditional brick and mortar college degrees are preferred. Corporate firms in India, on the other hand, are recognizing the high skill levels of individuals who have completed online course certification programmes from prestigious educational institutions.

Scope of Traditional Learning in India

- Traditional classrooms offer students with an active learning style in which they must be present in the classroom and participate actively in the learning process. Learners are encouraged to address academic difficulties in the classroom under the supervision of the lecturers. Although the learners may have difficulty answering the problem, this procedure aids in the development of problem-solving skills.
- The class's heterogeneous makeup enables students to build existing positive attitudes toward one another. Despite the fact that students may learn from the comfort of their own homes, e-learning does not provide learners with the option to learn in a group setting.

- Traditional learning helps students form lifelong bonds with their classmates. It teaches students how to act in social situations, which will serve as a stepping stone on their path to success.
- An instructor instructs learners on how to do their assignments on time. A learner attends a conventional learning environment with face-to-face interaction all under one roof, where they also acquire discipline, which is essential for academic and professional success.

Types of E-Learning
1) Fixed E-Learning
Fixed eLearning is one of the most traditional forms of online education. It refers to a teaching method that follows a traditional pattern for imparting knowledge to students. The teachers select the sort of material that each learner receives. Fixed eLearning is stiff and does not adjust to the students' choices because the learning materials are dependent on the instructors. This form of learning is best suited to situations in which learners have similar schedules and talents. This sort of arrangement can be used in traditional grade educational programmes that require eLearning.

2) Adaptive E-Learning
Another sort of online learning is adaptive eLearning. Unlike the first option, adaptive eLearning focuses on the learner's adaptability. All of the items here are tailored to your learning preferences. This considers things like talents, abilities, and individual performance. When we use such elements to adapt our learning requirements, we may alter things up if we feel like we're falling behind, or depending on our course completion objectives. Learners who want to study at their own speed will benefit from adaptive eLearning. In adaptive eLearning, we must be extremely disciplined in order to maintain our pace.

3) Asynchronous E-Learning
Students learn freely from many locations in asynchronous eLearning. Learners can study at their leisure, according to their schedule. This might contain user contributed content if done in a fun way.

4) Interactive E-Learning
Teachers and students can freely collaborate with interactive eLearning, allowing both sides to make adjustments to the learning materials as they see proper. An open line of communication also allows for greater involvement, which leads to a more effective learning process in the event of any questions.

5) Individual E-Learning
Individual eLearning focuses on students learning on their own, without the benefit of peer interaction.

Types of Traditional Learning
1) Face to Face Learning
The face to face learning is the learning. In this learning, the learners and teachers are mutually communicated and coordinated in the physical class at the same time. The doubts of the learners are cleared easily in physical class because there is an eye contact between the

student and teacher, it express the clarity of learning. So the traditional Learning is more effective.

Merits of E-Learning
- It is a very efficient method of providing online courses.
- The materials are accessible from anywhere and at any time because to their ease and flexibility.
- Anyone, whether a part-time student or a full-time worker, may benefit from web-based learning.
- Web-based learning encourages active, self-directed learning.
- If you don't comprehend the material the first time around, you may rewind and watch and hear the video instructions that are offered for audio and video learning.

Merits of Traditional Learning
- Teachers and students may be able to communicate and form bonds through in-person learning.
- Learners' moral growth is ensured through values and discipline.
- Social skills aid in the promotion of social interaction and the instillation of social acceptability.
- With the support of a suitable mix of activities, Physical and Mental Health should achieve a balance between physical and mental well-being.
- Experiential Learning may give learners with hands-on experience, allowing them to apply their knowledge.

Challenges of E-Learning
- The majority of online exams are restricted to questions that are solely objective.
- There is also the issue of online learning programmes level of security.
- The legitimacy of a particular student's work is also a concern, because anybody may perform a project online, not just the student.
- The examinations that are computer marked have a propensity to be merely knowledge-based, rather than practicality-based.

Challenges of Traditional Learning
- Time-Bound may imply a rigid timetable that is difficult to adjust as needed.
- High costs may include infrastructure and maintenance costs.
- Generic Methodologies are used to describe teaching strategies that are not learner-specific.
- Due to a shortage of time, theory-based classes are more prevalent than activity-based courses.
- Teachers and students must be physically present in the same building.

Conclusion
As the current period progresses, e-learning will continue to expand to bridge the gap between industry and educational institutions. The fundamental difference between e-

learning and conventional learning is that there is a barrier to expansion and acceptance in both cases. So, in order to increase learners' knowledge, it is critical to pick e-learning through the use of various technologies for both education and everyday routine tasks. E-learning and technological advancements are laying the framework for a revolution in education. The E-learning is intended to be used in a group setting. In e-learning, the teacher prepares training materials, provides projects for individual and group work, and keeps track of the learners' involvement, inventiveness, and learning progress. Learning under the influence of intrinsic motivation boosts the memory material's durability, makes the knowledge fascinating, and allows it to be assimilated without stress and pleasure. These facilities are more remembered, well-connected, and readily utilized in practices after they have been approved.

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E-LEARNING VS TRADITIONAL LEARNING

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Abstract

Purpose of Study: The reason of the look at is to perform the assessment of conventional studying and e-studying with regards to college education.

Methodology: A comparative evaluation technique that has been decided on to fulfil the reason of the look at. The studies facts has been amassed through numerous re assets internet, preceding studies research posted with inside the Journal, universities which provide distinct technical and nontechnical programs .and in addition analysed through in-intensity know-how approach.

Result: The final results of this look at will display the impact of e-studying with inside the modern-day technology. As we've as in comparison e-studying with conventional studying and the end result indicates us that e-studying has stuffed the distance among the colleges and the real-existence industries` demands.

Main finding: The end result of this look at confirmed that e-studying is the want of the existing technology on the way to fulfilled the distance among the colleges and the real-existence industries' demands.

Additionally, e-studying primarily based totally publications could have extra effect and offer extra ability and publicity to college students compared to standard studying mode.

Implications/Applications:

This article can assist the distinct universities and college students to introduce extra e-studying publications of their curriculum and they are able to fill the real-time industries' demands.

Our research can make certain that e-studying has a massive effect on our college students and might assist to growth the talents and publicity of them in step with the modern-day demands.

Keywords: E-Learning, Traditional Learning, Internet, Universities, Industries, Exposure, Skills, LMS, Moodle, Project- primarily based totally Learning, India, Google Docs, 3D-Printing, Gamification, Cloud-Based Learning, Wearable Technologies.

Introduction

Learning is the lively system of acquiring new understanding, understanding, behaviours, skills, values, attitudes, and preferences. Now a days, the schooling device has been advancing with the generation and the technological improvements. The vast variant of technological improvements and advanced e-mastering from the conventional mastering device makes college students steadily flip their pastimes farfar from the conventional mastering to e-mastering. E-mastering has come to be extra famous with the growing variety of clever gadgets aside from computers and laptops in conjunction with the upward push of net providers.

The COVID-19 has ended in academic institutes close all throughout the world. Globally, over 1.2 billion kids are out of the school room [2]. As a result, schooling has modified dramatically, with the exceptional upward push of e-mastering, wherein coaching is undertaken remotely and on virtual systems. With this unexpected shift farfar from the school room in lots of elements of the globe, a few are questioning whether or not the adoption of e-mastering will maintain to persist post-pandemic, and the way this type of shift could effect

the global schooling sector. Due to the COVID-19 situation, e-mastering is at better precedence as a result on-line systems like google meet, zoom meet, Microsoft teams, WhiteHatJr etc. gives loose get admission to to their services.

Traditional Education

Traditional schooling is likewise known as traditional schooling. The major purpose of conventional schooling is to byskip on ethics, manners skills, and social exercise to the scholars that is essential for his or her survival. Moreover, mastering language, obtaining the values and behavior of the people.

In conventional schooling, the scholar learns approximately the customs and traditions of the society wherein she or he lives. This form of schooling is normally given to the scholars with the aid of oral narration. The conventional schooling device essentially covered the understanding approximately customs, traditions, and religions. That is why it's far known as conventional schooling. Traditional school rooms inspire nearer relationships among college students with their instructors. One of the principle elements so as to inspire conventional school room mastering might be the shared mastering revel in amongst college students.

Teaching and mastering approach

Earlier, our conventional coaching in Gurukuls (Ashrams) have been well-known in India. Similar styles of structures have been additionally prevailed in different countries. In the conventional coaching strategies, instructors ask college students to recite and memorize the content material of have a look at and what they educate with inside the school room and additionally college students one after the other recite the lesson whilst their flip comes. Except for folks that are reciting, different college students concentrate and watch for their flip. In this manner, the complete lesson is finished with the aid of using college students. Then college students are requested to memorize the lesson and on the premise of this recitation, instructors take assignment, written take a look at or oral take a look at.

Traditional coaching strategies are practised withinside the school room in this type of manner that it makes college students get praise for his or her attempt which they positioned into the school room for the duration of durations of every subject. Rules and rules are exercised withinside the school room in this type of manner that it continues college students` behaviour in check. These regulations and rules derived from hooked up customs which faculties were the usage of for decades successfully. Teachers are accountable to impart the understanding and preserve the requirements of behaviour withinside the school.

E-Learning

E-mastering is a form of mastering carried out digitally through digital media, normally concerning the net.

It may be accessed through maximum digital gadgets which includes a computer, laptop, pill or smartphones, making it a flexible and smooth manner for college students to examine anyplace they may be. E-mastering assets are available in a whole lot of forms – from software program programmes and virtual publications to interactive on-line platform and apps.

What is self-paced e-mastering?

Self-paced e-mastering is whilst the learner has the liberty to select the tempo at which they devour the coaching material, and might determine whilst they may be prepared to transport onto the following step.

This permits for an enjoyable, pressure-loose mastering revel in that frequently results in higher retention of records and a bolstered ardour for the subject.

Nearly all e-mastering systems, especially apps and on-line mastering publications, tackle a self-paced style.

Teaching and mastering approach

There are many approaches wherein instructors had been enforcing e-mastering to maintain the coaching in their curriculum. One predominant manner is using virtual `school rooms or instructions, the usage of video conversation platform like zoom, Google meet, Microsoft group etc..,. The trainer is in a position to plot and educate instructions as normal, with all college students attending the instructions from their very own home. The outstanding component approximately Zoom is that it could be accessed on a telecell smartphone in addition to a computer, including more flexibility to college students.

Teachers have additionally been capable of create and distribute mastering substances through systems like Google Classroom and Edmodo. And in terms of locating instructions plans and mastering substances, there may be an entire wealth of shareable assets on-line.

Differences between Traditional Learning and E-Learning Process

Concept	Traditional Learning	E- Learning
Learning process	Instructor-led	Self-study
Motivation	Instructor generated	Individually generated
Feedback	Immediate response	Programmed response
Role-play	Face-to-face	Simulated
System training	Instructor led	Simulated
Participants	Limited to availability	Unlimited
Repetitive	One time	Unlimited
Interactivity	Limited to time	Limited to development time

Advantages and Disadvantages

	Traditional Learning	E-Learning
Advantages	✓ Knowledge exchange ✓ Skill development ✓ Interaction between learner and teacher ✓ Socialization ✓ Immediate feedback ✓ Motivating learner ✓ Being familiar to both instructor and students	✓ Knowledge sharing ✓ Providing any time accessibility to course materials ✓ Adds pedagogical benefits ✓ Cost effective for learner ✓ Available to global audience ✓ Unlimited access to knowledge ✓ Helpful for instructors

Disadvantage	✓ Class room size ✓ Student teacher ratio ✓ Accessibility ✓ Expensive to deliver ✓ Instructor- Centred ✓ Time and location constrain	✓ Costly to produce ✓ New skills needed ✓ Affordability ✓ Minimal social interaction ✓ Lack of immediate feedback

Current Scenario

The COVID-19 pandemic and consecutive lockdowns have affected the training gadget of India. Since humans had been caught inner their homes for months, there has been no manner for children to retain their studies. What they assumed to be vacations and had been glad about, became to be a disastrous mess. They had been disadvantaged in their information so the authorities had to discover an opportunity, and that opportunity changed into on line training.

Online training is the developing face of the training gadget in India. Since the New Education Policy (NEP) got here in 2020, many modifications had been made withinside the training gadget that protected on line training as nicely however with a brand new set of policies comes many drawbacks.

According to UNESCO, because the outbreak of COVID-19 began, 1.37 billion college students in 138 international locations everywhere in the globe had been suffering from the closure of faculties and universities. Nearly 60.2 million college instructors and college academics are now not held withinside the classroom.

Since the entire u .s .a .isbeneathneath lockdown, e-training is the exceptional and the most effective alternative left. University schools are putting in debts on on line video conferencing systems including Zoom, Skype, Google Classroom, Meet, amongst others to interact with college students.

This new media holds out the opportunity of on-call for get entry to to the content material at any given time or on any virtual platform however this turns difficult for each management and the college students. Digital media nowadays is the combo among the classical and traditional manner of mastering like books and notebooks and virtual software program like eBooks and pdfs.

What is the brand new e-mastering developments?

New consciousness of e-mastering environments is to discover the content material region and individualization. In this sense, novices can be protected in extraordinary e-mastering environments. A non-public software may be made to be a candidate. In addition, content material is unexpectedly growing in our time. For this reason, new e-mastering substances for novices want to be developed. The e-mastering environments which have currently taken area in our lives are synthetic intelligence (AI), micro credentials, huge data, combined mastering, digital and empowered reality, cloud e-mastering, gamification, cellular mastering (m-mastering), Internet of objects, and on line video titles. These new e-mastering developments provide good sized benefits, including growing the exceptional training and improvement

plan, growing it in a bendy surroundings, and growing and keeping a non-public mastering surroundings and continuity.

Overview of New E-Learning Trends

1. Microlearning

Popular for numerous reasons, microlearning is a short and smooth technique for coaching statistics. This getting to know answer provides small chunks of statistics in quick modules to rookies and permits them to revisit at any time. These smooth to eat bits of statistics are designed with the reason to assist rookies meet a particular purpose on their getting to know path. In addition to being an powerful device for getting to know, there are numerous advantages to the usage of microlearning, to include:

- Cost and Time Efficient
- Personalized to Learners
- Unbiased and Purposeful Knowledge
- Can be used on any tool in any location
- More understandable for rookies

Microlearning is the correct technique of coaching for groups who've a constrained quantity of disposable time for schooling, those quick modules can supply excessive high-satisfactory statistics with out turning into a distraction. The adoption of microlearning has end up a famous phenomenon in eLearning, and teachers count on the fashion will keep to boost up inside the enterprise.

2. Artificial Intelligence and Learning Assistance
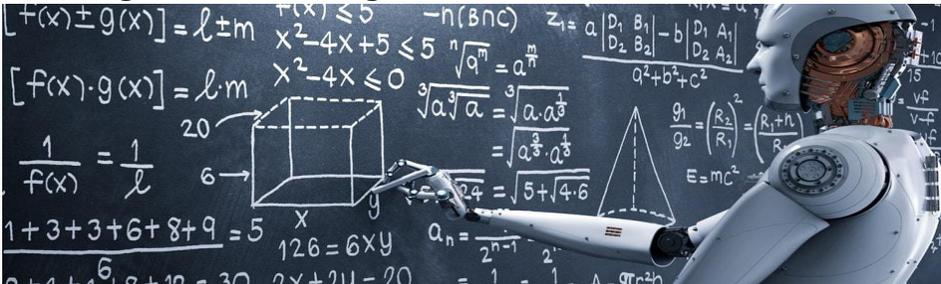
Organizations with e-Learning answers now provide progressive modules to their rookies. With the improvement of synthetic intelligence, teachers can now depend upon digital instructor assistants to assist direct their rookies via modules. For example, the usage of synthetic smart bots permits an assistive fashion of getting to know. Artificial intelligence

inside the enterprise has helped guide rookies at some stage in their academic enjoy in numerous ways. Other benefits of the usage of synthetic intelligence include:

- Real-Time Questioning
- Natural Language Processing
- Improves Accessibility
- Generates Fresh Content
- Personalizes the Learning Experience

Additionally, those tendencies assist customise the getting to know enjoy because the generation may be used to are expecting learner behaviours. Artificial intelligence has additionally been identified as a brand new fashion in e-Learning improvement for its cappotential to translate getting to know modules at a far quicker charge than the conventional strategies of translation. For groups with globally dispersed rookies, this getting to know approach has verified to be tremendously powerful. While teachers might not be capable of manual every scholar via the modules directly, they could depend upon synthetic intelligence to resource in directing rookies.

3. Mobile Learning

As generation maintains to boost at a speedy pace, the training device has made numerous changes to evolve and preserve abreast. The improvement of cell getting to know has introduced a mess of advantages. This new fashion permits rookies to get right of entry to their fabric on every occasion and anywhere they choose. Another noteworthy gain of cell getting to know is that it allows instructor`s higher screen the learner`s performance. As 67% of human beings get right of entry to getting to know via their cell devices, this fashion appears to be transferring eLearning into a brand new direction. While packages that permit people to examine focused statistics have end up very famous at the marketplace, please, it might not be too lengthy earlier than excessive effect getting to know substances hit the marketplace as properly.

As a growing fashion in eLearning, cell getting to know is a exceptional device for academic functions. While it has a extensive sort of advantages, inclusive of its accessibility and flexibility, cell getting to know is likewise tremendously powerful. Custom scholar statistics device software program (SIS) for schools: Public K-12, Charter, Parochial, Private, College, University, Higher Education, Day Care Centre`s, Preschools, Online and Trade have followed cell getting to know to the maximum!

If you're thinking about imposing the cell getting to know approach inside your academic infrastructure, you could relaxation confident that there are more than a few schooling desires to be able to be covered. This includes:

- Formal Training
- Instant Learning Ads
- Informal Training
- Self-Directed Learning
- Social or Collaborative Learning

4. Video-Based Learning

While this fashion has been usual for pretty a few time, in latest years the usage of academic films has propelled it into the vanguard of eLearning. The versatility of video getting to know is certainly considered one among its best features. For example, video getting to know can arise throughout numerous platforms. While academic films may be contained on corporation webweb sites and different how-to locations, rookies also can discover content material on social webweb sites like YouTube. Furthermore, video getting to know permits for the manufacturing of interactive, engaging, and visually attractive content material; if you want to surely raise rookies` engagement.

Additionally, video content material for getting to know functions within reason smooth to make. The cappotential to apply this approach as an e-getting to know authoring device has made it very appealing inside training systems. With modern generation teachers can produce a extensive sort of interactive substances for his or her rookies. Videos are a exceptional medium for groups to manipulate their schooling, as they may be used:

- To supplement or complement company schooling desires
- As stand-by myself academic modules or as a related series
- To sell casual getting to know
- To enhance social or collaborative getting to know
- To guide instructor-led schooling (ILT) and digital instructor-led schooling (VILT)

5. Gamification

Gamification refers to the usage of recreation mechanics to enhance getting to know engagement and raise retention rates. Although this fashion defies all current getting to know strategies, it has end up a tremendously powerful device and contributes significantly to the recognition of eLearning today. One gain of gamification is that it permits companies and establishments to create each tangible and intangible incentives to draft a hit schooling results. For example, a web path may be designed to praise rookies with factors or badges as they whole modules. Although those modules generally tend to simplify the getting to know process, they make the content material extra attractive to the learner. Corporate running shoes and educators can use the gamification technique of coaching to foster an emotional and in depth getting to know enjoy.

Although gamification is broadly identified for its wonderful elements, video games which can be properly concept out, properly designed, and deal with the desires of rookies are extra than tremendously-powerful. As an e-Learning authoring device, this approach permits teachers to create priceless content material. Content authoring software program answers the usage of gamification is new manner to enhance the getting to know enjoy.

If this technique of getting to know is properly-crafted for critical getting to know, teachers can reap the following:
- Higher engagement
- Better finishing touch rates
- Higher bear in mind and retention
- Quicker software of the getting to know fabric
- Proficiency benefit
- Influences behaviour

6. Big Data

Another fashion in eLearning is the gathering and evaluation of information for perception into getting to know behaviours and habits. The term, huge information, refers back to the

large quantity of information accrued from college students' sports and their performance. From this statistics, teachers can benefit a higher information of in which their college students are at the getting to know scale and their fashion of getting to know. This permits groups to adjust

7. The Debut of the Voice of the Learner

As extra establishments and groups have emerge as interested by the gathering and evaluation in their novices` statistics, there was a upward thrust in tasks that purpose to discover essential comments at the studying revel in. The Voice of the Learner, or VOL, is one of the tasks that purpose to boom the exceptional of comments this is being obtained from novices. With the voice of novices, groups have impactful insights at their disposal. The software program makes use of a mixture of platforms, survey tools, social listening software program, and analytical abilties to offer an correct tale on how properly their education and academic packages are working. Additionally, the software program can spotlight regions of this system that also want improvement.

The Voice of the Learner initiative is ideal for corporations and groups seeking to prioritize enhancing their studying revel in. Organizations interested by statistics series could substantially enjoy the implementation of the Voice of the Learner. With the implementation of this initiative, groups can well track:

- Course final touch rates
- Course ratings
- Assessment scores
- The effect of the studying revel in at the novices' work

8. Self-Directed Learning

This fashion in eLearning offers all of the studying energy over to the learner. Self-directed studying calls for novices to take the initiative whilst studying. While college students of different studying techniques can depend on their teachers' supervision, self-directed studying may be carried out without or with an instructor. Custom Web-Based Training (WBT) Software Development with self-directed studying in thoughts has created a brand new manner for college students to boost up their studying. With this technique of studying, novices can pick out whilst, where, and the way they learn. This fashion of studying affords novices with manage over:

- Diagnosing their studying needs
- Formulating their studying goals
- Identifying fabric sources for studying
- Implementing studying strategies
- Evaluating studying outcomes

While there are a huge style of blessings of this fashion of coaching, teachers want to make sure novices are constantly prompted to finish their modules. Although novices being on top of things in their instructional revel in is a terrific benefit, it could additionally emerge as a challenge. This fashion of studying calls for novices to be devoted to finishing their publications and modules. In addition to being each a bendy and on hand technique of studying, self-directed studying is likewise fee efficient; because the funding charges are tremendously low.

9. Blended Learning

This eLearning fashion makes use of a mixture of various studying codecs to make studying extra effective. For example, teachers can integrate using video studying and micro studying to make sure novices are correctly greedy the fabric. Blended studying also can consist of face-to-face instruction; that's some other terrific benefit. This technique of studying may even make sure teachers maximize their sources to make sure novices grasps the fabric.

If you're thinking about growing an eLearning machine on your novices then you could need to include a mixed studying technique to make sure you maximize the exceptional of your fabric. Whether you're coaching college students or education employees, this fashion of coaching will let you accomplish your instructional needs. Although this technique calls for teachers to be taught in era usage, there are a huge style of benefits to the use of mixed studying, including:

- Flexibility
- Highly Effective

- Empowers the Instructor
- Improves Learner Engagement
- Incorporates numerous coaching techniques

10. Immersive Learning

While the eye spans of novices appear to be dwindling down, educators are searching out extra adaptive coaching answers to assist college students higher maintain and maintain studying fabric. Additionally, an immersive education technique might also additionally encourage a higher connection among novices and the studying materials. Immersive studying includes:

- Augmented Reality (AR)
- Virtual Reality (VR)
- Mixed Reality (MR)

These 3 techniques to studying supply a super studying revel in that teachers can depend on. Augmented fact is using the actual global and a virtual overlay of data to deliver studying fabric. The use of this method affords novices with a degree of actual-lifestyles revel in this is unequalled with the aid of using its counterparts. Virtual fact, on the alternative hand, makes use of a very virtual surroundings to offer a artificial revel in to novices. Although digital fact is extra generally used for gaming purposes, it's far a terrific device for e-studying. It permits novices to comprehend fabric which could contain risky behaviours. Mixed fact permits novices to engage with each the bodily and digital environments.

If you're thinking about growing an eLearning software program, you could need to combine an immersive studying module of coaching. The method is famous for its cappotential to decorate the retention of studying fabric. Fortune 500 corporations, like Boeing, Walmart, and UPS are reaping the blessings of immersive studying with the aid of using incorporating the approach into their employee schooling packages. While this technique of studying may be a chunk pricey, its effectiveness can elicit first rate consequences for teachers.

These developments have allowed schooling establishments to amplify their studying experiences. Trends like

Result and Analysis
Top 10 growth rates by country

By the below growth rate, we can understand how the different countries are adapting to e-learning culture worldwide.
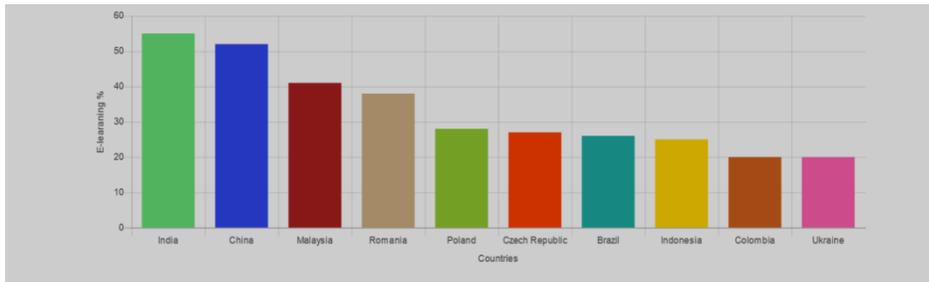
E-learning Growth Rate

Limitation

Our studies consists of the evaluation of conventional and e-gaining knowledge of environments in India. When we communicate approximately the evaluation of gaining knowledge of strategies it has a tendency e-gaining knowledge of extra independently in comparison to conventional e-gaining knowledge of, and the entire surroundings is virtual. So, the newcomers essentially the scholars will take extra hobby and discover extra. For e-gaining knowledge of, one desires to have a few primary understanding approximately the technology wherein the gaining knowledge of software is hosted. In e-gaining knowledge of, the value can be a key issue at the same time as conventional gaining knowledge of is extra value-efficient. These are the few fantastic and terrible capabilities of e-gaining knowledge of and conventional gaining knowledge of, earlier than deciding on any those training mediums the learner desires to recognize his/her requirement and abilities.

Implications of the Study

E-gaining knowledge of is described as gaining knowledge of through digital manner consisting of the internet, video, audio or multimedia. Students can also additionally get right of entry to gaining knowledge of cloth at any time of the day and everywhere withinside the global so long as they have got get right of entry to to the server that residence the cloth. With globalization and technological advancement, e-gaining knowledge of has converted the conventional version of education in better training. It is plain that the fashion in better training is to comprise e-gaining knowledge of withinside the curriculum.

Suggestions for Further Research

In destiny studies, our crew will attempt to evaluate the e-gaining knowledge of that are presently available/utilized in India with distinctive international locations which are the usage of e-gaining knowledge of as their main gaining knowledge of resource.

Conclusion

The essential goal of this studies is to offer a evaluation and want to have e-gaining knowledge of over conventional gaining knowledge of. The e-gaining knowledge of will keep growing because the present day generation to fill the space among industries and academic institutions. We did distinctive compression of e-gaining knowledge of over conventional gaining knowledge of through taking distinctive surveys and comments from students, teachers, and researchers and determined that they're geared up to undertake the e-gaining knowledge of mode of educations.

In the end, the primary truth with admire to e-gaining knowledge of and conventional gaining knowledge of is a barrier to boom and adoption. So, it's miles very vital to pick out e-gaining knowledge of thru the use of various technology for training in addition to for day by day habitual sports so one can enhance the understanding of newcomers.

"On the street to e-Learning, make certain that Learning is withinside the using seat, and Technology is withinside the passenger seat with the map. Learning comes to a decision the destination, Technology enables you get there."

LEADERSHIP'S ROLE IN SUPPORT OF ONLINE ACADEMIC PROGRAMS

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Abstract

The propagation of online education programs generate a countless of confront for those charged with execution and delivery of these programs. Although creating and supporting superiority education is a shared accountability of faculty, personnelthis piece of writing focuses on the pivotal part of leadership in securing the necessary resources, developing the directorial structures, and influencing organizational ethnicity. The imperativegroundwork for a successful effect when implementing online education programs is the role of leadership in providing adequate and suitable shore up.Plentiful literature extols the roles of leadership in scheme supervision; however, there is a shortage of models or logical methods for leaders to follow regarding how to implement and sustain online programs.
Key words: *Keywords online teaching, faculty support, leadership, e-learning*

Introduction

Conscription in online courses in the United States has outgrown the pace of employment in traditional classroom courses. Redpath noted in 2009 that "almost one-third of higher education students in the United States were enrolled in at least one online course."This enrollment inclination has continued to increase, even during the recent economic downturn.

The majority of current students are profound technology users. The approval and reputation of online communication and social networking is motivating this leaning. In turn, higher education institutions need to be receptive to both internal and external changes subjective by technological advances.However, the procurement of leading-edge technology is merely the beginning of a drive toward the delivery of online education. Simple access to technology is insufficient in ensuring project success. Faculty and students entail apt executive support before, during, and after the implementation of innovative technology.

A cohesive support arrangement begins with leaders promoting a synergistic environment conducive to technology implementation. Bruner found significant deterrents to adoption of technology that he labels the "hassle factor."His studies confirmed that the added workload, lack of release time, lack of training, lack of real incentives, and regular frustrations with skill all came together to build a hurdle that he considered the number one reason faculty avoid online education. His advice to administrators: focus additional consideration on removing each of the issues and create a less threatening work environment. Underscoring the worth of leadership's impact on the success or crash rate of online education (or adoption of new

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technology) is Frith and Kee's finding that many faculty fault the loss of students on the shakiness of the infrastructure and the inability of site support personnel to work through issues that subsequently drive away online students.

Current literature identifies the roles of leadership in technology implementation, but little is provided in terms of models or efficient methods that leaders can adopt to improve the organizational resources, structures, and culture crucial for successful technology adoption. This gap is especially true for technology adoption in the academic setting.

Literature Reviews

The literature examines three differing but commingled perspectives that provide deeper impending into the needs of faculty and students in the online teaching environment.

Levy noted that higher education leaders identify developing and communicating a vision as one of their biggest challenges. Nonetheless, a key factor in the success of an online program is its inclusion as a main concern in the institution's deliberate plan. To ensure that all required elements are effectively addressed, the enlargement and implementation of online programs should accept the same level of attention that leaders provide to other strategic priorities.

Research conducted by Meyer and Bare field attempted to bridge this space by focusing on the needs of faculty and the value of faculty comment to leaders who make administrative result.

The authors found that although the views of academic leaders are influenced by state of affairs exclusive to their institution and their individual tasks within it, one bring together objective is compliance with external authorization bodies.

Magjuka, Shi, and Bonk discuss the significant design and administrative concerns that were an imperative piece of the decision making course for what is now Indiana University's Kelley Direct (KD) online program.

Foundation

The base stage defines the infrastructure and practical groundwork that should be in place before an online teaching program is begun. The six elements in this stage need notice before an online teaching program is implemented. These elements are as follows:

- Administration's ability to listen and respond to faculty needs
- An effective and well-supported campus technology network
- Online bookstore services.

In an undertaking of this enormity, it is central that leaders develop a teamwork atmosphere between administration and faculty in order to protected buy-in and the full understanding and cooperation of the faculty.In order to create an effective and harmonious work environment for faculty who teach online, the IT department needs to serve a customer-oriented support role and be accommodating and reactive to the immediate needs of the faculty.Whether the leaders have fulfilled their role in providing the necessary resources, developing appropriate organizational structures, and influencing the ethnicity quickly becomes noticeable when faculty and IT staff begin interacting.

An online teaching program must rely heavily on the network infrastructure and campus servers to provide the needed connectivity to online students.

Development

The Development stage of the template outlines nine important rudiments that should be implemented during the growth of an online program. These rudiments include the following:

- Online program guidelines,
- A staff development program,
- Faculty incentives,
- A teamwork approach,
- A faculty development program,
- A faculty mentoring program,
- A course management system,
- A lecture course online delivery system, and
- Online test refuge.

Coordinated human activity rarely occurs by accident; it typically requires a plan of action to direct both independent and team-based work. Policies, procedures, and job metaphors are examples of the types of plans that get better coordination. Developing, implementing, and maintaining detachment learning programs is no omission to the broad rule of thumb that written guidelines progress coordination and as a result improve results. Existing guidelines should be reviewed in the before time stages of online program development.

Staff and faculty development is essential to the achievement and efficacy of any online program. More than a few studies show that it is even better if faculty development classes can be offered online so that faculty can get a better feel for what the students will experience. An effective online training program must be headed by a successful development program for both faculty and staff.

Leadership can revolve to successful programs such as Boston University's effort. Their successful approach included compensating faculty for time exhausted converting classroom courses into online courses, linking funding support to revenue production, and providing increased funding support to the respective online programs.

Faculty mentoring has been lauded as one of the more effectual methods of helping faculty preserve and relate what was learned in training sessions. Training that takes place without mentoring is promptly elapsed and refresher training is then required, but instruction that is followed by a mentoring program has confirmed very effective in the defense of training.

Conclusion

Leadership's role in providing enough and suitable support is to the sensation of implementing a new online program or revamping an existing online program. The Administrative Support surrounding substance provides a logical method for leaders to consider when implementing an online teaching program.

Leaders at all levels of management require to be aware that while online programs grant significant augmentation latent with slight need for added material gap, careful contemplation needs to be given to the faculty and student support configuration in order to achieve maximum effectiveness. Online learning environments differ broadly from their brick-and-mortar cousins and therefore require further planning to guarantee achievement.

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ROLE OF GOVERNMENTIN PROMOTING ENTREPRENEURSHIP AND SKILL DEVELOPMENT IN INDIA

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Abstract

Today, India is one of the youngest nations in the world with more than 62% of its population in the working age group (15-59 years), and more than 54% of its total population below 25 years of age. Its population pyramid is expected to bulge across the 1559 age group over the next decade. It is further estimated that the average age of the population in India by 2020 will be 29 years as against 40 years in the USA, 46 years in Europe and 47 years in Japan. In fact, during the next 20 years, the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%. Government plays a very important role in developing entrepreneurship. Government develops industries in rural and backward areas by giving various facilities with the objective of balanced regional development. The government set programmes to help entrepreneurs in the field of technique,finance,market and entrepreneurial development so that they help to accelerate and adopt the changes in industrial development. Various institutions were set up by the central and state governments in order to fulfill this objective.

Keywords: Role of Entrepreneurship, Government,Development,Promote.

Introduction

India is paving the manner in the direction of turning into the Skill Capital of the global. With one of the youngest populations withinside the global, India can understand its demographic dividend via a team of workers that are trained in `employable` talents and is industry-ready. Harnessing this capacity right into a fantastic force for improvement, the Ministry of Skill Development and Entrepreneurship (MSDE), has collaborated with Central Government Ministries, State Governments, Industry, Non-Profits, and Academia to synergize and boost the skilling efforts throughout geographies. The collective efforts via way of means of all stakeholders have advised in fantastic consequences with the full-size boom in talented schooling.

In these 12 months, MSDE has entered into its seventh hit 12 months because of its inception in 2014. The Department of Skill Development became notified on the thirty-first of July 2014 below the Ministry of Sports & Youth Affairs which later were given notified as the Ministry of Skill Development & Entrepreneurship in November 2014(9.11.2014). Annually, extra than One Crore adolescent had been becoming a member of and benefitting from the Skill India program, a project below the Ministry to equip adolescents with talents for higher livelihood. Over time, MSDE has taken up numerous extra roles via more than one business and skilling schemes, specifically PMKVY (PradhanMantriKaushalVikasYojana), PMKK (PradhanMantriKaushal Kendra), NSDC (National Skill Development Corporation), NCVT

(National Council for vocational training), JSS (Jan ShikshanSansthan), NIESBUD (National Institute for Entrepreneurship & Small Business Development), IIE (Indian Institute of Entrepreneurship), Directorate General of Training(DGT). The information on diverse schemes carried out via way of means of MSDE and its Attached and Subordinate Organizations had been supplied withinside the next chapters.

India is one of the quickest developing economies withinside the global and a want became felt to increase the scope offerings zone and to combine schooling publications with an apprenticeship. With a view to fostering apprenticeship withinside the country, Apprenticeship Act became reformed in December 2014 and subsequently, National Apprenticeship Promotion Scheme (NAPS) became released in August 2016 to incentivize employers to tackle extra apprentices. The efforts have borne fruit over the past 5 years with large upgrades in apprentices` enrolment.

Skill improvement on my own isn't going to matter until it's far complemented with employment generation, therefore, there may be a want for the authorities to generate sufficient employment. And todo that it has to recognition on industries that can be labor-in-depth and now no longer simply capital-in-depth or technology-driven. Supporting the boom and improvement of the SME zone can play a pivotal function in growing the additional employment possibilities required to soak up and interact with the complete team of workers. Keeping in view the mandate of MSDE, the entrepreneurship orientation module has been integrated below the Employability, Entrepreneurship, and existence Skills as one of the NOS (National Occupational Standard) within side the PMKVY publications. In ITI publications, the module on Entrepreneurship is already integrated.

Data Collection

The study is primarily based on the secondary data. The research for this paper was conducted through literature review, without any empirical work being conducted. A large resource of written material was used, which includedMinistry of Skill Development and Entrepreneurship reports and books magazine articles, academic journals, as well as the websites.

Proposed Scheme on Entrepreneurship Development

An entrepreneurship development scheme is currently being developed by Ministry of Skill Development and Entrepreneurship. The scheme will be being designed around the following major elements:

Short Term Training Schemes/Initiatives
PradhanMantriKaushal Kendra (PMKK)

Under the "Skill India Mission", Ministry of Skill Development and Entrepreneurship (MSDE) has initiated the establishment of state of the art, visible, aspirational model training centres in every district of India. These model training centers are referred to as "PradhanMantriKaushal Kendra" (PMKK).PMKK are equipped to run industry-driven courses of high quality with focus on employability and create an aspirational value for skill development training. PMKK envisions to transform the short-term training ecosystem from a mandate driven delivery model to a sustainable institutional model.Investment support is provided for the establishment of PMKKs. NSDC provides the funding support in form of

secured loan up to a maximum of INR 70 lakhs per PMKK.The financial assistance is provided towards capex support (shall not be utilized/provided for creation of immovable property).

Jan ShikshanSansthan (JSS)

The Scheme of Jan ShikshanSansthan (JSS), formerly known as ShramikVidyapeeth is implemented through a network of NGOs in the country since March 1967. The first ShramikVidyapeeth was established in Mumbai [Worli] and was commissioned by Bombay City Social Council Education Committee, a voluntary organisation engaged in the field of Adult Education. After the success of the project, the Govt. of India developed a scheme for setting up a network of such institutions in the country in a phased manner.With the transformation in the economic and social setup over the years, the role and scope of these polyvalent educational institutions have widened manifold. In the changed scenario, the focus of ShramikVidyapeeth (SVP) was shifted from industrial workers in urban areas to the non-literates, neo-literates, unskilled and unemployed youth particularly from SC/ST/OBC/Minority/Divyang/Women throughout the country especially to underprivileged people in the rural areas. The SVPs were accordingly renamed as Jan ShikshanSansthan (JSS) w.e.f. year 2000.The scheme of Jan ShikshanSansthan was consequently transferred from Ministry of Human Resources Development (MHRD) to Ministry of Skill Development and Entrepreneurship (MSDE) in July 2018.

Capacity Building Scheme

Under convergence policy of Ministry of Skill Development and Entrepreneurship (MSDE), Capacity Building (CB) component of the Capacity Building & Technical Assistance (CB & TA) Scheme of Ministry of Development of North Eastern Region has been transferred to the MSDE for conducting skill development training for unemployed youth of NER. Under this Scheme, residential training is being provided to the youth of NER with a budget of Rs. 25 Cr. All the courses/ Job Roles that were taken up under the scheme were NSQF aligned while the payouts/ disbursement of funds to the TPs was made according to standard Common Norms. The Target was to train around 9,681 candidates. The scheme has now closed with a total enrolment of 9,435 candidates, out of which 6,686 candidates have been certified and 3,638 candidates have been reported placed.

Udaan

The Udaan Scheme, a Special Industry Initiative (SII) for the state of Jammu and Kashmir (J&K), is funded by the Ministry of Home Affairs and implemented by National Skill Development Corporation (NSDC). Based on the recommendations of the Rangarajan Committee, the scheme has been a major initiative of the central government towards making the educated youth – graduates, post-graduates and three-year diploma holders in engineering – of J&K employable. The Rangarajan Committee was formed in August 2010 and the report by the committee was submitted in February 2011, post which the Udaan scheme was promptly launched in financial year 2011-12. The aim of the Udaan scheme is capacity building of the youth in J&K through skill development and subsequently exposing them to the best of corporate in India. The initiative also aims at providing the corporate sector in India access to the rich talent pool in J&K.The Ministry of Home Affairs is the funding and monitoring authority for the scheme. As a state specific scheme under the Ministry of Home Affairs (MHA),

Udaan is a considerably funded initiative. The total fund allocation for the scheme by MHA was to the tune of INR 750 Crore. The scheme is now in its closure.

School Initiatives and Higher Education

In the school education space, NSDC expanded its footprint to 2 new states of Andhra Pradesh and Tamil Nadu, taking the total count of states and UTs engaged to 28 with a total of 9182 schools. NSDC has worked with MHRD to restructure the implementation model of skill development trainings in schools from 4-year (1 entry at 9th class and 1 exit at 12th class) to 2-year model (entry at 9th and exit at 10th; again entry 11th and exit at 12th class). 73 Job roles (pegged at NSQF Level 2 to 4) were identified across 21 Sectors will be offered in schools. NSDC also roped-in Delhi Public School to initiate implementation of Skill Development courses. NSDC partnered with Kunskapsskolan (Swedish multinational school education organization) and ManavRachna International University – a unique model of imparting education & learning in India. NSDC ran a pilot project in 100 schools of Haryana in 3 Sectors - Beauty & Wellness, IT-ITeS& Retail. Model IT Labs have been developed in 5 schools across 5 districts in Haryana. We have facilitated placements of students, successfully completed training, through 'Job Melas', organized along with Education Departments across 5 States viz. Punjab, Chhattisgarh, Rajasthan, Haryana and West Bengal.

In the higher education space, NSDC is working with All India Council for Technical Education (AICTE) for facilitation of its flagship initiative of PMKVY-TI (PradhanMantriKaushalVikasYojana – Technical Institute). Post, completion of 28,204 training SSC-Job Roles in the first phase; in 2018-19, the second phase of this scheme experienced an ambitious 171,879 training targets allocation across 1,577 Colleges, based on proposals received by AICTE from several Colleges. No new allocations have been made under this program. NSDC initiated to work with Department of Higher Education, MHRD-GoI in developing an Apprenticeship model for regular general graduates / undergraduates. Under the initiative of Apprenticeship for Exiting Graduates, Apprenticeship opportunity was provided for exiting graduates in select job roles from May 2019 onwards. 9 sectors and approx. 100 job roles were shortlisted for the phase 1 implementation. This will increase the employability of the general graduates considerably as the student will be having professional experience on the shop-floor, after their graduation. The entire project will be funded through NAPS. NSDC also worked with MHRD to restructure the BVOC program and introduce new Degree program with mandatory embedded apprenticeship. In BVOC and degree programs, apprenticeship is an embedded component and the pilot was rolled out from academic year 2019-20 in 3 sectors and 20 colleges under NAPS.

India International Skill Centres (IISCs)

Government of India is keen to bridge the global shortage of labour force in the coming years by reaping the demographic dividend of young Indian labour force. To meet this objective, Ministry of Skill Development & Entrepreneurship (MSDE) under the "Skill India Mission" has set up India International Skill Centre (IISC) to provide skill training and certification benchmarked to international standards. In the pilot phase, IISCs were set up through the National Skill Development Corporation (NSDC) to implement two schemes namely PradhanMantriKaushalVikasYojana (PMKVY) and PravasiKaushalVikasYojana (PKVY) for youth seeking global mobility for jobs. As part of IISC Program, both domain skill training

on international standards and Pre-Departure Orientation Training (PDOT) are being imparted to candidates.

The Pilot phase was executed and successfully completed on 02nd July, 2018 which also provided few learnings such as a) utilizing the already existing market driven methodology of overseas placement, b) enhanced understanding of Indian labour supply and overseas demand and c) ways of incentivizing to build quality in the operational value chain. Based on the above learnings and changing scenario of international labour mobility a revised policy for IISC is being proposed.

Pre-Departure Orientation Training (PDOT)

Given the need to orient potential migrant workers with regards to language, culture, do's and don'ts in the destination country, the emigration process and welfare measures, PDOT program has been launched. Ministry of External Affairs (MEA) in collaboration with Ministry of Skill Development and Entrepreneurship (MSDE) is conducting the PDOT program. NSDC is the implementing agency for this program.

Long Term Training Schemes/Initiatives
Craftsmen Training Scheme (CTS)

The Craftsmen Training Scheme (CTS) was introduced by the Government of India in year 1950 to ensure a steady flow of skilled workers in different trades for the domestic industry, to raise quantitatively and qualitatively the industrial production by systematic training, to reduce unemployment among the educated youth by providing them employable skills, to cultivate and nurture a technical and industrial attitude in the minds of younger generation. The Scheme being the most important in the field of Vocational Training, has been shaping craftsmen to meet the existing as well as future manpower need, through the vast network of ITIs spread over various States / Union Territories in the country. The day-to-day administration of ITIs under the Craftsmen Training Scheme was transferred to the State Governments/ Union Territory administrations with effect from the year 1956. From 1st April, 1969, the financial control of the Industrial Training Institutes in the States as well as in the Union Territories was transferred to the respective State Governments / Union Territory. The financial assistance was granted to them in the form of bulk grant in consultation with the erstwhile Planning Commission and the Ministry of Finance.

Vocational Training is a concurrent subject of both Central and State Governments. The development of training schemes at National level, evolution of policy, laying of training standard, norms, conducting of examinations, certification, etc. are the responsibilities of the central government, whereas, day to day administration including admission in ITIs rests with the respective State Governments / UTs.

Crafts Instructor Training Scheme (CITS)

Training of Craft Instructors is the mandated responsibility of DGT and it is operational since the inception of the Craftsmen Training Scheme (CTS). Comprehensive training both in skills and training methodology is imparted to the instructor trainees to make them conversant with techniques of transferring hands-on skills, to train skilled manpower for the industry.During admissions in academic session 2019, it was assessed that about 15,000 ITIs with seating capacity of more than 28 lakhs and the skill ecosystem have more than 95,000

instructor positions. But, only about 15% of these are currently trained under CITS. NCVT has mandated that all trainers in ITIs need to be CITS trained. Present capacity in National Skill Training Institutes (NSTIs) for training of trainers is 7776 per annum with total seating capacity being 11556 (including of govt. and pvt. ITOTs – 3780).During academic year August 2019, a total of 9317 candidates have taken admission (81% seats filled)in NSTIs.Under the Crafts Instructor Training Scheme programme, the eligible candidates are those who possess NTC / NAC / Diploma /Degree qualifications. Training in 27 Engineering trades and 9 non-engineering trades is being offered.

Advanced Vocational Training Scheme (AVTS)

In order to upgrade and update the skills of serving industrial workers, the AVTS is in operation since 1977. The scheme was launched by erstwhile DGE&T, Ministry of Labour and (now Directorate General of Training (DGT), Ministry of Skill Development & Entrepreneurship) in collaboration with UNDP/ILO in 1977 at the then 6 Advanced Training Institutes (ATIs) under DGE&T and 16 ITIs of the 15 State Governments. Under the scheme, training in selected skill areas is being imparted through short-term modular courses of one to six weeks' duration. Tailor-made courses suiting to the specific requirements of industrial establishments are also offered. Over 3.5 lakh industrial workers / technicians have made use of the training facilities at the NSTIs (erstwhile ATIs) since Sept, 2007. With financial assistance from World Bank, training facilities in additional areas were created at ATIs and the existing training facilities were also strengthened.NSTI (Ramanthapuram) (erstwhile ATI-EPI) Hyderabad was established in 1974 with the assistance from the Swedish International Development Authority (SIDA), ILO and the second NSTI (erstwhile ATI-EPI) at Dehradun has been set up to cater to the training requirement of industries / organizations by offering both short and long term courses especially in the field of Electronic & Process Instrumentation.

Vocational Training Programme for Women

Women Training under Ministry of Skill Development & Entrepreneurship takes care of providing skill training to women in the country which aims at stimulating employment opportunities among women of various socio-economic levels and different age groups.Women's Vocational Training Programme (WVTP) was designed and launched in 1977 to mainstream women into economic activities. This project on women's vocational training was formulated with the assistance of Swedish International Development Authority (SIDA) and the International Labour Organization (ILO) in March, 1977. Under this project, vocational trades were identified that were particularly suitable for women and their implementation planned.Women's Vocational Training Programme promotes Vocational Training for women for wage-employment in industry, as instructors and also promotes their self-employment.

Flexi MoUs (Flexible Memorandum of Understanding or Flexi-MoU Scheme)

The scheme allows industries to train candidates as per their skill set requirements and provides trainees with an industry environment aligned with the market demand and latest technology to undergo training. It is designed to cater to the needs of both industry as well as trainees. The scheme, as an Employer Skiller model, envisages prospective employer (industry)with established infrastructure, robust training facilities, as well as trained faculty; to conduct in-house skilling of prospective employee to add industry ready trainees to its

workforce.The scheme offers flexibility to Industry, for their tailored &customized courses, having market relevant content that meets the industry requirements. These courses developed by ITP are intended to provide more weightage towards industrial training and are high employment potential. For IT/ITES and similar sectors, purely online courses may be developed. Duration of training including classroom and industry training ranges from 6 months, upto 24 months (2 years). While training is the sole responsibility of ITP, assessment is jointly done by ITP and DGT. Industry conducts practical and formative assessments, with ensured placement of at-least 50% of the total successful trainees trained.

The participating entities need to enter into agreement or MoU with DGT, as an Industrial Training Partner (ITP). ITP can be Industry/Organization, Industry Cluster/ Association, Skill University. ITP has flexibility of selecting the trainees according to their criteria over and above the prescribed criteria. Admission time and training cycle has been kept flexible. Training in industry relevant courses with high employment potential, interactions with experienced industry experts/professionals and exposure to industry shop-floor environment & latest equipment are benefits to trainees with increased employment avenues in multiple industries in that sector. The pass out trainees are Industry ready, with exposure to best practices, latest machines, tools, and equipment.

Skill Strengthening for Industrial Value Enhancement (STRIVE)

Skills Strengthening for Industrial Value Enhancement (STRIVE) project is a World Bank assisted-Government of India project with the objective of improving the relevance and efficiency of skills training provided through Industrial Training Institutes (ITIs) and apprenticeships. The financial agreement was signed between Government of India and International Bank for Reconstruction and Development (IBRD) on 19th December, 2017 and the closing date of the project is November, 2022. It is an outcome focused scheme marking shift in government's implementation strategy in vocational education and training from inputs to results. It is aimed at institutional reforms and improving quality & market relevance of skill development training programs in long term vocational education training. It shall incentivize ITIs to improve overall performance including apprenticeship by involving SMEs, business association and industry clusters. The project aims to develop a robust mechanism for delivering quality skill development training by strengthening institutions such as State Directorate of training & Employment, CSTARI, NIMI, NSTIs, ITIs etc.

Initiatives in the North East and LWE Regions
Skill Development in 47 Districts Affected by Left Wing Extremism

The scheme envisages creation of Skill Development infrastructure closer to the people of left wing extremism (LWE) affected districts. As advised by MHA, 13 new LWE districts have been added and the revised scheme now covers 47 LWE Districts in 10 States. The revised cost of the scheme is Rs 407.85 crore with duration of implementation upto 31 March 2020.The revised scheme interalia, envisages creation of infrastructure for 47 Industrial Training Institutes (ITIs) @ one ITI per district. Creation of infrastructure for 68 Skill Development Centres (SDCs) @ 2 SDCs per districts, which were part of the pre-revised scheme, will be continued to be supported, only where construction work has been started. Establishment of SDCs in added 13 districts in the revised scheme has not been taken up. In addition to that, funding to 47 Institute Management Committee (IMC) @ Rs. 1.00 crore/ IMC in 47 ITIs

established under the scheme is supported. So far central share of Rs.206.08 crore out of total central share allocation of Rs.319.56 crore has been released to 10 states under the scheme.

Dual System of Training (DST)

The scheme Dual System of Training, with the revised guidelines, has been launched by DGT in Feb. 2019, in order to provide Employable Skills to the trainees who pass out from ITI in various trades. The revised guidelines are effective from academic year 2019. DST encourages ITI and industry partners to adopt/participate within the regular training duration of specific trade and within the ITI ecosystem, which strengthens industry connect of ITI and trainees viz a viz imparts industry relevant quality training to the trainees.Under DST scheme, the admission to ITI, courses offered, their duration, examination and certification are same as the courses offered under Craftsmen Training Scheme. Under the DST scheme, On the Job Training (OJT), is conducted in the industry environment, in order to meet the skilled workforce requirements of industry, while theoretical component is covered in the ITI itself. The students appear in regular examination under Craftsman Training Scheme (CTS) and awarded e-certificate under CTS like other ITI students. DST is applicable in all affiliated ITIs and covers all existing trades offered under CTS. After the completion of training, the trainees who are awarded E-National Trade Certificate (E-NTC) under the scheme have an edge over regular ITI pass outs in terms of employability and employment opportunities in industry.

Conclusion

Entrepreneurial development programmes play an important role in the economic and industrial development of any country whether developed or developing. No doubt these programmes have developed in India in recent years and proved successful also but the expected success is not much. By implementation of some suggestions explained earlier and by improving government machinery our country can also move forward towards industrialization and economic progress through EDP's.

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EVALUATION OF ONLINE LEARNING IN HIGHER EDUCATIONAL INSTITUTIONS IN THE PANDEMIC ERA

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Abstract

Covid-19 Pandemic situation has bought a dramatic change in the system of education. The education system of world got stuck in this pandemic, not only India, but also the whole world. The point of addressing the crisis has offered guidance to the institutional head's officials and to the teachers. The study evaluates about the effect of covid 19 on online learning in higher educational institutions in Malappuram district, Kerala. The main objective of the study is to analysis the impact of online learning on the higher educational institutions. To check whether the students are able to capture the content of teaching. Whether the students find it easy to understand the concept through online learning.
Keywords: *Online education, advanced technology in learning, availability of technology.*

Introduction

This pandemic has led our whole society, business, schools, market and government into dark and stagnant. Most of the educational have closed and provided online education. All the teachers and students have got adapted towards this new system. As a part of preventive measures the government adopted wearing mask, social distancing, Lock down sanitisingetc thus prevent the spread of corona. So the educational system also changed their regular mode to online. Thus government start to think and adopt a Zero academic year.

Objectives of the Study

The main objectives of the study are:

1. To know about the most preferred internet facility available for online education
2. To know the most preferred online platform used by the students.
3. To test the association between type of internet facility and cost incurred for internet in a month by the e-learning users.
4. To test the significance of use of online platform and satisfaction level of Online learning.
5. To analyse about the use of device and difficulties faced while online learning

Methodology

The methodological arrangement of the study:

- ***Data base:*** Both primary and secondary data were used for the study. The primary data were collected from the higher education section students through questionnaire

technique and the secondary details regarding the higher education was taken from the journals and articles that is from both the published and unpublished sources.

- **Population**: Population of the study comprises of the students from higher educational institution of Malappuram District, the sampling frame for the study is two hundered and sixty respondents which was selected by using the convenient sampling technique.
- **Instrument of data collection**: The primary data are obtained from the respondents by using scheduled questionnaire with closed ended questions. Scaling type of questions are used in the questionnaire.
- **Techniques for data analysis**: Descriptive statistics like mean, standard deviation were used in the present study. Chi-square test and One-Way ANOVA is used .

Review of Literature

According to Sir John Daniel Prospects (2020) Covid-19 Pandemic situation has bought a change in the system of education. The point of addressing the crisis has offered guidance to the institutional heads officials and to the teachers. What type of preparations should the educational institutions make in the short time available and how do the institutions address students' need by the level and field of study? The vital element of the institution response should be reassured to the students and the parents. The advantage of asynchronous of learning which works best in the digital formats should be in ramping up capacity to teach remotely, schools and colleges. The normal classroom subjects should include the teaching of varied assignments and work that puts Covid-19 in a global and historical context. Students assignments helps the teachers to focus the constructing curricula designing. At the end this view point suggests flexible ways to repair the damage to students learning trajectories as the pandemic is over and gives a list of resources.

A per the ideas of Man Hung Frank W. Licari[...]Martin S. Lipsky (2021): 21st century has witnessed the corona virus disease 2019 (Covid-19) pandemic the worst public health crisis of this century 25th century. Empirical study has taken place currently exists in the literature that examines the impact of the covid-19 pandemic on dental education. The impact of Govind 19 on dental education and dental students experience was evaluated in the study methods: An survey was administrated to professional dental students focused on their experiences related to covid 19. On an onymous online survey psychological impact, students concern, institutional responses, students demographics, protocols and the reopening were the questions included in the survey.

Data Analysis and Interpretation

For evaluation 260 respondents are selected for the analysis and interpretation are given below.

One way –ANOVA

H0: There is no significant difference between use of online platform and satisfaction level of online learning.

Descriptive							
Level of satisfaction							
	N	Mean	Std. Devtn	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Google meet	192	28.9896	6.36745	.45953	28.0832	29.8960	10.00	44.00
WebEx	16	25.5625	5.65649	1.41412	22.5484	28.5766	16.00	38.00
Micro soft teams	16	28.9375	8.20137	2.05034	24.5673	33.3077	14.00	40.00
Zoom	10	28.8000	5.07280	1.60416	25.1711	32.4289	20.00	35.00
Others	26	28.2308	7.03879	1.38042	25.3877	31.0738	11.00	43.00
Total	260	28.6923	6.48234	.40202	27.9007	29.4839	10.00	44.00

Most of the respondents are using Google meet (192), and least preferred platform is Zoom.

ANOVA					
Level of satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	180.315	4	45.079	1.074	.370
Within Groups	10703.070	255	41.973		
Total	10883.385	259			

We can see that the significant level is .370 which is higher than 0.05, therefore we accept the null hypothesis, that is there is no significant difference between use of online platform and satisfaction level of Online learning.

1. **One way Anova**
    H0: There is no significant difference between use of device and difficulties faced while online learning

Descriptive							
Tot difficulty							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Lap top	20	44.1000	8.90239	1.99064	39.9336	48.2664	19.00	58.00
Smart phone	240	49.4750	6.76993	.43700	48.6141	50.3359	25.00	66.00
Tablet	1	58.0000	00.	00.	00.	00.	58.00	58.00
Total	261	49.0958	7.09079	.43891	48.2315	49.9601	19.00	66.00

Most of the respondents are using Smart phone for online learning (240),and 20 respondents using Lap top ,only one respondent used Tablet for e- learning.

ANOVA					
Tot difficulty					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	612.955	2	306.478	6.346	.002
Within Groups	12459.650	258	48.293		
Total	13072.605	260			

We can see that the significant level is .002 which is less than 0.05, therefore we can reject the null hypothesis that there is no significant difference between use of device and difficulties faced while online learning. With this we can confirm that there is a significant difference between devices used by respondents and difficulties that they face while e-learning.

2. Chi – square
H0 : There is no significant association between type of internet facility and cost incurred for internet in a month

Type of internet facility The cost incurred by me for internet in a month- Cross tabulation							
			The cost incurred by me for internet in a month				Total
			less than 500	500 to 1000	1000 to 1500	Above 1500	
Type of internet facility	LAN	Count	1	2	0	0	3
		% within Type of internet facility	33.3%	66.7%	0.0%	0.0%	100.0%
		% Within The cost incurred by me for internet in a month	0.5%	2.8%	0.0%	0.0%	1.1%
		% Of Total	0.4%	0.8%	0.0%	0.0%	1.1%
	Mobie data	Count	173	47	2	0	222
		% Within Type of internet facility	77.9%	21.2%	0.9%	0.0%	100.0%
		% Within The cost incurred by me for internet in a month	94.5%	66.2%	50.0%	0.0%	84.7%
		% Of Total	66.0%	17.9%	0.8%	0.0%	84.7%
	Wi-Fi	Count	9	22	2	4	37
		% Within Type of internet facility	24.3%	59.5%	5.4%	10.8%	100.0%
		% Within The cost incurred by me for internet in a month	4.9%	31.0%	50.0%	100.0%	14.1%
		% of Total	3.4%	8.4%	0.8%	1.5%	14.1%

Total	Count	183	71	4	4	262
	% within Type of internet facility	69.8%	27.1%	1.5%	1.5%	100.0%
	% within The cost incurred by me for internet in a month	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	69.8%	27.1%	1.5%	1.5%	100.0%

We can see that most preferred type of internet facility is using Mobile data least preferred is wi fi connection for e- learning.

Chi square test table

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	61.121a	6	.000
Likelihood Ratio	50.988	6	.000
N of Valid Cases	262		
a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .05.			

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.483	.000
	Cramer's V	.342	.000
N of Valid Cases		262	

The most commonly used method is Pearson chi-square, the Pearson chi-square value (.000) is less than 0.05, therefore we reject the null hypothesis, and there is no significant association between type of internet facility and cost incurred for internet in a month. So, we can conclude that there is significant association between type of internet facility and cost incurred for internet in a month by the users of e-learning.

As, the table is more than 2*2, we select Cramer's V to measure the strength of relationship. The value of Cramer's V is .342.

Conclusion

These analysis shows that most of the respondents use google meet and the least used is zoom as their platform for online education. Many of the respondents use smart phone for the online classes. There is a significant association between type of internet facility and cost incurred for internet in a month by the users of e-learning, the cost of using internet facility depends upon the various facilities used by the respondents. There is difference between the devices used by respondents and difficulties that they face while e-learning.

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STRATEGIES AND CHALLENGES IN E-LEARNING DeLivery

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Abstract

Institutions Of larger gaining expertise of are turning into greater trusting of the range of every modern and rising college student and are seeking to provide a range of engagement options. Delivery structures have emerge as higher flexible. Multiple pathways and chances had been on hand for university students. For users who sincerely desire to beautify their skills, On switching amongst all the modes, there are a few elements to consider. A one-size-fits-all methodology is generally utilized. Internal value, in distinctive words, is modified into a excellent form for exterior sampling. However, the one-size-fits-all strategy to data trade possesses a lot of concerns. Unconnected college students are moreover these who sense or even have faced isolation. When characterised in opposition to their very own core operations, these learners, like their counterparts, experience a lot of barriers in their workable to reap their potential. Participation in assignment areas may additionally additionally be hampered by means of using these hurdles. These boundaries can additionally now not be encountered by way of skill of people enrolled in these equal gadgets by means of the use of face-to-face or hybrid enrolment modes, imparting each and every different type of learner to reflect on consideration on in the future. The most vital traits are identified the use of a quantitative technique, observed by using a qualitative evaluation to provide an explanation for why and how they are important. These troubles will be examined in this paper, as suitable as potential remedies.
Keywords: External students, strategies, technology, challenges, online learning.

Introduction

There are two ways to seem to be at e-learning. The first is education, while the second is training. Education can be utilized at both the major and secondary levels. Companies can utilise it in education to teach and enhance their personnel e-learning allows for the fast delivery of know-how and information to learners, opening up new possibilities. Transfer of expertise Early adopters are groups that have attempted to supplement face-to-face meetings, demonstrations, and different forms of face-to-face verbal exchange with technology. The use of this technology in coaching lessons and lectures The adoption of e-learning in all spheres, such as corporations, schools, and universities, The wide variety of universities, colleges, and different instructional establishments is now minimal. When compared to the international market, the Indian market is small. In India, learning has been most successful in the company sector. There is still a lot of effort to be executed to make e-learning successful for reputable and casual schooling in India, as properly as to build people's trust in on-line degrees offered by means of reputable colleges such as IITs. It will be notably faster to educate human beings if e-learning reaches India's far away and rural areas. One of the most essential the situation in India is that virtually all enormously skilled authorities are centred in larger cities, depriving the rural areas. They are preventing a large element of the populace from receiving an

education via them. E-learning makes this manner less difficult by using bringing know-how to the public. Assuming there is net access in a nearby place, Even in higher education, the provide is in short supply. The supply and demand are unbalanced. When looking at the population, the range of universities reachable is insufficient to accommodate all of the people looking for education. At this moment, far away training enters the picture, and it is already extraordinarily popular. Even in this case, e-learning has a enormous role to play .For the external or remote learner, the surroundings affords additional challenges, particularly in terms of involvement, access, community, and support. When wondering about a situation, this paper gives suggestions for folks who want to make on-line studying easier from the standpoint of a lecturer. Pedagogical strategies for assisting college students in an online context were a focal point of instruction for instructing in an on line environment. Learners thru the improvement and aid of collaborative getting to know via crew presentations and activities. The following observations are based on a number of years of experience to help persons who are undecided or inexperienced in guiding an on-line studying surroundings apprehend and help their students.

Different Approaches to E-Learning

1. **Synchronous** coaching and **asynchronous** training are the two fundamental processes in e-learning.
2. **Synchronous,** which skill "at the equal time," refers to real-time interplay between members and an teacher by using Internet Time. The participant can end the WBT at his very own pace due to the fact it is **asynchronous,** which means "not at the identical time" besides interacting with the teacher in actual time.
3. **Virtual Classroom:** A digital study room is an online model of a real classroom. Participants interact with one another. Online conversation with each different and teachers includes on the spot messaging, chat, voice and video conferencing, and more.
4. **Blended Method:** Most corporations use a aggregate of synchronous and asynchronous e-learning. According to their specifications, it combines synchronous and asynchronous gaining knowledge of techniques.
5. **Embedded Learning:** Embedded gaining knowledge of is facts that is embedded in a system and is available for self-help 24 hours a day, seven days a week. It can be delivered to the area of work or to cell learners.Electronic performance guide structures (EPSS) are a kind of embedded learning. The gain is that embedded learning presents rookies the facts they want on every occasion they want it.

Presentation Tools for E-Learning

Some people were taken aback by the introduction of e-learning. Flexibility is a main concern. To fulfil the wishes of the institution, the department, the staff, and/or the students, the administration may additionally have publications taught face-to-face, online, or hybrid. Faculty individuals can multitask and be in two locations at once with on line courses. And finally, students can take classes at schools all over the world at the same time. The online market is quite competitive, Courses, specifically when many universities offer the same course and the option to switch from one programme or group to every other is a easy one. Teaching procedures for on line guides are now not always the same as those used in typical classrooms. Face-to-face training It is crucial that educators have appropriate coaching in how

to use the system. Not solely instructors be taught to utilise a direction management system, but college students also need to be given some sort of legitimate training in how to have interaction in an online course; this introduction may want to take the structure of a compulsory route or even a tutorial that ought to be completed. Done efficaciously prior to enrolling in an on-line course. An on-line course's technological demands can purpose problems. Both instructors and college students are in a country of anarchy. The university owes it to the online students to grant perfect technology. Students, on the other hand, have a accountability to meet the institution's minimal technical standards, hardware, software, media delivery systems, and verbal exchange systems, including networking, are all used to support technology-enhanced learning. Mouse, trackball, joystick, light pens, contact screen, optical mark or character recognition, bar code reader, digitising pill or digitizers, a cursor (puck) or a pen (stylus), speech or voice awareness Hardware units encompass input devices, printers, scanners, copiers, and faxes. Voice recognition software is one example. Recognition of handwriting, statistics administration software, getting to know applications on detachable and hard discs, and facts storage Information banks; software for database management and data processing (dictionaries, encyclopaedias, almanacs, references); edutainment (education thru entertainment) consists of digital books, academic games, programmes, and languages; ability training; self-learning packages; and edutainment (education through entertainment). Software, presentations, and word archives that are each beneficial and amusing. Audio and video conferencing aids, satellite tv for pc dishes and antennas, web cams, digital video and still cameras, mobile phones, speaker phones, telecommunication connections, modems, servers, LCD and/or DLP projectors are all examples of shipping systems. Communication offerings encompass telegraphy and dialog (telephony, video telephony, etc.). Electronic Meeting Systems (audio, video, groupware, etc.) telemetry, teletext, telex, videotext, facsimile, video surveillance. Getting it returned (videotext, large band), messaging (voicemail, video mail, e-mail), and so on. Asynchronous and synchronous verbal exchange technologies are the two sorts of communication technology.

E-Learning's Advantages

E-learning has a number of benefits. First and foremost, we rent contemporary science and educating methods. Through e-learning, cultures can be shared. With or barring the know-how of the disabled, lodging can be made. The presence of others Gender might also or may not be an issue, relying on the situation. Consequently, the classroom might be the complete world thanks to world access. Nothing can take the area of common study room instruction, but e-learning can useful resource in the process. To the widely wide-spread public. The capacity to journey lengthy distances is the greatest mastering benefit. When it comes to a business, ordinary education will become a hindrance when scattered over several places. To acquire instruction, all trainees must attend a category to get trained. Furthermore, the trainee's gaining knowledge of pace is not taken into account due to the fact all trainees are handled equally and there is minimal flexibility in terms of course time and completion. The fundamental advantage of e-learning is its consistency. E-learning is self-paced, and the learner units his or her own speed. The subject can be repeated until it is absolutely understood. The trainee understood Multimedia can make it extra attractive and entertaining,

and the learner can be given greater responsibility. Several learning routes are reachable depending on his or her requirements.

E-Learning Difficulties and Challenges IN Developing Countries

The majority of the populace lives in rural areas, so teaching them about e-learning is a big challenge. Another situation is a lack of infrastructure in phrases of connectivity, Internet access, and so on. The authorities is taking a number of steps to give a boost to conversation systems, and new technologies such as 5G have emerged in the telecom space. To make things better, things have already begun to be implemented. Another region of study that is necessary to understand is the social implications of e-learning. In India, e-learning has been a massive success.

The following categories of challenges can also occur as a end result of e-societal learning's implications:

1. Cultural differences, gender, lifestyle, geography, religion or spiritual, literacy, impairments, and the digital divide are all factors to consider.
2. Discussion Board for asynchronous discussions, crew work, and collaboration. Private Messages for non-public communication between college students and/or the instructor. Chat for real-time, synchronous dialog in written form.
3. Tests& Quizzes for authoring and administering exams, quizzes, surveys, etc.
4. Gradebook for posting and managing student grades.

Challenges

It is now not suitable for everyone. It is a ordinary truth that college students have a dominant mastering style. Some are visual, some are auditory, some are kinaesthetic, etc. E-learning, which requires a infant to sit down in front of a device and recognize the lesson, may additionally not be desirable to all studying styles.Some college students tend to lose center of attention for longer durations during digital lectures. Boredom happens easily as there is a lack of face-to-face interaction. It becomes essential for the instructors to maintain their on line sessions crisp and interactive sufficient to assist college students hold close everything.

Technology issues: While internet penetration has grown over the past 12 months in India, the current infrastructure, especially in smaller towns, can pose a problem. Any breaks in the data connectivity can cause a lack of continuity in the learning for the child, which can be detrimental.

Lack of social interaction: Human beings learn a lot by simply being around other human beings. Unfortunately, e-learning takes away all physical interactions that students and teachers might have on the school premises. It's always better for students to be around other students to talk or discuss ideas, which is an essential part of learning. Peer learning certainly takes a hit.

Teacher education: E-learning necessitates that teachers be technologically savvy, which is not always the case. Teachers need to invest more time in aligning themselves with the latest technology updates to ensure they can conduct their online classes seamlessly.

Screen Time Management: The Health Risks of Staring at a Screen for Hours on End While all modes of learning have their benefits and drawbacks, after the current crisis, it is

clear that some form of blended learning will evolve, with e-learning forming a crucial part of the overall teaching-learning process.

The Future Opportunities of E-Learning in India

India has a major role to play in the international e-learning services industry. It is already one of the leading IT services providers in the world, and it is now aiming to achieve the same role in IT-enabled services. The presence of world-class academic infrastructure and education experts permits it to be one of the leading e-learning provider carriers in the world. On the domestic front, the authorities and non-public sectors have taken many e-learning initiatives. Though these initiatives have been met with a lot of enthusiasm and person acceptance, their industrial viability is nevertheless below consideration. The authorities has been taking some proactive measures in the regulatory and financial potential to enhance the e-learning environment in India. Funds have been invested in placing up Internet kiosks in rural areas for the reason of communication, which can be used for e-learning initiatives as nicely and can help in providing informal and vocational education as nicely as formal education. The predominant strengths of the Indian e-learning services enterprise are:

- English-speaking, highly qualified, and technologically savvy personnel;
- Secure Electronic Environment – Official Acceptance of Digital Signatures and E-transactions; and
- Lower human capital costs when compared to developed countries.
- A thriving domestic education industry that promotes skill development and the introduction of new products.
- Business-to-Employee Initiatives Will Address E-Learning
- Customers will be included in e-learning.
- There will be enough of the right skills

Conclusion

The most important goal of this paper used to be to furnish a summary of current developments in the development of e-learning. Unquestionably, e-learning will proceed to grow in our organizations. In anticipation of this growth, governments, business companies, and professional associations can start focusing on purposes and the superb and environment friendly implementation of e-learning. By recognising that e-learning actually is a methodology, one can ride the best advantages that e-learning has to provide now and in the future. The social implications of online learning centre round one major requirement: That college students need to experience a part of the class, regardless of where they are placed physically or geographically. The lack of connection to different college students in the category and with the institution can affect the success of an on-line student. The backside line is that the Indian market is still young, however it will continue to undertake the thought of e-learning in order to meet its verbal exchange desires and trap enterprise opportunities.

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E-LEARNING AND ITS IMPACT ON RURAL AREAS

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Abstract

The Covid-19 pandemic has made digital learning an vital part of the educational landscape of India. The spread of digital education has been loaded by the huge divide between the haves and the have-nots. E-learning is an education based on contemporary methods of communication including the computer and its networks, various audio-visual materials, search engines, electronic libraries, and websites, whether accomplished in the classroom or at a distance. This methodology supports the use of networking and communications technology in teaching and learning. E-Learning is meant for remote learning or distance learning, but can also be used in face-to-face mode. A huge measurement of the Indian people has little or no access to the internet. This has been the major issue in hindering the suitable dissemination of digital education among the rural populace. Rural India especially has been affected by the sudden confidence on online learning. Authorized information state that there are more than 35 crore students in India. But there is no clearness about how many of these students have access to online education.
Index Terms— Online Education E-Learning, Types, E-Learner, media, rural-area,

Introduction

Web-based education is intended by e-learning which usually referred to as electronic learning or Virtual learning. Nowadays people first look for their queries on the internet rather than looking for books or asking someone. This has led to the significance of E- Learning in edification. There are interactive classes and courses on dissimilar topics or program or degree that are delivered fully on the net. E-mails live lectures and video conferencing are various of the mediums that allow the participants to give their views on a meticulous topic and then talk about them further. During video conferencing or live chat, there is a immense option of discussing different subjects. Static pages similar to course materials printed for the assistance of all the participants are also made accessible.

Meaning of E-Learning

E-Learning is the method of input knowledge during different channels such as e- books, CDs, webinars and more. It has revolutionized the predictable method of chalk and board approach of learning imparted to the students. E-Learning edification makes giving and delivering simpler, prolific, and creative. Tutors apply the way of teaching merely through the most recent technology. E-Learning as course which are specially delivered through the internet everywhere other than the traditional classroom. Teaching and learning both become simpler, easier, and disciplined.

Importance of E-Learning

Online learning helps students to create and communicate new ideas. They get the chance to uplift skills and gain knowledge apart from school education. One of the prime importances of e-learning is that it helps students and teachers develop advanced skills. E- learning has been introduced to allow learners to get essential schooling and improve skills. They can attain a degree certificate, lacking really attending school or university or any other institution. For tutors, it is a big resource of earning, in which they can educate from anywhere in their favoured time. Applying e-learning to all levels of schooling helped to make sure students take hold of the lessons sufficiently at a faster rapidity. According to psychology, the audio-visual method of coaching leads to a regimented erudition surroundings. There are an effectual tutor and student activities.

Need of E-Learning
Flexible

Online learning enables the teacher and the student to set their individual learning rapidity, and there's the added elasticity of setting a programme that fits everyone's agenda. As a result, using an online educational podium allows for a better equilibrium of work and studies, which makes ruling a good work-study poise easier. Having a general plan between the student and teacher can also punctual both parties to admit new household tasks and have more independence.

Offers a wide selection of programs

In a gap as vast and extensive as the internet, there are countless skills and subjects to teach and learn. A mounting number of universities and higher education schools are offering online versions of their programs for different levels and disciplines. Studying program online is a enormous option for getting an official certificate, diploma, or degree without actually setting foot on a university campus.

Accessible

Online learning enables to study or teach from everywhere in the world. This means there's no require to convert from one place to another, or pursue a stiff schedule. The virtual classroom is also accessible anywhere there's an internet link, and a good way to take benefit of this is to travel.

Customized learning experience

Online classes lean to be smaller than conservative class size. Most of the time, online education platforms only let one student at a time, and in almost all cases, this allows for better interaction and more comment between tutor and learner. There's frequently access to very dissimilar material such as videos, photos, and e-books online as well, and tutors can also incorporate other formats like forums or discussions to progress their lessons. And this additional content is obtainable at any instant from anywhere, which will proffer a more lively and perfect education.

Final thoughts

Each student have to measure their individual circumstances and choose according to their needs and goals, and while this alternative to traditional education is not for everyone,

it's still a convenient option with virtually endless options for international students all over the world. E-Learning provides scalability which helps in providing training. Through E- Learning, save time, money and reduced transportation cost. E-Learning is cost-effective compared to traditional learning.

Concept of E- Learning

E–learning is defined "as gaining of information and ability using electronic technologies such as computer and Internet based courseware and local and wide area networks." The term was introduced in 1995 when it was all called "Internet based Training", then "Web-based Training" then "Online Learning" and finally e-learning, adopting the in vogue use of "e" during the dot com boom.

Types of e- learning

1 **Synchronous training:** means "at the same time," involves interaction of participants with an instructor via the Web in real time.
   a. **Virtual classroom:** Virtual classroom duplicates the features of a real classroom online. Participants interact with each other and instructor's online, instant messaging, chat, audio and video conferencing etc.
2 **Asynchronous training**: which means "not at the same time," allows the participant to complete the WBT at his own pace, without live interaction with the instructor.
   a. **Embedded learning***:* Embedded learning is information that is accessible on a self-help basis, 24/7. It can be delivered to the place of work, or to mobile learners. Electronic performance support system (EPSS) is a type of embedded learning.
   b. **Courses:** The clear advantage of a self-paced course is convenience. Participants can get the training they need at any time. This can include Justin-time training where a participant gets exactly the training he or she needs to perform atask.
3 **Discussion groups:** A discussion group is a gathering of conversations that occur over time. They are also called message boards, bulletin boards and discussion forums. Discussion groups can be used to support a group of participants taking the same class or can be used to support participants performing related tasks.
4 **Blended learning:** Most companies prefer to use a mix of both synchronous and asynchronous e-learning methods according to theirrequirement.

Objective of the Study

To understand the educational need of e-learning in rural areas To study impact of e-learning in rurakl areas

To analyze how e-learning can be helpful to meet those needs in a better way than existing rehearsal.

Methodology

The present study is based on data collected from various secondary sources like news papers, web sites, reports and research papers.

Benefits of E-Learning In Education

Students can attend a course at anytime, from everywhere. This means that parents can attend to their children, then sit down to class effective students can attend classes no stuff

what their work agenda might be, persons that voyage for trade or happiness can attend class from anywhere in the world that has internet entrée. Online erudition enables student-centered teaching approaches. Each student has their own mode of knowledge that works most excellent for them. Some study visually others do better when they "learn by doing." Course material is available 24 hours a day 7 days a week. Students have the capability to read and read lectures, discussions, explanations and comments. Frequently spoken material in the classroom passes students by due to a number of distractions, missed classes, tiredness or boredom. In an online surroundings, attendance to class is only obvious if the student essentially participates in classroom conversation. This increases student communication and the diversity of view, because everyone gets a say, not just the most talkative.
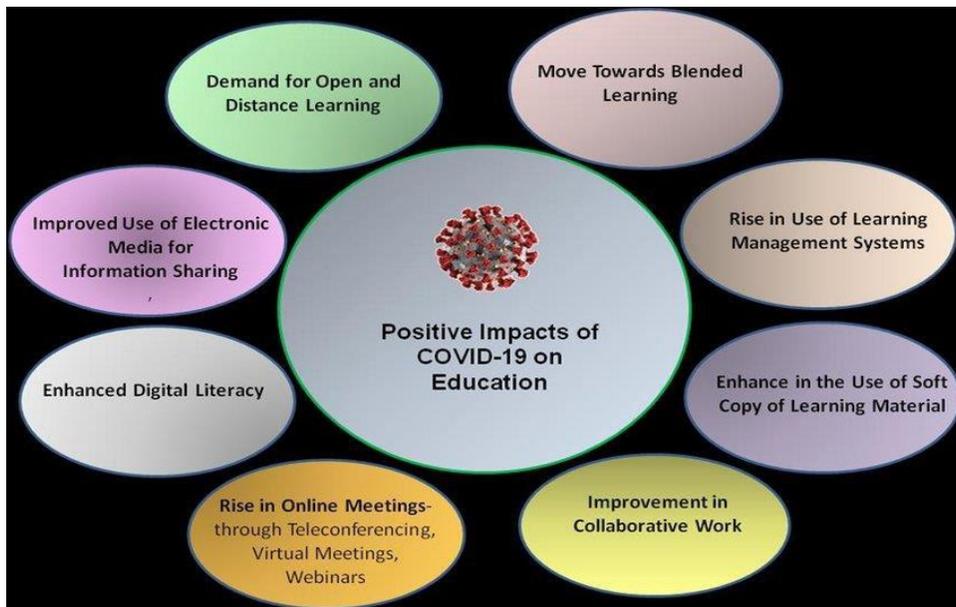
Scope of Online Education

The possibility of online teaching in India is truly much wider. Many courses are accessible to augment business performance, Personality Development, Career Enhancement. Online Courses in Business:-Time management training, Leadership skills, Interviewing techniques, Project management courses, Online marketing courses, Business skills. Online Training Courses like Computer programming, Internet marketing, PC hardware, Linux, Office software training, Graphic design, Web design, IT certification, Online education.
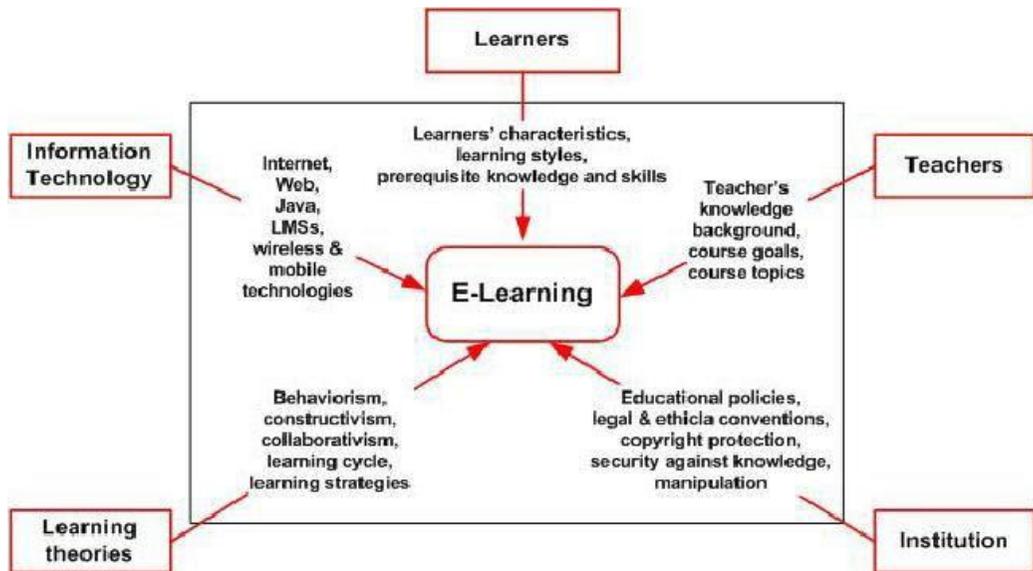
Review of Literature

According to DeepaliPande, et al (2016) with respect to e learning, poor quality procurement practices are a barrier to growth and adoption. It is necessary to make a thorough evaluation when it comes to choose an e learning software for education in order to improve the knowledge of learners, the learning outcomes, the performance outcomes, the business and policy impact and in order to value the moneyspent.

Hardik Patel, et al (2014) Using E-Learning Tools you can tremendously improve learning process and earn learn in very easy hassles free environment. ELearning is not restricted to any place and environment; just need to connect with group or community.

NilayM.Yajnik had discussed about the Next Generation Internet, in which usage of the Internet is growing tremendously but restricting the applications like Virtual Reality to be made available for distance learning purpose without higher bandwidth. Next Generation Internet is the area of Digital Libraries which requires improved quality of services such as continuous digital video and audio. It is in nascent stage today but has tremendous potential for rural areas. Rural based NGO's which are working for rural development could build such training applications directly without needing to wait fo

Dr. T. Rama Devi presented initiation of National Institute of Rural Development (NIRD) using ICT tools for the training of persons involved in rural development programs of central and state governments. Success of ELearning will only come with clear and well- defined instructional objectives, through preparation of content and an infrastructure, which offer support for both participation andinstructions.

Shiva Kanaujia et al. discussed about the benefits of E-Learning and also suggested that E-education is not a new concept in India .He also discussed the advantages of E- Learning mainly, the best information can be accessed from the place where it was originally created.

Types of E-Learning

- Computer Managed Learning(CML)
- Computer Assisted Instruction(CAI)

- Synchronous OnlineLearning.
- Asynchronous Online Learning.
- FixedE-Learning.
- AdaptiveE-Learning.
- LinearE-Learning.
- Interactive OnlineLearning.

Challenges Faced by Students in Rural Area

These are famous hurdles that come in the way of enabling online learning in the rustic regions of India. While the influence and network infrastructure have enhanced leaps and bounds in the distant areas of the country, there is still a room for development. Teachers and students in villages are becoming more accepting towards digital means of learning, but the infrastructural facilities there have not developed fully to become at par with what online learning entail. Stable streams of electricity and lack of high speed internet still pretence main problems for the ruralpopulation.

Limited availability of technological devices

It is vital to think the accessibility of the accurate devices to every student for accessing digital content. Not a lot of people in rural area have access to personal laptops or computers, and phone screens are not favourable to long learning hours. In addition, data packs and their costs can be a big prevention both for teachers as well as learners, particularly for live classes. Many students either don't have personal laptops/smart phones or they are existing for a limited time. Hence, the learning remains constrained with the limited ease of use of technological devices.

Lack of familiarity with digital technology

While Smart Classrooms and Digital Learning have already made a way in urban instructive setups, some rural countries still rely on conventional teaching methods for their lessons. So shifting from traditional pedagogical methods to the digital one cannot happen overnight. Teachers as well as students require suitable training and more user-friendly platforms to make them familiar with digital technology so that they can be comfortable teaching/learning using them.

Conclusion

Growth of any civilization depends on its access to in sequence and the same is appropriate to rural India. E learning can work wonders in this route and assist the socially marginalized community to attain their entitlements. Commence of Digital India plan is a welcome step in this direction. It is anticipated that with dedicated leadership, willpower and control and an incorporated framework comprising of the government, technology industry and society, E-learning interventions in the rural areas will certainly cover way towards sustainable development.

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PROGRESS AND IMPORTANCE OF HIGHER EDUCATION AMONG YOUTH IN INDIA

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Abstract

Education is one of the most important instruments for the social and economic transformation of a country. Education in India has been going through a paradigm shift since independence. Considerable emphasis has been given to literacy, school enrollment, and the spread of institutions of higher education including technical education over the decades. India is a country of 1.3 billion people, where 67% of the Indian population lives in areas. Approximately196 million elementary school-going children, out of that 146 million are enrolled in schools (U-DISE, 2015-16). The enrollment of children in the age group 5- 14 has been above 95% in India (ASER, 2018).

The system of education in areas has been undergoing many changes and transformations. In the present existence, there have been developments and progressions taking place in the system of education in areas. With developments taking place in the system of education in areas, the communities can recognize the significance of education and sustain their livelihoods better. So focusing on this the study is going to analyze the progress and importance of education among youth and how the education enrollment has increased among the young generation is the current status of it. Using trend and one-sample t-test the study is carried out.

Keywords: Education, Enrollment, progress, importance .

Introduction

The role of education in assisting social and economic progress is well accepted. Access to education is critical to accessing emerging opportunities that supplement economic growth. Taking into consideration this accepted fact, there has been the main thrust on education, since the country achieved its independence. But as far as guaranteeing quality education in India is concerned, it has been one of the major challenges for the government.

The operational reforms have been reviewed to implement the right of children to free and compulsory education, which has come into effect on 1 April 2010 (In Education, 2011). More India learns and sharpens its skills, the bet is it would help the economy. If a country in education is performing well, it reflects on the entire economic state of a country. In India, the Right to Education (RTE) is a fundamental right, which states that every citizen of India between the ages of 6 to 14 years will get free and compulsory education irrespective of caste, creed, religion, and economic conditions, it gives equal opportunity to all.

However, in most of the country, the sector is less developed than the urban sector, and in India where the sector is almost neglected; education is a serious matter of concern. India now suffers from the twin challenges of unviable sub-scale schools and a severe shortage of teachers which makes in-school interventions only marginally fruitful. All of these must be considered while making the curricula which should not be different but how it is going to be taught would make the difference.

Encourage the genuine in students who are interested in education and make them competent. There are many examples of success in education in India like the Barefoot college, 8 Day Academy, and Gurukul School in Bihar. It is time to replicate such efforts as our country and its population are very vast which means one of two stories of these kids wont make any difference. Instead of this large number of such schools are required in India. It is also absolutely mandatory to evaluate the success of the schools and students at level.

Review of Literature

Digital India: Opportunities &Challenges (2018), states that the Digital India program is the beginning of digital innovation, modernization, and development. If the Digital India Programme is implemented correctly, it can change the face of India and make the world look at India in a different perspective. Digital to enhance GDP up to $1 trillion by 2025. Digital India would enable inclusive growth by providing access to better educational facilities. People who had to quit school education can make use of online educational facilities like Swayam. This would in turn increase the literacy rate in India.

Digitalization of Education (2018) mentions understanding the impact of digitalization in schools. They have done an in-depth analysis to examine the pros and cons of digitalizing classrooms in Indian schools by studying the mechanism adopted, the stakeholders involved and its effect on the overall quality of elementary education. They concluded that around 84% of the students preferred the use of multimedia. They were very attracted and interested in learning about the related concepts when they saw the pictures and videos related to the topic being taught. They also found that the students were able to remember the concepts for a longer time. The teachers felt that the technology-aided education was easier than the traditional way of teaching. The involvement of the parents had also increased after the exercise of digitalization in schools. The parents were more concerned about the education of their children.

Digital India Prog vital for students (2018) states Director of State Open School Education Board PR Tiwari stated that the World on Wheel Entrepreneurship Development Institute of India, Hyderabad has made a mobile van available to Madhya Pradesh State Open School. The main aim of this mobile van is to spread awareness about the Digital India program and explain abe importance of ICT in education. It also has provisions of video conferencing facilities to connect to the experts. It is aimed at the overall rural development of the villages by providing information to the farmers regarding best practices and welfare schemes. Digital Literacy of the citizens plays a vital role in the success of the Digital India program

Statement of the problem

Proper education is very much important for people's understanding of the world. Proper information requires education as it improves knowledge quality education is very much needed for the rural and remote areas today. The present study is made on the progress and importance of the education the interest of students towards the educations and how much progress has been felt in the higher education system of the country. Earlier days the student's enrollment were decreasing due to various problems in the education system. The number person who were willing to study were suffering from lack of resource which made the enrollment level fluctuate. So, keeping this in focus the study has been conducted to see after

the initiation of government and changes made in the education system whether there is any improvement and progress in the enrollment pattern and is how well the educations has showed the importance in India. Using the trend and one sample t test the study has been made and the results are also found positive with the enrollment rate.

The objective of the study

- To study the trend and enrollment level of various courses at the university level as a whole in India.
- To analyze the difference between total enrollment and enrollment of males and females at the university level as a whole in India
- To examine the enrollment level of various social groups in the university as a whole.
- To elucidate the trend and enrollment level of various courses at the university level of Tamilnadu.
- To study the difference between total enrollment and enrollment of males and females at the university level in Tamilnadu.

The hypothesis of the study

- There is no difference in total enrollment and enrollment of males and females in various courses universities as a whole in India.
- There is no difference in total enrollment and enrollment of males and females in various courses at universities in Tamilnadu.

Research Methodology

The study is analytical in nature.

Source of data

The data are a secondary source of information. The data are collected from the official websites of the Ministry of education and Ministry of Higher education from the AISHE reports and other journals, books, magazines, and other news articles.

Period of study

The study period covers the period 2015-2019

Analysis and Interpretation
Enrollment level of Education at Overall University Level Ph.D. and M.Phil.for the period 2015-2019

Table 1.1

Year			Ph.D.						M.Phil			
	Male	**Trend**	**Female**	**Trend**	**Both**	**Trend**	**Male**	**Trend**	**Female**	**Trend**	**Both**	**Trend**
2015	65620	64900	43932	42584.4	109552	107484.4	11302	11238.2	13576	14110.2	24878	25348.4
2016	72797	72824.1	50915	50601.2	123712	123425.3	10661	9988.9	14374	12920.1	25035	22909.0
2017	81705	80748.2	57513	58618.0	139218	139366.2	7424	8739.6	10488	11730.1	17912	20469.6
2018	83960	88672.3	62513	66634.8	146473	155307.1	7850	7490.3	10799	10539.9	18649	18030.2
2019	99659	96596.4	78217	74651.6	177876	171248	6461	6241.0	9413	9349.8	15874	15590.8

The above table 1.1 shows the trend analysis for the Overall Enrollment level at the university level for Ph.D. and MPHil. The enrollment level of Male in Ph.D. shows an increasing trend over the period, Female enrollment for Ph.D. also is in increasing trend and as an overall trend is increasing for the enrollment kevel in Ph.D. The enrollment level of Male in M.Phil.shows a decrease in trend, Female enrollment for M.Phil. also decrease for the current year and an overall decreasing trend is found among the enrollment of M.Phil. in University.

One-Sample T-Test for the Enrollment of Number Male and Female under Ph.D. and MPHil for the period 2015-2019

Table 1.2

					95% Confidence Interval of the Difference	
One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
PhDMale	14.047	4	.000	80748.20	64787.46	96708.93
PhDFemale	10.086	4	.001	58618.00	42482.00	74753.99
PhDTotal	12.068	4	.000	139366.20	107301.72	171430.67
MPhilMale	9.220	4	.001	8739.60	6107.69	11371.50
MPhilFemale	12.304	4	.000	11730.00	9083.16	14376.83
MPhilTotal	10.845	4	.000	20469.60	15229.08	25710.11

The above table 1.2 shows the one-sample t-test for the enrollment level of Male and females in Ph.D. and M.Phil. Along with the T value, the significant value is found to be below 0.05 for all the variables such as Male and females enrolled for Ph.D. and Male and females enrolled for M.Phil. over the period. It can be concluded that population means is a statistically significant difference.

Enrollment level of Education at Overall University Level Post Graduate and Under Graduate for the period 2015-2019

Table 1.3

Male	Trend	Post Graduate Female	Trend	Both	Trend	Male	Trend	Under Graduate Female	Trend	Both	Trend
912648	928852	963917	956051.6	1876565	1884904	2454795	2465491	1644141	1992648	4098936	4087139
941467	938038.6	1016658	983998.8	1958125	1922037	2663542	2633151	1749997	1720079	4413539	4353230
1006848	947225.2	968276	1011946	1975124	1959171	2796525	2800812	1737629	1447510	4534154	4619322
891697	956411.8	997794	1039893	1889491	1996305	2928657	2968472	1898976	1174941	4827633	4885413
983466	965598.4	1113085	1067840	2096551	2033439	3160539	3136132	2068070	902372.2	5222346	5151504

The above table 1.3 shows the trend analysis for the Overall Enrollment level at the university level for Postgraduates and Undergraduates. The enrollment level of Male in Post Graduate shows an increasing trend over the period, Female enrollment for Post Graduate also is in increasing trend and as an overall trend is increasing for the enrollment kevel in Post Graduate. The enrollment level of Male in Under Graduate. shows an increase in the trend,

Female enrollment for Under Graduate also increase for the over a year and an overall increasing trend is found among the enrollment of Under Graduate in University.

One-Sample T-Test for the Enrollment of Number Male and Female under Post Graduate and Under Graduate for the period 2015-2019

Table 1.4

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PGMale	44.212	4	.000	947225.20	887740.56	1006709.83
PGFemale	37.370	4	.000	1011946.00	936762.67	1087129.32
PGTotal	49.918	4	.000	1959171.20	1850201.63	2068140.76
UGMale	23.490	4	.000	2800811.60	2469763.71	3131859.48
UGFemale	4.627	4	.010	1447510.00	578900.43	2316119.56
UGTotal	24.221	4	.000	4619321.60	4089815.87	5148827.32

One-Sample Test — Test Value = 0

The above table 1.4 shows the one-sample t-test for the enrollment level of Male and females in Post Graduate and Under Graduate. Along with the T value, the significant value is found to be below 0.05 for all the variables such as Male and Female enrolled for Post Graduate and Male and Female enrolled for Under Graduate over the period. It can be concluded that the population means is statistically significantly different.

Enrollment level of Education at Overall University Level PG Diploma and Diploma for the period 2015-2019

Table 1.5

Male	Trend	PG Diploma Female	Trend	Both	Trend	Male	Trend	Diploma Female	Trend	Both	Trend
83864	82988.4	75509	70595	159373	153583.4	191519	183687.8	86445	79530	277964	263217.8
78041	81601.3	58972	68956.3	137013	150557.6	170392	179701.8	76837	84731.6	247229	264433.4
81900	80214.2	71557	67317.6	153457	147531.8	175091	175715.8	88806	89933.2	263897	265649
82634	78827.1	67497	65678.9	150131	144506	169584	171729.8	93413	95134.8	262997	266864.6
74632	77440	63053	64040.2	137685	141480.2	171993	167743.8	104165	100336.4	276158	268080.2

The above table1.5 shows the trend analysis for the Overall Enrollment level at the university level for PG Diploma and Diploma. The enrollment level of Male in PG Diploma shows a fluctuating trend over the period, Female enrollment for PG Diploma also shows a fluctuating trend and as an overall trend is increasing for the enrollment kevel in PG Diploma. The enrollment level of Male in Diploma. shows a fluctuation in trend, Female enrollment for Diploma also increase for the over a year and an overall increasing trend is found among the enrollment of Under Graduate in University.

One-Sample T-Test for the Enrollment of Number Male and Female under PG Diploma and Diploma for the period 2015-2019

Table 1.6

	One-Sample Test					
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PGDMale	47.143	4	.000	80214.20	75490.07	84938.32
PGDFemale	22.893	4	.000	67317.60	59153.25	75481.94
PGDTotal	33.423	4	.000	147531.80	135276.34	159787.25
DMale	43.263	4	.000	175715.80	164438.97	186992.62
DFemale	20.120	4	.000	89933.20	77522.74	102343.65
DTotal	48.043	4	.000	265649.00	250296.77	281001.22

The above table 1.6 shows the one-sample t-test for the enrollment level of Male and females in PG Diploma and Diploma. Along with the T value, the significant value is found to be below 0.05 for all the variables such as Male and females enrolled for PG Diploma. and Male and females enrolled for diplomas. over the period. It can be concluded that the population means is statistically significantly different.

Enrollment level of Education at Tamilnadu based on Socio Group-wise for the period 2015-2019

Table 1.7

		All			Scheduled Caste			Scheduled Tribe	
Year	Male	Female	Both	Male	Female	Both	Male	Female	Both
2015	1690425	1544929	3235354	274323	277354	551677	14789	11667	26456
2016	1735536	1635815	3371351	300930	302856	603786	17870	11607	29477
2017	1739315	1701630	3440945	320758	333042	653800	17983	14685	32668
2018	1736870	1677326	3414196	313465	321401	634866	16785	13223	30008
2019	1778186	1742125	3520311	298278	315606	613884	17240	15526	32766

The above table 1.7 shows the Overall Enrollment level at the university level under social groups. The enrollment level of Male in the scheduled caste group shows a decrease in trend over the period, Female enrollment in the scheduled caste shows a fluctuating trend and as an overall trend is increasing the enrollment level of Male in the Scheduled Tribe group shows an increase in the trend, Female enrollment for the Under scheduled tribe group also increase for the over a year and an overall increasing trend is found among the enrollment of scheduled tribe group in university.

Enrollment level of Education at Tamilnadu based on Socio Group-wise for the period 2015-2019

Table 1.8

Year	Male	Other Backward Classes Female	Both	Male	Muslim Female	Both	Male	Other Minority Communities Female	Both	Male	Person with Disability Female	Both
2015	937148	897210	1834358	57472	40142	97614	55301	58569	113870	3161	2112	5273
2016	971613	968220	1939833	65095	46088	111183	65393	75445	140838	3077	2279	5356
2017	1028743	1047790	2076533	68582	49215	117797	64975	82103	147078	3356	2466	5822
2018	1055823	1065035	2120858	71882	51689	123571	72974	80926	153900	5889	4310	10199
2019	1074844	1070143	2144987	72794	56771	129565	76670	87694	164364	3464	7437	10901

The above table 1.8 shows the Overall Enrollment level at the university level under social groups. The enrollment level of Male in the Other Backward Classes group shows an increase in trend over the period, Female enrollment in Other Backward Classes shows an increasing trend and as an overall trend is increasing for the enrollment level. enrollment level of Male in the Muslim group shows an increase in the trend, Female enrollment for Under Muslim group also increase the a over year and an overall increasing trend is found among the enrollment of Muslim group in University. Enrollment of Male under other minority communities has a an increase and female enrollment under the same also has an increased as a whole there is an increase. Enrollment of Male in person with disability show a recent decrease and female enrollment in person with a disability has an increased and overall, there is an increase.

Students' enrollment at various levels of Education Tamilnadu in Ph.D. and M.Phil.for the period 2015-2019

Table 1.9

Year	Male	Trend	Ph.D. Female	Trend	Both	Trend	Male	Trend	M.Phil Female	Trend	Both	Trend
2015	13059	14470.8	9162	10163.2	22221	24634	6405	6576.4	13104	14873.8	19509	21454.6
2016	16363	14755.8	12321	11275.4	28684	26031.2	5850	5529.9	14800	13147	20661	18680.2
2017	16267	15040.8	13511	12387.6	29778	27428.4	4424	4483.4	12755	11420.2	17179	15905.8
2018	13699	15325.8	12121	13499.8	25820	28825.6	3281	3436.9	9144	9693.4	12425	13131.4
2019	15816	15610.8	14823	14612	30639	30222.8	2457	2390.4	7298	7966.6	9755	10357

The above table 1.9 shows the trend analysis for the Overall Enrollment level at the university level Tamilnadu for Ph.D. and M.Phil. The enrollment level of Male in Ph.D. shows an increasing trend over the period, Female enrollment for Ph.D. also is in increasing trend and as an overall trend is increasing for the enrollment kevel in Ph.D. The enrollment level of Male in M.Phil.shows a decrease in trend, Female enrollment for M.Phil.also decrease for the over year and an overall increasing trend is found among the enrollment of M.Phil.in University at Tamilnadu.

One-Sample T-Test for the Enrollment of Number Male and Female under Ph.D. and MPhil for the period 2015-2019

Table 1.10

					95% Confidence Interval of the Difference	
One-Sample Test						
	Test Value = 0					
	t	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Lower**	**Upper**
TPhDMale	21.731	4	.000	15040.80000	13119.1597	16962.4403
TPhDFemale	13.178	4	.000	12387.60000	9777.6525	14997.5475
TPhDTotal	17.872	4	.000	27428.40000	23167.2546	31689.5454
TMPhilMale	6.014	4	.004	4483.40000	2413.5296	6553.2704
TMPhilFemale	8.262	4	.001	11420.20000	7582.3965	15258.0035
TMPhilTotal	7.619	4	.002	15905.80000	10109.5985	21702.0015

The above table 1.10 shows the one-sample t-test for the enrollment level of Male and females in Ph.D. and M.Phil. at the university in Tamilnadu. Along with the T value, the significant value is found to be below 0.05 for all the variables such as Male and females enrolled for Ph.D. and Male and Female enrolled for M.Phil. over the period. It can be concluded that the population means are statistically significantly different for the enrollment at university in Tamilnadu.

Students' enrollment at various levels of Education Tamilnadu in Post Graduate and Under Graduate for the period 2015-2019

Table 1.11

Year	Male	Trend	Post Graduate Female	Trend	Both	Trend	Male	Trend	Under Graduate Female	Trend	Both	Trend
2015	106645	103328.4	159301	159375.2	265946	262703.6	1010296	1018283	1034481	1056057	2044777	2074340
2016	100277	103378	163173	166741.7	263450	270119.7	1041425	1039618	1096983	1096285	2138408	2135903
2017	98085	103427.6	173486	174108.2	271571	277535.8	1072395	1060952	1177662	1136514	2250057	2197465
2018	110199	103477.2	193722	181474.7	303921	284951.9	1085926	1082286	1178654	1176742	2264580	2259028
2019	101932	103526.8	180859	188841.2	282791	292368	1094717	1103620	1194788	1216971	2289505	2320591

The above table shows the trend analysis for the Overall Enrollment level at the university level for Postgraduates and Undergraduate in Tamilnadu. The enrollment level of Male in Post Graduate shows a decreasing trend over the period, Female enrollment for Post Graduate also is in decreasing trend and as an overall trend is increasing for the enrollment kevel in Post Graduate. The enrollment level of Male in Under Graduate. shows an increase in the trend, Female enrollment for Under Graduate also increase for the over a year and an overall increasing trend is found among the enrollment of Under Graduate in University in Tamilnadu.

One-Sample T-Test for the Enrollment of Number Male and Female under Post Graduate and Under Graduate for the period 2015-2019

Table 1.12

					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
TPGMale	46.986	4	.000	103427.60	97315.95	109539.24
TPGFemale	28.069	4	.000	174108.20	156886.47	191329.92
TPGTotal	37.558	4	.000	277535.80	257019.12	298052.47
TUGMale	68.186	4	.000	1060951.80	1017751.29	1104152.30
TUGFemale	37.031	4	.000	1136513.60	1051302.89	1221724.30
TUGTotal	47.646	4	.000	2197465.40	2069412.78	2325518.01

One-Sample Test — Test Value = 0

The above table 1.12 shows the one-sample t-test for the enrollment level of Male and females in Post Graduate and Under Graduate. Along with the T value, the significant value is found to be below 0.05 for all the variables such as Male and Female enrolled for Post Graduate and Male and Female enrolled for Under Graduate over the period. It can be concluded that population mean is statistically significantly different at the enrollment level at university in Tamilnadu.

Students' enrollment at various levels of Education Tamilnadu in PG Diploma and Diploma for the period 2015-2019

Table 1.13

Year	Male	Trend	PG Diploma Female	Trend	Both	Trend	Male	Trend	Diploma Female	Trend	Both	Trend
2015	2090	2121.2	1594	1663.2	3684	3784.4	320452	328340.2	65781	67525.4	386233	395865.6
2016	2048	1922.9	1686	1713.3	3734	3636.2	323116	318589.7	66461	64648.8	389577	383238.5
2017	1605	1724.6	1913	1763.4	3518	3488	313156	308839.2	62768	61772.2	375924	370611.4
2018	1515	1526.3	1873	1813.5	3388	3339.8	308429	299088.7	58445	58895.6	366874	357984.3
2019	1365	1328	1751	1863.6	3116	3191.6	279043	289338.2	55406	56019	334449	345357.2

The above table 1.13 shows the trend analysis for the Overall Enrollment level at the university level for PG Diploma and Diploma. The enrollment level of Male in PG Diploma shows an decreasing trend over the period, Female enrollment for PG Diploma also is in decreasing trend and as an overall trend is decreasing for the enrollment level in PG Diploma. The enrollment level of Male in Diploma shows a decrease in trend, Female enrollment for Diploma also decrease for the over year and an overall decreasing trend is found among the enrollment of Diploma in University at Tamilnadu.

One-Sample T-Test for the Enrollment of Number Male and Female under PG Diploma and Diploma for the period 2015-2019

Table 1.14

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TPGDMale	11.822	4	.000	1724.60000	1319.5561	2129.6439
TPGDFemale	29.972	4	.000	1763.40000	1600.0454	1926.7546
TPGDTotal	31.310	4	.000	3488.00000	3178.6935	3797.3065
TDMale	39.139	4	.000	308839.20000	286930.7723	330747.6277
TDFemale	29.016	4	.000	61772.20000	55861.3804	67683.0196
TDTotal	37.498	4	.000	370611.40000	343170.6297	398052.1703

The above table 1.14 shows the one sample t test for the enrollment level of Male and Female in PG Diploma and Diploma. Along with the T value the significant value is found to be below 0.05 for all the variable such as Male and Female enrolled for PG Diploma and Male and Female enrolled for Diploma. over the period. It can be concluded that the population mean are statistically significantly differences in enrollment at university-level education in Tamilnadu.

Students' enrollment at various levels of Education Tamilnadu in Certificate Course and Integrated Course for the period 2015-2019

Table 1.15

Year	Male	Trend	Certificate Female	Trend	Both	Trend	Integrated Male	Trend	Female	Trend	Both	Trend
2015	1897	1861.6	7349	8195.4	9346	10117	6591	6778	5249	5294.2	11840	12072.2
2016	2401	2375.9	9088	7805.9	11489	10221.8	8115	7997.8	6655	6608.9	14770	14606.7
2017	2736	2890.2	7326	7416.4	10062	10326.6	9199	9217.6	7843	7923.6	17042	17141.2
2018	3496	3404.5	6747	7026.9	10243	10431.4	10871	10437.4	9442	9238.3	20313	19675.7
2019	3921	3918.8	6572	6637.4	10493	10536.2	11312	11657.2	10429	10553	21741	22210.2

The above table 1.15 shows the trend analysis for the Overall Enrollment level at the university level for Certificate courses and Integrated courses in Tamilnadu. The enrollment level of Male in Certificates shows an increasing trend over the period, Female enrollment for Certificate courses also is in decreasing trend and an overall trend is increasing for the enrollment level in Certificate courses. The enrollment level of Male them in Integrated course. shows an increase in the trend, Female enrollment for Integrated Course also increase for the over year and an overall increasing trend is found among the enrollment of Integrated course in University at Tamilnadu.

One-Sample T-Test for the Enrollment of Number Male and Female under Certificate Course and Integrated Course for the period 2015-2019

Table 1.16

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
One-Sample Test						
Test Value = 0						
					Lower	Upper
TCMale	7.897	4	.001	2890.20000	1874.0281	3906.3719
TCFemale	16.650	4	.000	7416.40000	6179.7018	8653.0982
TCTotal	29.703	4	.000	10326.60000	9361.3228	11291.8772
TIMale	10.561	4	.000	9217.60000	6794.3389	11640.8611
TIFemale	8.507	4	.001	7923.60000	5337.4867	10509.7133
TITotal	9.512	4	.001	17141.20000	12137.6782	22144.7218

The above table 1.16 shows the one-sample t-test for the enrollment level of Male and females in the Certificate course and Integrated course. Along with the T value the significant value is found to be below 0.05 for all the variable such as Male and Female enrolled for Certificate course and Male and Female enrolled for Integrated course over the period. It can be concluded the that population mean are statistically significant different.

Conclusion

The system of education is in developing state all over the country. The problems that are found in the system of education are regarding number of schools, transportation facilities, provision of civic amenities and facilities, level of education the computer education, use of technology, infrastructure and teachers. The measures that are needed to get implemented to make improvement include, availability of infrastructure and facilities, provision of transportation facilities, ICT-based education for students etc. recently there have been initiative by the government which can be felt in the study the enrollment level in various education platform has been met. each year the level of students getting enrolled in each of the category have increased and progress has been really felt in the study period.

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Using e-learning to improve education: an overview

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Abstract:

E-learning is a godsend in today's digital age and plays an essential part in the growth of education as well as the futures of today's students. The influence of recent technological advances on the educational system has resulted in a movement away from traditional learning techniques and toward e-learning approaches. Online education offers a solution to a number of problems that are inherent to more conventional teaching strategies, including those that are time-consuming, expensive, constrained to physical locations like classrooms, and that only cover a restricted range of subject matter. Traditional knowledge is augmented by technological skills in the form of web-based components and learning environments that provide students with opportunities to participate in online education. The significance of online education in higher education as well as the influence that it will have on the future of the Z-generation is discussed in this study. We also discusses important steps taken by the Indian government and the demographic groups that are served by online educational platforms. Distance learning programmes will benefit from the use of online learning, which will also assist conventional teaching methods catch up.

Keywords: Digital age; time-consuming; web-based; Z-generation; Distance learning.

Introduction

The reach of education in India has been completely transformed by the advent of technology. The growth of the digital online education industry in India has been considerably boosted by developments in internet connection(Lavanya, 2020), an increase in the number of people using smartphones, the availability of digital payment alternatives, and an increase in government involvement. Based on the educational challenges offered by e-learning, India is presently the world's second-largest e-learning market, behind only the United States of America. Students, teachers, and institutions may now assess their overall performance using e-learning platforms. Educational institutions in India are increasingly adopting e-learning platforms in order to take advantage of these benefits(Ghosh et al., 2013). Online education allows for the training and evaluation of abilities via the use of quizzes and interactive sessions, as well as the opportunity to find solutions to problems through webinars.

The use of technology is very important in every industry. The fast spread of the internet across the nation, as well as the accessibility of low-cost mobile and portable devices, is causing a revolution in the education system in the country. Technology has a continuing effect on the educational sector by putting information and educational resources within the reach of individuals. The most successful industries are those that are able to adjust to shifting cultural norms and fulfill the requirements set out by society. One of these things that continually adjusts to new circumstances and lives up to the requirements set out by students, parents, and the society at large is the educational system. The use of online courses to provide students with virtual training materials is now becoming more widespread in traditional

educational settings. Today's digital education is no longer limited to the four walls of a classroom. Virtual classrooms allow students to learn at their leisure and in any location(Lavanya, 2020). Trends in adaptive and collaborative learning in digital education include students actively participating in the learning process by practising, experiencing, sharing things, and acquiring information in a setting that encourages collaboration. Finding solutions to obstacles such as pricing, accessibility, method of delivery, and content are essential for improving education in India. Technology is not the only option that can improve learning and address the country's most pressing educational challenges. In order to accomplish this goal, India must place a primary emphasis on digital infrastructure, easy access, high-quality electronic content and affordable prices. The Indian government is putting a lot of emphasis on using technology into digital education for both urban and rural areas(Lavanya, 2020). It also reaches out to rural and distant locations, and it investigates public and private cooperation opportunities to improve technology. Technology has the potential to make schools more effective and transparent by assisting many stakeholders, including students, teachers, parents, and administrators, in streamlining regular chores, improving assessments, and increasing the amount of data collected from learners and instructors(Moid et al., 2020).

Objectives of the Study
1. Suggest ways to make distant education programmes more attractive via innovation.
2. It is proposed that a study be performed to see how innovations might assist remote education programmes in India's rural regions.
3. To investigate the many components of education to make it more personalized.
4. Discuss the many techniques instructors might use to make their lessons more entertaining.
5. The paper finishes with a few suggestions about improving teaching techniques and the curriculum.
6. To create innovative strategies for incorporating technology into the classroom that will considerably increase its effectiveness.

Methodology

This paper argues that online learning should be designed to motivate students to improve their social skills. It is descriptive research. Various types of information are collected in journals, books, and websites. The type of methodology used in this research is illustrative. A researcher mainly aims to describe the characteristics of the object of study and then explain them by relating them to other aspects.

Changing India's conventional educational system to one based on e-learning

Traditional classroom lessons that lasted an hour have given way to education delivered through the internet and digital media for both students and instructors. According to a KPMG study, the market for online education in India is anticipated to be worth $1.96 billion by 2021. The number of people enrolled in online education is expected to rise to 9.5 million by 2021, with a compound annual growth rate of 44 percent(Lavanya, 2020). E-learning has emerged as a popular option for education among people of the millennial generation in India. Students are able to get great education via the use of online learning platforms, which facilitate the

provision of tailored instruction from educators and other subject matter experts. It is a proven truth that e-learning facilities are more engaging for students than traditional classroom learning(Lavanya, 2020). Online education is exciting with components such as quizzes, challenges, and aspects that are directed toward practical application and interaction. With the rise of e-learning trends and facilities, students now have access to e-learning at a price that is more affordable. Students are finding it easier to concentrate on creating a profession and becoming ready for the workplace thanks to the ways of e-learning.

Courses Available Online:

(i) MOOC: As a result of the in-depth literature analysis, the primary contributors to the growth of online education in India have been highlighted. The widespread availability of the internet, affordable online education options, user-friendliness of participating in the classes, official support from the government, recognition from employers, and the ability to close skill gaps are the essential components driving the expansion of online education. MOOC, which stands for "Massive Open Online Courses," are online classes that welcome an infinite number of students and are freely accessible on the web. Since 2008, massive open online courses have seen a significant rise in popularity. Coursera, edX, XuetangX, Udacity, and Future Learning are now ranked as the top five most popular massive open online courses (MOOC) providers by registered users(Farhat et al., 2020).

(ii) SWAYAM: SWAYAM is a programme launched by the Ministry of Human Resource Development (HRD) (steady webs of active learning for young, aspiring minds). The three main educational policy objectives are access, equity, and quality, and this effort aims to achieve all three. SWAYAM's course part is divided into four sections: (i) online courses, (ii) study materials that may be accessed and copied, (iii) self-assessment exams through tests and quizzes, and (iv) an online discussion forum for resolving questions(Lavanya, 2020). SWAYAM will now be able to host 2,000 courses, totaling 8,000 hours of teaching, thanks to Microsoft's contribution.

(iii) NPTEL: E-learning is made available in the fields of engineering, science, and the humanities through online web and video-based courses thanks to a collaborative effort between the Indian Institute of Technology (IIT) and the Indian Institute of Science (IIS), which is funded by the Ministry of human resource development as part of the national mission of online education made possible by information and technology(Lavanya, 2020). On the NPTEL website, there are over 800 systems that have been finished under twenty different disciplines.

(iv) NDL: The National Digital Library, part of the Ministry of Human Resource Development, began NDL as a trial project (MHRD). The project's purpose was to create a virtual repository of educational resources with a single-window search feature. The NDL was designed to handle material in any language and supports the most prevalent vernacular languages' interfaces.

(v) E-PGPATHSHALA: For the National Mission on Education through ICT, the Ministry of Human Resource Development (MHRD) has launched the E-Pgpathshala initiative (NMEICT). The curriculum provides high-quality, interactive education in 70 different fields. This category includes linguistics and languages as well as the humanities (such

as social sciences, arts, and visual arts). E-text, multimedia, exams, and other materials are housed in one location.

(vi) E-Gyankosh: One of India's leading open universities is the Indira Gandhi National Open University, also known as IGNOU. It enables tens of millions of students around the nation to get a genuine, distant education. E-GYANKOSH is the name of the national digital repository of educational materials that has been created by IGNOU. The Open and Distance Learning (ODL) institutions throughout the nation's educational landscape will have their digital learning materials saved here, indexed, preserved, distributed, and made available for collaboration via this repository.

It is up to our students to make their education relevant to their future by inventiveness, enthusiasm(Lavanya, 2020), and careful preparation since the crossover between the conventional and online modalities of education is becoming more and more unavoidable. Technology is playing an increasingly important part in the spread of information in this age of digital education. On the market nowadays, one may choose from a wide variety of application technology tools(Nikolić et al., 2019).

(i) Google Classroom: Google Classroom is a paperless assignment creation, distribution, and grading online tool that students may use for free on the Google Apps for Education platform. Google Classroom is an online environment that enables professors and students to collaborate and share files. Cloud Storage, Google Docs, Sheets, and Slides for writing, Gmail for communication, and Google Calendar for scheduling are just a few of the Google tools integrated with Google Classroom.

(ii) SEESAW: Seesaw is an online learning portfolio platform that is intuitively designed to assist students in autonomously documenting their progress in school. Students organise and keep track of their work on seesaws. The application may be downloaded on a variety of Kindles, Chromebooks, and Android and Kindle devices(Iskandarovich, 2021).

(iii) Edmodo: Edmodo is a platform for education that integrates students and instructors into a social network while also facilitating communication between the two groups. Teachers have a variety of options available to them in this one, including the ability to build online collaborative groups, administrate and distribute instructional resources, monitor student achievement, and connect with parents.

(iv) Socrative: Students solve problems and submit their work via the use of mobile devices, such as smartphones, laptops, or tablets, while utilising the Socrative system, which allows instructors to design instructional games or exercises. The findings are then used to inform the instructors' following class planning, which results in the lessons being more individualised(MHRD, 2013).

(v) Project: A project is a tool that gives the instructor the ability to construct a multimedia presentation and integrate a variety of different elements, including interactive maps, links, online quizzes, Twitter timelines, and movies, among other possibilities(Lavanya, 2020). The lecturers may collaborate on scholastic presentations that are optimised for use on a variety of devices.

(vi) Thinglink: Through the use of social networks, teachers are able to exchange texts via Thinglink. Other useful resources include things like Thinglink and TED-Ed.

There are a few websites, such as KHAN Academy, Epathashala, and Kahoot, that improve students' participation and help establish a dynamic, stimulating, and socially essential educational atmosphere(Joshi, 2021). There are a few different tools that are used. Ding Talk is an easily navigable platform for communication and collaboration that includes features such as video conferencing, calendars, tracking of attendance, and instant messaging(Ismatullayeva, 2021). Students and professors are able to connect with one another in a fast and uncomplicated manner thanks to audio-video lectures, social networking chatrooms, forums, and social media websites such as Twitter, Facebook, Stumbleupon, and others. Students have access to a wide variety of additional learning options(Lavanya, 2020), allowing for increased levels of comfort and adaptability throughout the course-taking process. The primary beneficiaries of education received over the internet are students.

(i) Reduced capital resources are required in order to access a variety of educational instruments.

(ii) Tools for video conferencing make it possible to have a more immersive experience while studying online.

(iii) Having access to the course materials and being able to hand in work more easily thanks to online education.

(iv) According to the National Institute of Mental Health, 74% suffer from speech anxiety. As a result, online learning encourages students to take an active role in their education.

(v) Students have the opportunity to devote a significant amount of time to contemplating and developing their own ideas, which ultimately results in increased self-assurance and more sophisticated conversations.

(vi) Availability of a variety of educational paths and programmesOnline courses in the arts and languages are available to students majoring in science.

(vii) One of the possibilities that may help bridge the gap between what industries anticipate and what educational establishments give is the provision of education via online platforms(Lavanya, 2020). It provides the chance to improve one's talents via the completion of advanced coursework that is offered in a variety of fields.

Problems Faced by Online Educational Institutions:

(i) The lack of a reliable power supply and high-speed internet access are the two most significant challenges that India has in terms of its digital infrastructure.

(ii) There is a considerable reduction in the amount of social contact since classmates seldom debate topics in self-paced courses. The environment of the campus does not encourage increased social contact, which is detrimental to the development of a student's profession(Ayu, 2020).

(iii) Determination it is necessary to have both internal desire and discipline in order to finish and post the tasks on time. The challenges of working on one's own, maintaining organisation, and meeting deadlines while participating in online programmes contribute significantly to the high attrition rate that is seen in online education(Alqahtani& Rajkhan, 2020).

(i) (iv)The majority of online courses provide their material in either English or some other international language. The majority of people in India originate from rural

regions, which contribute to the country's rich linguistic diversity. Therefore, the problem with online education is online material(Williams et al., 2005).

(iv) It is quite easy to lose track of significant dates and hours. Students who enroll in online courses are expected to be self-motivated and able to keep their focus throughout the duration of the session.

(v) Although the overall cost of an online education is lower, there are certain upfront fees involved. These include the cost of installation, as well as ongoing maintenance such as paying for energy and internet access.

(vi) Educational experiences may sometimes be less than satisfying, often as a result of software or technology that is not operating properly. The education delivery method known as distant learning may have considerable drawbacks, one of which is an excessive reliance on technology(*Group Discussion on E-Learning*, 2018).

(vii) Concerns have been raised about the decline in credibility that has been associated with online education. The number of people using online education platforms to perpetrate fraudulent activities is also growing(Shetu et al., 2021).

Suggestions

(i) In order for e-education to be accessible to those living in remote regions, the government must make high-speed internet available through numerous networks.

(ii) Education quality may be improved by collaborating with universities and top overseas institutions to connect national labs with research centers at essential universities.

(iii) Because India is home to such a wide variety of languages, educational institutions there need to make open-source software more affordable.

(iv) E-learning as a policy might be implemented by the government. The fact that it is dependent on information technology is deeply offensive to the e-learning business.

(v) In order for faculty members to improve their proficiency in online instruction, they may get training on the most recent online technologies.

(vi) Interactive faculties sessions assist improve the quality of knowledge by facilitating the exchange of feedback from students and fostering stronger connections between instructors and their charges.

(vii) Educational institutions may increase their quality and reputation by enhancing their infrastructural facilities and keeping up with the most recent online technologies available.

(viii) Educational establishments may increase their student population by investing in high-quality infrastructure and networking facilities.

Conclusion

In the years to come, India will be at the forefront of what the future holds for e-learning. E-learning is bringing forth new dimensions in education, both inside and outside of the curriculum, and these new dimensions are searching for further chances to become more applicable. It might be difficult to create an environment that is conducive to online education. Both the teacher and the student will need to adjust the ways in which they teach and the ways in which they learn. Educational institutions are required to have suitable techniques at their disposal in order to implement the e-learning process effectively. The Indian educational

system has become more internationally relevant and competitive as a result of a transformational strategy that has been implemented from basic to higher education. Graduate students should be offered classes that help them achieve greatness and get a deeper understanding of the subject matter. This will make it possible for them to secure positions after being recruited by employers, which will in turn reduce the needless rush to continue their studies. If it can be implemented in close partnership with business, institutions, and the government, online education has the potential to revolutionize the way the educational landscape will look in the future. To close the skills gap and prepare students for the workforce when they graduate, the curriculum of existing classes will need to undergo significant revisions. The traditional method of teaching has to be modernized so that it is more suited to real-world applications of technology. In addition, classes must to be developed in a language other than English in order to broaden their appeal and provide additional chances to the young people living in rural areas of India. In order to design strategies that would increase the social skills of online learners, innovation is necessary.

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SCHOOL STUDENTS COMPARATIVE STUDY ON E-LEARNING VS TRADITIONAL LEARNING IN HIGHER EDUCATION INSTITUTION

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Abstract

Mostly, we hear the word E-Learning nowadays. The word E-Learning also known as electronic education means learning with a Digital podium that is without going everyplace. Earlier, our traditional teachings in Gurukuls (Ashrams) were famous in India. Similar kinds of systems have also prevailed in other countries. Traditional Classroom learning has been adopted since ancient times in which students are taught similar things by their teachers by the same methods. The main purpose of the study comparative on E-learning Vs Traditional learning. The main objectives of the study are aware of E-learning and traditional learning in higher education institutions and the opportunities create for E-learning and Traditional learning in higher education. The methodology of the study theoretical framework. The conclusion of the study online learning is more effective than traditional learning because it gives you time and freedom. One can open study videos on his/her own time. No require of going to an institution for presence lectures. Students can learn and complete online education courses within their timeframe as compared to traditional learning. Secondly, it gives correct education by experts in meticulous subjects. It takes less time to learn because the experts teach particular topics in less time. People also think about safety points of view because road accidents are frequent in urban areas. In rural areas, online study apps give a better option for education and the students get the benefits of experts for building their careers.

Keywords:*Social Media, E-book, E-journal, Practical knowledge, Career Opportunities.*

Introduction

Online literacy is known as the education that takes place over the Internet. Frequently appertained to as "E-Learning", or "distance literacy" – online literacy involves the marquee term for any literacy that takes place across distance and not in a traditional classroom.

Colleges currently use LMS(Learning Management Systems) similar to Moodle, Blackboard, or analogous software as a relief for classes. Assignments are submitted online, conversations are in a forum format, and emailing professors is veritably prompt. This excellent literacy methodology comes along with convenience, lesser inflexibility, and lesser availability.

Assignments can be completed around your schedule without leaving home or having to dislocate depending on the rain, snow, or sun. Indeed the costs are shorter as utmost online programs bring lower than slipup and mortar. That's because room and board, parking, books, and attendance freight aren't necessary. Still, you get the same benefits and position of knowledge as you would from traditional classrooms. For case, our online degree programs then at Potomac University are designed and tutored by assiduity professionals. We're devoted to icing that the quality, applicability, and discipline of our online programs are the

same as our on-ground programs. The online course donations are streamlined regularly, taking into consideration the world's constant academic elaboration in online education.

Some of the cons of online programs may involve a lack of determination, low retention rates, and lower social commerce. This is most probably the reason why smaller degree choices are offered online than through traditional literacy. But if you have the amenability and commitment, you should not be discouraged.

Traditional education, also known as back-to-basics, conventional education, or customary education, refers to long-established customs that society has traditionally used in seminaries. Some forms of education reform promote the relinquishment of progressive education practices and a more holistic approach that focuses on individual scholars' requirements; academics, internal health, and social-emotional literacy. In the eyes of liberals, traditional schoolteacher-centered styles concentrated on rote literacy and memorization must be abandoned in favor of pupil-centered and task-grounded approaches to learning.[12]

Review of Literature

Singh et., al (2009)[13] "A Comparative Study between Traditional Learning and E-Learning" conducted traditional learning involves a physical place where students and teachers can interact whereas E-learning is pursued in an e-space where a server. Due to a invariable trend of growing student statistics across the world, traditional education will be exclusive. Bhavna**Khatriet.,al (2013)**[14] E-Learning is learning through electronic means with the Internet as the renowned choice. The success of E-Learning depends on the following factors: learning effectiveness, cost-effectiveness, Institutional commitment, access, faculty satisfaction, and student satisfaction.**James J. Cappelet.,al (2006)**[15]In search of better, more cost-effective ways to deliver instruction and training, universities and pots have expanded their use of e-learning. Although several studies suggest that online education and amalgamated instruction can be as effective as traditional classroom models, many studies have concentrated on learner satisfaction with online instruction, particularly in the transition to online literacy from traditional approaches.**Belanger, P. (2018)**the information and communication technology explosion increases the uses of digital devices for many purposes in the world of work and formal and non-formal education.[16]

BhavnaKhatri **(2013)**[17]E-Learning is learning through electronic means with the Internet as the renowned choice. The success of E-Learning depends on the following factors: learning

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effectiveness, cost-effectiveness, Institutional commitment, access, faculty satisfaction, and student satisfaction.

Objectives of the Study
- To study the theoretical framework of E-Learning and Traditional Learning.
- To study the concept of E-Learning and Traditional Learning.

Concept of E-Learning

In simple terms, online learning is education and education that takes position over the internet. It is interchangeable with the term e-learning and the types of online learning aren't controlled to students alone. Several professionals take to online learning to be able to up-skill, add more certificates to their resume or prepare for a career change. Similarly, recent graduates may choose to enroll in e-learning courses to get certified in industry-grade software, hard skills, and soft skills.

1. Lower Costs

E-learning courses are naturally less exclusive when compared to established courses carried out in individual in schools and universities. This is to account for the lack of access to communications, libraries, labs, and other on-campus amenities that traditional courses have access to. Students don't have to pay supplementary fees over and above their teaching either, to cover wherever to stay, transport, books, or other collaterals that are required for conventional learning experience.

2. Self-paced Learning

Using an **online video education raised area** allows students to learn at their own rapidity and fit classes around accessible schedules. Most courses only have time boundaries on tests, but can offer to reorganize those should students need to put their scholarship on hold. This flexibility isn't accessible in traditional schooling which is why many people with busy schedules, but harboring an interest to learn, choose e-learning over traditional schools after a certain educational qualification. This answers the difficulty 'how successful is online learning'– allowing students to be trained at their own pace makes them more likely to appoint better with their course.

3. Access to Quality

As online learning successfully erases geographical borders, students can gain access to select courses from world-renowned institution without moving from their homes. This bridges the gap in superiority of education and level the playing field in countless ways. Students also advantage from signing up for course that are either superior taught in another place or have much more knowledgeable faculty than they or else would have admittance to.

Concept of Traditional Learning

Traditional learning in this circumstance refers to schooling and university systems that rely on in-person interface every day. Traditional learning is best matched for children inward bound the education system and enduring until just before apprentice. These involve daily presence, strict classroom timings, fixed schedules, and set curriculums.

1. Peer Interaction

Students in conventional setups can meet their peers and acquaintances every day, allowing them to form human being associations outside of the course and curriculum. This is very important for growing children as it enables them to build a prop up structure outside their family and entertain well.

2. Higher Discipline

Given the structured nature of conventional classrooms, young students learn restraint, timeliness, and adhering to schedules that will attribute significantly in their adult lives. It enables them to monitor themselves and observe with a set of rules that intend to make them healthier individuals.

3. Learning-heavy Environment

Classrooms are selected centers for learning, so it is uncomplicated to slip into that approach upon entering. In this way, time-honored learning ranks advanced than using an online video streaming platform for schooling, where familiar environment and lax schedules can often lead to slipshod attention.

Conclusion

E-learning is not just a change of equipment. It is part of a redefinition of how we as a variety put on the air awareness, skills, and values to younger generations of employees and students. This book makes a few predictions about how e-learning and the functions it serves will continue to develop. Traditional education holds high value than online education, especially regarding the equivalency theory. Its high value is attributable to the face-to-face aspect, which enhances skills development among learners. Technology influences every aspect of our lives and plays a vital role in education; it is part of the curriculum, a means of delivering instruction, as well as a tool to enhance the learning process.

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PERCEPTION ON ONLINE EDUCATION DURING COVID-19

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Abstract

The educational system across the world has immensely been affected due to outbreak of COVID-19. The educational institutions have moved to online class during the period of the lockdown. Accordingly, it becomes essential to study perception of school students on online education during Covid-19. Data for the study have been collected from 115 customers through issue of well- structured questionnaire by adopting convenience sampling method. Simple Percentage and has been used to analyze the data.The study reveals that majority of the customers are female residing in village and most of them are 12th standard students using Microsoft teams for attending online class.Most of the students are highly satisfied with presentation/quality of audio and video followed by online test. Also, Majority of the students are satisfied by group communication, understanding level, submission of assignment and availability of the study materials whereas most of the students are dissatisfied with interaction between teacher and student during online class.

Keywords: *Student –Perception- Online-Education.*

Introduction

The educational system across the world has immensely been affected due to outbreak of COVID-19, it forced the shutdown of educational institutions, which adversely affected student fraternity across the globe. The period of the lockdown the educational institutions have moved online and social distancing. Learning is rebooted during COVID-19 is an ideal time to accept technological introduction and its latest offerings to make education delivery to students more efficient and make it more productive through online learning. Online learning also comes as an interesting and interactive additional resource as compared to the normal class room. Teachers are promoting online learning among their students through which all the students are ensured to be benefitted except a few belonging to underprivileged sections and those could not be reached due to network connection. Hence online learning will be the few format of learning which helps to improve the teaching-learning process in this COVID-19 period. So, the study is intended to know the students perception towards online education and to study the motivational factors behind the online class.

Review of Literature

T. Muthuprasad et.al (2021) has conducted a study on student's perception and preference for online education in India during COVID-19 pandemic. Data for the study have been collected by issuing questionnaire to 307 students by adopting convenience sampling method. Data have been analyzed using statistical tools like simple percentage method and

Friedman's test. The findings of this study indicated that majority of the students give a positive attitude towards online classes in the wake of corona.**Blagovesnayovkova et.al (2018)** has conducted a study on factors affecting student's attitude towards online learning. Data for the study have been collected by issuing questionnaire to 590 respondents by adopting convenience sampling method. They used chi-square test to analyze the collected data. The finding of the study indicates that students have a positive attitude towards online learning. **Mohammed Arshad Khan et.al (2020)** has conducted a study on "students' perception towards E-Learning during COVID-19 pandemic in India". Data for the study have been collected by issuing questionnaire to 184 university students. Data have been analyzed using statistical tools like Cronbach's alpha technique and chi-square test. The findings of study reveal students' have positive perception towards e-learning and accepts the new learning system.

Statement of the Problem

The world today is facing pandemic as the corona virus is sweeping around the globe and its impact is going on. During this time, most of the schools and universities have shifted to online mode using online platforms like Blackboard, Microsoft Teams, Zoom, Google Meet and the like. Educational institutions and students across the world have accepted and appreciated the online platform of learning. The reasons of this acceptability are ease of use, learning flexibility and controllable environment. However, despite its multiple advantages there are quite a few limitations of e-learning such as social isolation, no face to face interaction between teacher and student, connectivity issues, etc. The success of e-learning depends on many factors, including accessibility, usage of appropriate methods, course content, and assessment criteria. E-learning, like any method of teaching, has its advantages and disadvantages for both students and teachers. Online classes also have limitations, including problems with internet access, poor internet connection quality, and insufficient digital skills of the respondents. So, there arise questions like what is the socio-economic profile of school students? Whether the students are satisfied on online education? and Is there any issues faced during online education? To find solution to the above raised questions the following objectives have been framed.

Objectives

- To know the socio-economic profile of school students
- To determine the level of satisfaction of school students on online education during Covid-19
- To find out the issues faced by school students during online education during Covid-19

Research methodology

The present study is based on primary data which have been collected through issue of well structured questionnaire. It contains questions relating to socio-economic profile, satisfaction on online education and issues faced during education. The data for the study have been collected from 115 respondents through Google forms. Convenience sampling technique has been adopted to collect data. The data collected have been analyzed using simple percentage.

Findings

The findings of the study are divided into four sections namely, Socio-economic profile of the sample students, usage of internet, satisfaction level on online education and issues in online education are showed in the following paragraphs.

(i) Socio - Economic Profile

- Majority 65(56.5%) of the students are female.
- Majority 71(61.7%) of the students are residing in village
- Most 44(38.2) of the students are 18 years.
- Majority 66(57.4%) of the students are studying in private school.
- Majority 81(70.4%) of the students are from English medium.
- Most 47(40.9%) of the students are from 12th standard.

(ii) Usage of Internet

- Most 56(48.7%) of the students are using internet for more than three hours per day.
- Majority 95(82.6%) of the students is attending online classes for more than 3 hours.
- Most 57(49.6%) of the students are using Laptops for attending online classes.
- Most 39(33.95) of the students are using Microsoft teams for attending online class.
- Majority 85(73.9%) of the students are submitting their online assignments through Google classroom.

(iii) Students Satisfaction Level on Online Education

Satisfaction may change from one to another person. Here an attempt has been made to know the students satisfaction level on online education.

Table -1 Students Satisfaction Level on Online Education

Factors	Highly Satisfied	Satisfied	Dissatisfied
Presentation/quality of audio & video	21 (18.2%)	54 (47%)	40 (34.8%)
Availability of study materials	15 (13.0%)	63 (54.8%)	37 (32.2%)
Understanding level	7 (6.1%)	66 (57.4%)	42 (36.5%)
Interaction between teacher and student	12 (10.4%)	57 (49.6%)	46 (40%)
Group communication	12 (10.4%)	69 (60%)	34 (29.6%)
Submission of assignment	12 (10.4%)	66 (57.4%)	37 (32.2%)
Online test	18 (15.7%)	58 (50.4%)	39 (33.9%)

From the above table, it is ascertained that most of the students are highly satisfied with presentation/quality of audio and video followed by online test. Also, Majority of the students are satisfied by group communication, understanding level, submission of assignment and

availability of the study materials whereas most of the students are dissatisfied with interaction between teacher and student during online class.

(iv) Issues in Online Class

The students are classification based on various issues they have faced while attending online class such as lack of technical knowledge, adaptability, security issues, cost, no face to face interaction, network issues, lengthy class hours, and difficulty to understand.

Table -2 Issues in Online Class

Issues	Strongly Agree	Agree	Disagree
Lack of technical knowledge	45 (39.1%)	50 (43.5%)	20 (17.4%)
Adaptability	29 (25.2%)	54 (47%)	32 (27.8%)
Security	10 (8.7%)	53 (46.1%)	52 (45.2%)
Cost	19 (16.5%)	46 (40%)	50 (43.5%)
No-face to face interaction	39 (33.9%)	44 (38.2%)	32 (27.8%)
Difficult to understand	41 (35.7%)	52 (45.2%)	22 (19.1%)
Lengthy class hours	37 (32.2%)	56 (48.7%)	22 (19.1%)
Network issues	74 (64.3%)	23 (20%)	18 (15.7%)
Health issues	64 (55.7%)	31 (27%)	20 (17.4%)

From the above table, it is inferred that majority of the students are strongly agree with the issues in online class like network issues followed by health issues. Also, most of the students agree with issues like lengthy class hours followed by adaptability, security, difficult to understand, Lack of technical knowledge and No-face to face interaction whereas most of the students disagree with cost.

Suggestions

Based on the students suggestions and data analyzed in this study as follows:

- The duration of online classes may be minimized
- Free high speed internet facility can be provided to students
- Technical knowledge can be imparted to students to handle online classes

Conclusion

The present study provides a better understanding on the demand and expectation of school students' perception on online education during COVID-19.The available evidence and

suggests that many students are not satisfied with online education. Most of the students like to go and attend the direct classes. Online education is immensely helpful in these times of lockdown and restrictions. The students believe direct classes are better than online classes. The network issues are a major hindrance in smooth conduction of classes.

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INFLUENCE OF SOCIAL MEDIA ON THE PURCHASE DECISIONS OF JBAS COLLEGE STUDENTS

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Abstract

This paper examines the influence of Social Media has created in purchase decisions. Social Media plays a major role in purchasing. It connects people from around the globe. With the help of Social media anyone can buy or sell a product or a service it doesn't need any experience or expertise. Social Media becomes a vital communication tool that folks use to attach to others or organisation. Individuals use Social Media to share their experiences, reviews, data, warnings, tips or any quite problems thatsquare measure attention grabbing to their connections or friends. The ascent of Social Media and Social Networking sites, especially in developing country like Asian nation is providing merchant a brand new avenue to contact customers.

This paper attempts to assess the influence of social media on purchase decisions. The present study tries to understand the factors that motivate the use of social media in the purchase decisions of young college students. The ascent of Social Media and Social Networking sites, especially in developing country like Asian nation is providing merchant a brand new avenue to contact customers.

Keywords: Social Media, Purchase decision, Networking Sites, Motivation factors

Introduction

Technology has enabled progress in all fields and societies. Technological revolution has changed the face of lives of people bringing healthcare, information and connectivity to indeed the most remote areas that were hereto insulated hence Social media gives you an occasion to connect in a very personal and meaningful way with your customers. Social Media such as Facebook, Twitter, Instagram etc..plays a vital part in purchasing. It motivates to buy a product through these social networks. It helps to compare the products available in the market by various brands and it provides knowledge of the product.

Consumers are exercising Social Media as an effective tool on their shopping process. Social Media plays a major part in prevailing consumers to buy online. Via Social Media consumers have the power to impact the other implicit buyers through product reviews. Social Media help the consumer to interact with each other fluently. Interaction with users can affect their purchase decision. Social media opens up a virtual space where consumers can partake knowledge with each other. There has been a growth in social media marketing which as a result has a great impact on the buying behaviour of the consumers.

The overwhelming majority of people surveyed perceived social media to be primarily useful within a business as a promotional tool (90%), for tasks such as advertising and marketing. The current study focuses on analysing the various potentialities that corporation have through the utilization of social networks to get new promoting ways, and examine the influence that these ways wears the acquisition intentions of JBAS College students, Chennai

Objectives

To study the influence of Social Media on the purchase decisions of JBAS College, Chennai Students.

To analyse the factors influencing the purchase decisions of JBAS College, Chennai Students.

To understand the Social Networks and its impact in purchase decisions.

Research Methodology

To test the relationship between the Social Media and purchase decisions of JBAS College students.

Research Design

Quantitative research methodology has been applied because it provides quantifiable information which can be anatomized to get definite results. The research design is descriptive research. The framed research objectives were fulfilled with the help of the questionnaire that was designed to conduct primary survey. Certain variables were anatomized after data collection. The variables tested were Brand, Knowledge, Decision , Opinion, Recommendation, Information, Reviews and influence.

Data Collection and Sample Size

The data for Social Media and purchase decisions have been collected through structured questionnaire. The questionnaire includes Twenty two questions on the Influence of Social Media on Purchase Decisions. The google forms have been shared personally and respondents were asked to fill the form.

Samples are drawn from JBAS College for Women, Chennai city

Frequency Table

Table 1 Influence of Social Conversations on Product Choices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	63.3	63.3	63.3
	No	2	6.7	6.7	70.0
	May be	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

From the above table it is interpreted that Social conversations influence 63.3% of the respondents on product choices

Table 2 Factors Influencing to Buy Through Social Media Channels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advertising	12	40.0	40.0	40.0
	Word of Mouth	2	6.7	6.7	46.7
	Family / Friends	9	30.0	30.0	76.7
	Price	3	10.0	10.0	86.7
	Availability	2	6.7	6.7	93.3
	Quality	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

From the above table it is interpreted that advertising influence 40% of the respondents to buy through Social Media

Table 3 Influence of Brand Name on Purchasing Decision.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	3	10.0	10.0	13.3
Valid	Agree	3	10.0	10.0	23.3
	Strongly Agree	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

From the above table it is interpreted that 76.7% respondents strongly agree that brand name influence purchase decision.

Table 4 Influence of Brand's Social Media Presence on Purchase Decision

		Frequency	Percent	Valid Percent	Cumulative Percent
	To a large extent	17	56.7	56.7	83.326.7
Valid	Seldom	8	26.7	26.7	26.7
	Never	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

From the above table it is interpreted that 56.7% respondents felt that brand's Social Media presence influence the purchase decision.

Table 5 Information about the Product through Social Media.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	6	20.0	20.0	23.3
Valid	Neutral	13	43.3	43.3	66.7
	Agree	2	6.7	6.7	73.3
	Strongly Agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

From the above table it is interpreted that 43.3% respondents were neutral about the information of the product through Social Media.

Table 6 Search for Consumer Reviews on Social Sites.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	5	16.7	16.7	20.0
Valid	Neutral	13	43.3	43.3	63.3
	Agree	1	3.3	3.3	66.7
	Strongly Agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

From the above table it is interpreted that 43.3% respondents were neutral about searching consumer reviews on Social sites.

Table 7 Intention to use Social Media While Making a Purchase Decision.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Disagree	5	16.7	16.7	16.7
	Disagree	1	3.3	3.3	20.0
Valid	Neutral	11	36.6	36.6	56.6
	Agree	2	6.7	6.7	63.3
	Strongly Agree	11	36.8	36.8	100.0
	Total	30	100.0	100.0	

From the above table it is interpreted that 36.8% respondents strongly agree that Social Media intend while making a purchase decision.

Conclusion

From the analysis it can be concluded that social media has a great impact on the buyers purchase decision. There is a significant relationship between the categorical variables chosen. Respondents felt that the data sharing on social media affects their purchase call. This helps in making unique quantity of information. This information will be accustomed do future research. Respondents felt that the social media impact on their purchase call which suggests social media includes a vital role to play in shopping for call. Respondents trust online reviews and opinions and it appears reviews from friend and strangers are trusted equally. Folks notice social media to be additional reliable as a result of it can't be scripted as we are able to see within the case of TV, newspaper. Advertisements play an excellent role on purchasing for a product. They assist in influencing folks to form call.

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DIGITALIZATION OF EDUCATION IN INDIA DURING THE COVID-19: ITS IMPLICATIONS ON THE MARGINALISED SECTIONS

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Abstract

Following the outbreak of the novel coronavirus (COVID-19) in China in late December 2019, more than 217 countries became almost immediately infected in the resulting pandemic. Consequently, many of them decided to close their educational institutions as a way of containing the spread of this virus. The spread of the virus has badly affected almost every sphere of life. Its rapid and continuous spread has forced many great nations including India to impose strict lockdown to contain the virus. Due to the strict lockdown, the education sector has been adversely affected. Due to the pandemic, the methodologies involved in teaching-learning and evaluation have been completely altered. In order to provide education to all, the digitalization of education became a necessity. The marginalized sections of the society faced further marginalization due to the lack of necessary equipment and facilities involved in e-learning. This paper would highlight the issues and challenges faced by the students to continue their education during the pandemic.

Keywords: Covid-19, Digitalisation of Education, Marginalisation

Introduction

As a result of the outbreak of COVID-19, a number of nations have been forced to implement lockdowns, which has brought a halt to everything, including the teaching and learning process. The educational system took the greatest hit as a result of the lockdown, and students were among those who suffered the most. Because of the alarming rate at which the virus is spreading, the entire world has been compelled to implement social distancing in public spaces as a measure to contain the spread of this potentially fatal virus. The first case of COVID-19 was discovered in Wuhan, China, and shortly afterward, the virus started to spread to other parts of the world. In the year 2020, the World Health Organization (WHO) officially classified it as a pandemic. Because of the pandemic, the lives of millions of people all over the world have been cut tragically short. According to a report produced by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the pandemic initially affected more than ninety percent of the student population across the globe. Nearly everywhere on the planet, people's social, economic, and mental lives have been profoundly altered as a direct result of its effects. These changes are likely to be long-lasting. The World Health Organization (WHO) issued recommendations, which were then adopted by most nations around the world. As a result, governments were forced to shut down institutions and organisations that were hosting large gatherings of people. As a result, the final examinations of the academic year as well as the competitive tests have been postponed indefinitely alongside the educational institutions. By isolating the people who were infected with COVID-19, this strategy was implemented with the goal of reducing the speed of the coronavirus's spread throughout India and bringing it under control. This procedure, which came to be known as "Lockdown," was carried out by the government in order to contain the spread of this fatal virus by imposing

stringent restrictions on the movement of the people and the gatherings that they could attend. As a consequence, in the end, every educational institution in India was forced to endure a significant setback as a direct result of this process. The government of India issued a directive that all of the country's educational institutions, from primary schools to universities, must close immediately. The regularly scheduled classes had to be suspended because there was a danger to the lives of both the students and the instructors. As the virus spread, it also affected individuals who were studying for important state and national entrance exams as well as other competitive examinations.

The rapid spread of COVID-19 across the world has brought up a number of important concerns, ranging from those related to health to those related to wealth. In addition, it has had an impact on day-to-day operations and has thrown off the typical pattern of life. The economy, which is widely regarded as the pillar upon which any nation is built, has been dealt a severe blow, the effects of which are visible in a number of different industries. This pandemic has resulted in a sudden shift in education from classroom teaching to online teaching and learning, which has affected the teaching and learning processes of marginalised sections of society and has thus significantly disrupted their educational activities. This shift in education has brought about a significant change in the pattern of learning, which has had a negative impact on the underprivileged and disadvantaged members of Indian society.

In the case of India, the online system of education has had a devasting impact on the lives of those students who are socially and economically disadvantaged and come from extremely poor backgrounds. This segment of the population endured a great deal of hardship as a result of the lack of accessibility to essential resources, such as smartphones, laptops, and other electronic devices, as well as the internet, which are preconditions for participating in online modes of instruction. It is important to point out that a significant number of educators are not very familiar with the technological tools used in the modern classroom; as a result, they experience a great deal of difficulty, which in turn has a negative impact on the learning process. Learners were able to access a variety of learning resources without much effort, provided they had the necessary facilities, thanks to the introduction of a new educational approach that made use of the online mode of instruction. This made it possible for education to be delivered in a more convenient manner. It is necessary to mention here that the majority of students, particularly the disadvantaged, had to face many problems due to poor internet connectivity and frequent blockades of the internet. This highlights the fact that, despite India's adaptation to online learning methods, there are still challenges because the entire population lacks access to the internet and e-learning facilities. It is necessary to mention here that people who live in remote areas continue to lack access to various forms of technology. As a result, it is essential to have an understanding that, while there are a variety of positive effects, simultaneously, there are some negative impacts that simply cannot be ignored. The primary objective of this study is to draw attention to the problems that are connected to the education of India's underprivileged population as a direct result of COVID-19. In addition to this, it plans to concentrate on the many drawbacks associated with online education and the effect it has on the lives of low-income students.

Impact on the Marginalised Sections

In the year 2020, humanity was faced with the threat of an epidemic known as COVID-19, which quickly spread across almost all of the countries on the planet. This worldwide pandemic has had an effect on all aspects of society, including the healthcare system, the economy, tourism, and education. During this time, all schools and colleges were forced to close, and students were required to complete their coursework through the use of online classes. In spite of the fact that the pandemic has had an effect on students' education, it has, on the other hand, made it possible for the vast majority of students in India to gain experience with the online education system. The incorporation of technology into our everyday lives has increased over the past few years, and as a result, our lives have become less complicated and more time-efficient. In recent years, innovation and technological advancement have dominated every industry in India. In order for the education system to keep up with the rest of the world, it is necessary for it to become more technologically advanced.

Around the second week of March 2020, state governments across the country started to cancel classes at colleges and universities because of COVID-19. As we are all aware, this was a particularly important time period for students because a variety of university and college examinations, in addition to a variety of entrance tests and competitive examinations for a variety of universities, were scheduled to take place during this time period. In addition, because there was no immediate cure for the COVID 19 epidemic, all schools, colleges, and universities were ordered to close in order to prevent the virus from spreading further. Students, particularly those from lower socioeconomic backgrounds in India, were negatively impacted when schools, colleges, and universities closed their doors. Students encountered significant challenges as a result of their lack of awareness regarding upcoming examinations, particularly those students who were in their final year of schooling and those who were scheduled to take an entrance examination. The closing of educational institutions caused a disruption in the structure of learning, assessment, and examination, which led to an unavoidable crisis in the teaching and learning environment of the Indian education system. As a direct consequence of this, the time-honored approach of teaching students in person in a classroom setting was unexpectedly supplanted by teaching them online. The method, which was not generally accepted and was thought of as a disruptor, was eventually adopted in order to make up for the losses that the students had incurred. Before the lockdown, the online method of education was seen as a potential risk; however, it has proven to be an invaluable resource during this time. However, many significant problems have surfaced as a consequence of the implementation of online learning in the education of less privileged and economically disadvantaged segments of society. There were a lot of parents who were unable to continue their children's educations in the new online format because they could not afford to provide the necessary facilities for their children. As a direct consequence of this, there was a rise in the number of students who quit school.

One of the most pressing concerns is the question of whether or not learning through online platforms is effective. Nevertheless, it is efficient for users who have access to the necessary technological resources. When it comes to education delivered in an online format, the Internet is of paramount importance. The fact that it is unrealistic to assume that all students in a country like India will have access to the various resources necessary for participating in online education is the most significant problem that arises in this setting.

Students who come from disadvantaged socioeconomic backgrounds will not be able to take advantage of all of the facilities that are required by the online learning format because they will not have access to them. Students who come from disadvantaged communities are more likely to experience frustration and discomfort if the necessary facilities are not available to them. It is also possible that the students will get the impression that they are isolated, which will result in a digital divide between the wealthy and the poor. As a consequence of this, many people in India do not have access to all of the necessary conveniences, and they frequently do not have access to a reliable and speedy internet connection, both of which are necessary components of the process of teaching and learning. As a result, India's struggle to bridge the digital divide will likely continue for some time. As a consequence of students not actively participating in their online courses, there has been an uptick in both absenteeism and poor performance. One of the primary reasons why online teaching and learning do not function as effectively as they could is due to the fact that students do not actively participate in online classes.

Mobile applications or platforms for virtual conferences, such as Zoom and Google Meet, have become hubs for virtual conferences. The school has issued directives to all of its instructors instructing them to deliver lessons to students utilising web-based video conferencing tools such as Zoom, Google Meet, and a variety of other similar tools. Due to the rapid transition from traditional face-to-face education to online education, educators who are not familiar with current technology and mobile applications face a number of obstacles when attempting to participate in online education. Some instructors only deliver classes because they were told to do so by their superiors. There were a lot of students who came to the class simply to fulfill their attendance requirements. Due to the lack of class control afforded by these virtual platforms, students paid little attention to what the instructor was trying to convey to them.

The entrance examinations and job recruitments that were planned to take place during this time period were postponed, which had a detrimental effect on the lives of a great number of people who were applying for jobs. Students who came from disadvantaged parts of society faced enormous challenges because they lacked the financial and time resources necessary to participate in educational opportunities. The rate of unemployment in India skyrocketed as a direct result of the aforementioned circumstances, which had a significant and profound bearing on the country's rural and disadvantaged areas. As a direct result of the rising rate of unemployment, there was a good chance that people's interest in education would decrease as a direct result of the struggle to survive. This was a problem because education is essential to one's ability to thrive. The worsening situation has led to increased levels of mental stress among India's young people and children. These were some of the challenges that people in India were confronted with as a direct result of the pandemic, which posed a risk to the future of the nation.

Initiatives taken by the Government

The COVID-19 has had a number of unfavourable effects on education, but it has also added a new facet to the teaching and learning process in India. Despite the fact that it has many drawbacks, online education managed to survive even the worst crisis the country has ever seen. It helped people become more proficient with digital tools. People have started to

become interested in digital technology and have started to use it in their day-to-day lives. Information can now be spread all over the world thanks to the proliferation of electronic media. Because of the numerous opportunities that were provided, both students and teachers were able to improve their communication skills by interacting with people from all over the world. Students favoured Open and Distance Learning (ODL) as a mode of education because it fosters independent learning. Positive action was taken by educational institutions in the form of the implementation of a variety of strategies in response to the crisis. Both the UGC and the MHRD have made available teaching and learning materials in the hopes of inspiring students to continue their education. During the COVID crisis, there were a few digital initiatives that proved to be quite successful. The following is a list of some of them:

- **Diksha** portal contains curriculum-aligned e-Learning content for students, teachers, and parents, such as video lessons, worksheets, textbooks, and assessments. The content was created by more than 250 teachers who teach in multiple languages under the supervision of the country's national boards of education (CBSE) and the National Council of Educational Research and Training (NCERT). Offline use is possible with the app. It has over 80,000 e-Books in multiple languages, created by CBSE and NCERT for classes 1 to 12. QR codes on textbooks can also be used to view the contents. The app can be downloaded from the IOS and Google Play Store. Website: https://diksha.qov.in or https://seshaqun.qov.in/shaqun

- **e-Pathshala**NCERT's e-Learning app for classes 1 to 12 is available in multiple languages. In multiple languages, including Hindi, Urdu, and English, the app contains books, videos, audio, and other content aimed at students, educators, and parents. NCERT has uploaded 1886 audios, 2000 videos, 696 e-Books, and 504 Flip Books for classes 1 to 12 in various languages to this web portal. A mobile app is available. Website: http://epathshala.nic.in or http://epathshala.qov.in

- **National Repository of Open Educational Resources (NROER)** portal offers a variety of resources in multiple languages for students and teachers, including books, interactive modules, and videos, as well as a variety of STEM-related games. For grades 1 through 12, content is mapped to the curriculum, and teachers' resources are aligned. It contains a total of 14527 files in various languages, including 401 collections, 2779 documents, 1345 interactive, 1664 audio files, 2586 images, and 6153 videos. Website: http://nroer.qov.in/welcome

- **Swayam is a national online education platform that offers 1900 courses in all subjects, including engineering, humanities and social sciences, law, and management, for both secondary school (grades 9–12) and higher education (undergraduate and postgraduate programs).** Its distinguishing feature is that it is integrated with traditional education. SWAYAM courses can be transferred for credit (max. 20 percent). Website: https://swayam.gov.in/

- **SwayamPrabha**has 32 DTH TV channels that broadcast educational content 24 hours a day, 7 days a week. These channels can be viewed using a DD Free Dish Set Top Box and antenna anywhere in the country. The portal contains the channel schedule as well as other information. In arts, science, commerce, performing arts, social sciences, and humanities subjects, engineering, technology, law, medicine, and agriculture, the channels cover both school education (grades 9 to 12) and higher education

(undergraduate, postgraduate, engineering, and out-of-school children, vocational courses, and teacher training). Website: https://swayamprabha.gov.in/

- **e-PGPathshala is** for postgraduate students. Students of postgraduate courses can use this platform for online courses, ebooks, and study materials during the period of lockdown. The most important feature of this platform is that students can access these facilities without having internet access. Website: https://epgp.inflibnet.ac.in/

People were forced to accept rapid change during the pandemic because it was necessary for their survival. This is despite the fact that development and change are inherently a part of human life and cannot be avoided. It encouraged individualised education, which, in the long run, will be to the advantage of both the teaching and the learning process. Additionally, it makes it simpler to improve work done in collaboration with others.

Conclusion

The purpose of education is to equip individuals with the skills necessary to make positive changes in the world in which they live. In the modern world, the presence of technology is unavoidable. It is difficult to imagine education without the use of digital resources, which have provided a wealth of educational and academic information. This makes it difficult to imagine education without the use of digital resources. It is also essential to keep in mind that there should not be a feeling of estrangement and insecurity among those who are oppressed as a result of this. It shouldn't create a digital divide between the privileged and the underprivileged, and it shouldn't disrupt the social structure, either. We cannot anticipate that all of the necessary resources will be accessible to everyone in a country like India because of the wide range of socioeconomic conditions that exist there. If it is made available to all members of society, online learning has the potential to be the most effective method of instruction. On the other hand, it has the potential to be a major risk factor if certain subgroups of society are unable to make use of it, which would lead to their social exclusion. As a consequence of this, it is of the utmost importance to acknowledge the significance of online education and to devise solutions that give greater importance to the goals of inclusivity, connectivity, and equity. It is essential for educational institutions such as schools, colleges, and universities to have an awareness of the challenges and worries faced by students, make appropriate preparations, and devise a curriculum that is structured in such a way that all students can profit from it.

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STUDENTS' OPINION TOWARDS OPEN BOOK ASSESSMENTS

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Abstract

Examinations are used to supplement the teaching-learning process and to determine whether the educational goals have been met. Examinations, on the other hand, are seen as the only essential component of the educational process in today's competitive world.Hence, these are given maximum emphasis to get maximum marks by simply mugging up the content and reproducing those at the time of examination. Open book exams are one of the tools increasingly offered today in order to reduce test anxiety and to help students demonstrate their knowledge and abilities and, correspondingly, have a more positive attitude towards exams. It also helps pupils to overcome their dread of exams by reducing cramming. This paper mainly focuses on the benefits and drawbacks of Open Book Examination and the effectiveness of Open Book exam in terms of the achievement of standard.
Keywords: *Examination, Open Book Examination, Education.*

Introduction

In recent years, the Indian education system revolutionized by paying more attention to outcome-based learning. Educational institutions are focusing on adopting a holistic approach to develop domain specific knowledge, technical skills, cognitive skills, interpersonal skills and emotional skills leading to lifelong learning. The quality assessment done by regulatory bodies like (University Grants Commission) UGC, (National Assessment and Accreditation Council) NAAC, (All India Council for Technical Education) AICTE, (National Board of Accreditation) NBA also inculcated a cultural change in the educational institutions to include curricula innovations, new approaches to teaching and assessment, and an emphasis on process improvement leading to learning-centered, outcome-based education system. In this dynamic educational environment, there has also been an increase in concerns about testing protocols, addressing learning outcomes, and assessment of student performance. It is known that for successful learning it is important that the learning objectives, programme and assessment are consistent and compatible. Online and hybrid classes have become increasingly popular to cater the (Generation Y) Gen Y and (Generation Z) Gen Z and technology has replaced the pen and paper examination. An examination is the integral part of teaching learning process. The closed-book tests are suitable to assess the core knowledge examination. Open-book tests offered an opportunity to apply the knowledge they had gained during the course in a creative manner, and that they were more able to demonstrate a true understanding of the material. Open-book tests reduce the need for cramming, memorization of factual material and encourage higher-order thinking and deeper learning approaches. When students face an open book exam, they use the knowledge gained in the course more creatively and feel more optimistic about their performance on the exam than when facing a closed book examination. In the open book examination students become a creator. The students have the chance to make the best use of the information they collected, to examine this information critically and

to use it creatively, to present their own personal view. The exam promotes critical thinking. One is required not simply to recall information but to use it critically and creatively. The Open Book Examination is challenging. The majority of students believe that the test would be simple and they can find all the answers from the textbook. Students should not be lulled into a false sense of security. Open-book examinations are one of the tools that are being supplied more frequently today to help students exhibit their knowledge and skills, minimise test anxiety, and, as a result, develop a more positive attitude about exams.

Objectives of the Study

- To examine the association between the demographic variables like gender, currently pursuing educational qualification, academic discipline and the choice of mode of examination under various factors.
- To know about the impact on learning and teaching strategies.
- To know about the pros and cons of the Open-Book Exams.
- To know the reasons for allowing Open-Book Exam.

Research Methodology

The data collected are original in nature. Convenience sampling method was adopted. The students were selected on a random basis. The questionnaire was circulated through Google forms in order to collect a great source of information.

Hypothesis

1. Null Hypothesis (H_0):

There is no significant relationship between the respondent's educational qualifications towards the personal feeling about open book examination.

Alternative Hypothesis (H_1)

There is a significant relationship between the educational qualifications towards the personal feeling about open book examination.

2. Null Hypothesis (H_0)

There is no significant relationship between the respondent's modes of education towards the reasons for allowing open book examination.

Alternative Hypothesis (H_1)

There is a significant relationship between the respondent's modes of education towards the reasons for allowing open book examination.

Meaning of Open Book Examination

An open book examination is one in which examinees are allowed to consult their class notes, textbooks, and other approved material while answering questions. This practice is not uncommon in law examinations, but in other subjects, it is mostly unheard of. Radical and puzzling though the idea may sound to those who are used to conventional examinations, it is ideally suited to teaching programs that especially aim at developing the skills of critical and creative thinking.

Types of Open Book Examination

There are two kinds of open book examinations, the restricted type and the unrestricted type. In the restricted type of open book examinations, students are permitted to bring into the examination room one or more specific documents approved by the course instructor. In the restricted open book examination, students may be permitted to consult printed documents such as logarithmic tables, dictionaries, but no handwritten material or printed documents which have not had prior approval. One may also need to make sure that the printed documents that students bring do not contain any scribbles on the margin. In this type of examination, the approved documents function more or less as appendices to the question paper itself. These examinations are not radically different from closed book examinations. They do not present any special problems, irrespective of the nature of the course.

In the unrestricted type of open book examinations, students are free to bring whatever they like. They may bring any books (with or without scribbles on the margin), lecture hand-outs of the course instructor, or their own handwritten notes. The use of such examinations presupposes certain teaching strategies and types of questions.

Advantages of Open-Book Examination

- Due to the customary need that students learn a lot of material for tests, the majority of students experience exam-related stress. In these situations, students frequently prioritisememorising material above truly understanding the subject of their studies. An open book test relieves the students' pressure to remember knowledge, enabling them to concentrate on comprehending the topics more fully. The pupils' attitude toward the entire exam procedure will improve as a result.

- Generally speaking, it may be discovered that test results don't always indicate how well a person understands a subject. This is due to the fact that most exams measure students' memorization skills rather than their comprehension. Open book tests, however, are created in a way that prevents the questions from being immediately answered using any text available in the reference books. For instance, asking pupils to write down the equation used to compute a triangle's area during an open book test is not permitted. However, one might pose a query that necessitates the application of several geometrical ideas in order to provide the solution.

- Students can bring a suitable amount of resources to the test room if it is an open book exam. When drafting their replies, the students can definitely draw on such reference books for information. But it can take a long time to complete this procedure. A student who has been studying for a long time and who has been paying attention in class will thus have an advantage over a student who has not. Students won't be able to answer the questions on their exam by just using notes they may obtain from friends and top students. Therefore, holding an open book test will motivate the students to concentrate more in class and even to make notes.

- An open book test provides everyone an equal shot, even if pupils who study more will always have an edge in whatever form of exam. For instance, some kids could be more interested in participating in extra-curricular activities like athletics, dancing, or music. Due to their time constraints, some students may find that open-book examinations enable them to prepare for a short period of time while still earning respectable

grades. Even students who struggle with memorization, but have a solid grasp of the subject might do well on these tests.

- Mostly, in open book exams, students are allowed to carry only a page or two to the exam hall. Also, these pages are required to be handwritten. They are not in the form of printouts or photocopies of someone else's notes. Students must thus research the most pertinent material and write it on the pages in an organised manner in order to produce these worksheets. They can be encouraged to read and learn from a range of sources just by the activity itself.

Disadvantages of Open-Book Examination
- Fear of exams encourages many students to study. With open-book exams, students may not focus much on their studies.
- In India, there are many coaching centres that prepare students for various exams. They may provide model answers for all the concepts, which can be memorized. This can dilute the purpose of open-book exams.
- Memory training is also important, especially for children. Open-book exams may discourage students in memorizing even the basic things.
- As the evaluation in open-book exams will be tough, it may put even more pressure on students.
- Fear of forgetting the content will be eliminated.

Impact on Learning Strategies
Open-book examinations significantly influence the development of the proper mental modalities in both teaching and learning. The most noticeable change in students will be a cessation of rote learning or "mugging". Open-book exams will bring about a significant shift in this mindset. It follows that pupils are not required to "study" for tests. It means that learning shouldn't be linked with memorization; rather, learning should involve comprehending ideas and applying them to improve one's capacity for knowledge modification and expansion, critical thinking, and problem-solving. When the threat of mugging is eliminated, learning may be enjoyable. Learning anything enjoyable increases learning efficiency and improves memory retention.

Impact on Teaching Strategies
The first change will be the type of test questions. To assess the students' comprehension and application skills, they must be properly and thoughtfully developed. Teachers will need to create assignments that will work on the specific mental abilities needed for each topic. In other words, instruction will involve preparing the mind for certain intellectual tasks. Open book exams can therefore help both professors and students rediscover the actual value of education. It is true that students and teachers would need some time and effort to become used to the requirements of open book exams. But the adjustments are unavoidable.

Misconceptions about open Book Examination
Open-book exams are a breeze: -
Open-book exams are not an easy option. Answering the questions well requires more than just copying information straight from texts.

Onedoesn'tneed to study

Probably the biggest misconception about open-book exams is that there is no need to study. One should study just as one would for any other exam.

One can just copy straight from the book

One can't copy chunks of text directly from textbooks or notes. In open-book exams, the resource materials are made available to one, so they are expected to do more than just reproduce them.

The more materials the better

Stacks of books won't necessarily guarantee ones performance. Materials must be carefully selected and organise them for quick reference.

Analysis and Interpretation

Table 1.1 Factors Influencing Knowledge Gained Through Open Book Examination

Particulars	% of Respondents (Yes)	% of Respondents (No)	Total
More acquisition of knowledge	57.50	42.50	100
Tests the application of knowledge compared to closed book exam	51.25	48.75	100
Provides more room for critical thinking and logical reasoning	53.75	46.25	100
Focuses more on the practical side of the subject	63.75	36.25	100
Aligned with pedagogy	55.00	45.00	100

Source: Primary Data

Interpretation

The above table depicts that, 57.5% of the students says that through open book examination more knowledge is acquired, 51.25% of the students feels that the open book examination test the application of knowledge better than closed book examination, 53.75% of the students noticed that open book examination provides more for critical thinking and logical reasoning, 63.75% of the students perceive that open book examination focuses on the practical side of the subject and 55% of the students observed that open book examination is aligned with pedagogy.

Table 1.2 Factors Influencing the Effort Taken by the Respondents during Open Book Examination

Particulars	% of Respondents (Yes)	% of Respondents (No)	Total
Calls for less preparation	75	25	100
Encourages more reading and less memorizing	83.75	16.25	100
Helps to pay attention during each class	52.50	47.50	100
Intellectually challenging	77.50	20.50	100

Source: Primary Data

Interpretation:

From the above table it is observed that, 75% of the students says that the open book examination calls for less preparation, 83.75% of the students feels that the open book examination encourages more reading and less memorizing, 52.50% of the students noticed that open book examination helps to pay more attention during each class and 77.50% of the students observed that open book examination is intellectually challenging.

Table 1.3
Time Factor Relating to Open and Closed Book Examination

Time Factor	% of Respondents (Yes)	% of Respondents (No)	Total
Less time preparation compared to closed book examination	82.50	17.50	100
Responding time is longer than closed book examination	70	30	100
Less learning time compared to closed book examination	50	50	100

Source: Primary Data

Interpretation:

From the above table it is evident that, 82.50% of the students says that the time consumed while preparing for open book examination is shorter than the closed book exam, 70% of the students feels that the time consumed while responding for open book examination is longer than the closed book examination and 50% of the students observed that the time consumed while learning for open book examination is longer than the closed book examination.

Table 1.4 Respondents Educational Qualification towards the Personal Feeling about Open-Book Examination

Educational qualification / Personal feeling about open book examination	School	UG	PG	Professional degree	Diploma	Total
Think it's okay or good	4	6	29	0	1	40
Have to know where in the book, the work	2	1	7	1	0	11
Confusing &Challenging	6	0	15	0	0	21
Wasting time finding answers	3	1	3	1	0	8
Total	**15**	**8**	**54**	**2**	**1**	**80**

Source: Primary Data

Interpretation

The table value for 12 degrees of freedom at 5% level of significance is 21. It is found that the calculated value i.e., 16.39 is less than the table value. Thus the result is independent. Hence it is concluded that there is no significant relationship between the respondent's educational qualifications towards the personal feeling about open book examination. Therefore, Null hypothesis is accepted.

Table 1.5 Respondents Mode of Education towards the Reasons for Allowing Open-Book Examination

Mode of Education / Reasons	Regular	Distance	Total
Encourage more reading	40	2	42
Subject with a heavy workload	16	0	16
Subject with long calculations	3	1	4
Logical reasoning	7	0	7
Application of knowledge	11	0	11
Total	**77**	**3**	**80**

Source: Primary Data

Interpretation

The table value for 4 degrees of freedom at 5% level of significance is 9.488. It is found that the calculated value i.e., 17.127 is more than the table value. Thus, the result is dependent. Hence it is concluded that there is a significant relationship between the

respondent's modes of education towards the reasons for allowing open-book examination. Therefore, alternate hypothesis is rejected.

Suggestions
- Open book examination aims to develop skills and creative thinking among slow learners.
- Introduction of open book examination tends to allow a non-significant improvement in the marks of the weaker students.
- Students need not go to a definite location to give exams. Student can give online exams from a remote location.
- The important information is to be summarized before the exams.
- The writing techniques should be practiced earlier before the exam.

Conclusion

The Open-Book Examination is a new tool for assessment and it is the revolution in the field of evaluation against Closed Book Examination. As a result, open-book exams can help both teachers and students rediscover the fundamental essence of education. It is true that it will take some time and effort on the part of students and teachers to adapt themselves to the demands of open book examinations. But the changes will be inevitable. They will make education a fascinating and joyful intellectual adventure, the start of a lifelong quest for knowledge, when combined with a teaching method that focuses on thinking skills.

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IMPACT OF TRADITIONAL CLASSES VS ONLINE CLASSES

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Abstract

Covid-19 pandemic has emerged as the most serious health challenge since the end of 1918 Spanish flu. With the social distancing norms and travelling restrictions at place, the education sector has undergone a radical change. Online education is ubiquitous which has presented new challenges to the learners and teachers alike. Through our paper, we have made an attempt to study the various opportunities and challenges associated with offline as well as online education. Offline education system offers formal learning through classroom based studies where lessons are taught in a sequential manner along with periodic assessments by qualified teachers. At times it also integrates the use of audio-visual and web based resources. In the past few years, online education has taken precedence with the improvement of technology and network connectivity. The concept behind online education is to make the learning process interesting and interactive for the learners. It basically acts as a supplement to traditional education. In India where there is already a huge digital divide, offline education is more suitable due to significant members of students belong to remote areas with poor network infrastructure Even the financial condition does not allow the students to own smart phones and laptops. There is also a human touch associated with offline education where learning is not only confined to the walls of the classroom but also to the human interaction that occurs in canteens, libraries, playgrounds etc. Thus, once the situation comes under control alongside the safety guidelines we should encourage traditional education.
Keywords: Covid-19, Offline Education, Online Education

Introduction

In the age of technological advancement; there are many educational institutes which have initiated Virtual Classrooms, Smart Classrooms. With the changing era of technology and pandemic crises we have to shift everything from Offline to online. The change in the teaching process from traditional teaching of Chalk and Talk to Smart classes and then to totally online classes has shown 360-degree changes, but with these 360 degrees changes the revolution which need to happen in terms of training mind-set of students, teachers and society will definitely be slow process. The daily needs roles are Mask, Sanitizer, Social Distancing. The most important is Mobile which is proved as the tool for teaching, like blackboard, chalk, marker etc. The need of new educating learning era is the Mobile

phones and Internet. Even though most college and universities changing their education in online, still most people are learning using face to face traditional method.

"Online Learning has managed very well without any theory". Everyone knows the power of digital media and their usage in e-learning; but it reduces practical exposure in real life especially in the field of medical, civil, dental, architecture, etc., WhatsApp also played an effective role in higher education as a platform for sharing information about learning. Face to face interaction during class time in the traditional classes increases the confidence level of a student. Poor internet connectivity, student's learning estimation, and lack of concentration during online classes are the major problem faced by the teachers and students. The internet played a vital role in education, Google and YouTube were the highly applicable platform foreducational activities.

Interactivity lead the direct communication in between teacher and students from that a higher education as a result student are able to grow their group work activity and they can classify their doubts of particular subject in timely manner, which features something apart from e-learning. In a traditional classroom, undergraduates can straightforwardly share their perspectives and clear up their own inquiries with the educator, in this way getting their inquiries addressed immediately. To a higher education students and other students to pass an exam most of the time books and classroom activities as well as explanation of teachers are very useful when compare with just online notes and suggestions. Classroom learning enables undergraduates and instructors to know each other in a superior way.

Lastly, we must understand that there will be a place for Traditional classroom forever, but even these traditional classes are becoming more integrated with Online Learning. The Traditional classroom will have their impact on students and online learning will create even more in this busy world.

Statement of the Problem

Online Learning can save Time, as well as, Money. Online Learning does not have a way of ensuring that the students are really learning the material. Online Learning does not accommodate the different learning styles of the students. Keeping in view the above- mentioned aspects, the present study has been taken up for the Traditional classes and Online classes.

1. What are the Challenges and Opportunities involved in Online Classes?

Objective

The Objective of the study are achieved based on the students' perceptions to find meaningful outcome.

1. To compare and evaluate the effectiveness of teaching and learning in Traditional classes and online classes.

Methodology

The study depends upon primary data which have been collected from students using well-structured questionnaire.

I.Sample

A sample of 143 students have been chosen through convenience sampling method.

II.Frame work of Analysis

The data collected have been analyzed through statistical tools which include simple percentage and chi-square test.

Review of Literature

Gautam Kumar et al., (2020) has conducted a study on "**A Outcome of Online Teaching-Learning over Traditional Education during Covid-19 Pandemic**" .The main objective of this study is to assess the impact, issues, and tools of online teaching learning throughout the various higher educational bodies (colleges/Universities) across India. This study uses both Primary data and Secondary data for collecting and analysis. Data collected is analyzed on Descriptive statistics, Simple Percentage Distribution are also used. The findings of this study show that online learning- the zoom app was widely used for online education, and the users were concerned about data security and privacy. Poor internet connectivity, student's learning estimation, and lack of concentration during online classes are the major problem faced by the teachers and students.

Dr. Venugopal Narsingoju, (2021) has performed a study on **"A Comparative study based on the Effectiveness of Online & Offline Learning Outcomes"** Objective of this study was conducted to compare the Effectiveness of Online & Offline Learning outcomes, by conducting the survey via Google Forms. This study uses Primary data for collecting and analysis. Primary method is collected with the help of questionnaire. Data is collected with the help of Pie charts. The finding in our study which reveals that are maximum students who want offline classes to avoid various issues in terms of Understanding, Practical Knowledge, Demonstrations, to have proper completion of assignments, to enhance wealth, to solve more doubts etc. Traditional teaching has been replaced by virtual or online classes but there are no substitutes for teachers and classrooms.

M.S.S. Razeeth et al., (2019) has carried out a study on **E-Learning at Home vs Traditional Learning among Higher Education Students:** A Survey based Analysis in Sri Lanka. The Objective of this study is to explores and find the preeminent approach to learn via distinguishing the traditional face to face learning and e-learning. This study uses Secondary data for collecting and analysis. The Findings of this study shows that we are able to conclude that it is better to combine these two methods like Mixing Learning method and using that in necessary place as well as time will provide higher affective among higher education and it will overcome of all drawbacks from both methods, eventually give highly effective learning process for higher education students to become a better people in society, applicationand knowledge areas.

Abhinandan Kulal et al., (2020) has performed a study on **" perception of teachers and students toward online classes"**. Objective of this study was conducted to analyze the perception of Teachers and students about online classes. This research tries to explain the opinions of students on the impact, comfort ability and support of teachers in an online course, along with the Teachers views on efficacy, teaching practice and training for an online class. This study uses Primary data for collecting and analysis. Primary method is collected with the help of questionnaire. Simple Random Sampling techniques were used

for the selection of the sample. Data is collected with the help of Google form, t-test were used. It refers to determining number of respondents where data is collected. In this research, sample of 300 students are used. The finding in our study which reveals that students are comfortable with online classes and are getting enough support from teachers but they do not believe that online classes will replace traditional classroom teaching. It also finds that teachers are facing difficulties in conducting online classes due to a lack of proper training and development for during online classes. Technical issues are the major problem for the effectiveness of the onlineclasses.

Result and Discussion
I.Socio Economic Profile

The findings relating to socio-economic profile of the sample students, their level of satisfaction towards Traditional classes are presented in the following paragraphs:

- **Area of Residence:**
  Majority 100(66.7%) of the students are from Village.
- **Age:**
  Most 95(63.3%) of them are Below 20.
- **Gender:**
  Majority 107(71.3%) of the students are Female.
- **Programme Undergone:**
  Majority 118(78.7%) of the students belongs to the Programme Undergone in UG.
- **Marital Status:**
  Majority 136(90.7%) students are Unmarried.
- **Type of Family:**
  Majority 118(78.7%) students belongs to Nuclear family.
- **Number of Members in the Family:**
  Majority 104(69.3%) students have above 3 members in the family.
- **Pocket Money:**
  Majority 135(90.0%) students have up to 1000 pocket money.
- **Family Income:**
  Majority 62(41.3%) students have up to 25000 earnings in family income.
- **Parents Education:**
  Majority 108(72.0%) students says that there educational level is HSC.
- **Parents Occupation:**
  Majority 57(38.0%) students parents occupation were Business.

Table No:1

Factors	Students	Percentage
Area of Residence		
Village	100	66.7
Town	50	33.3
Age		
Below 20	95	63.3
21 – 25	55	36.7
Gender		
Male	43	28.7
Female	107	71.3
Programme Undergone		
Diploma	1	.7
UG	118	78.7
PG	31	20.7
Martial Status		
Married	14	9.3
Unmarried	136	90.7
Type of family		
Nuclear	118	78.7
Joint	32	21.3
No. Of. Members in the Family		
2	9	6.0
3	37	24.7
Above 3	104	69.3
Pocket Money		
Upto 1000	135	90.0
1001-2000	5	3.3
2000 and Above	9	6.0
Family Income		
Upto 25000	62	41.3
25001-50000	37	24.7
50000-75000	30	20.0
Above 75000	21	14.0
Parents Education		
Upto HSC	108	72.0
Upto UG	33	22.0
Upto PG	9	6.0
Parents Occupation		
Business	57	38.0
Private Sector	37	24.7

| Government Sector | 8 | 5.3 |
| Agriculture | 48 | 32.0 |

ii. Chi-Square Analysis

The determinants of traditional classes, teachers' preparation and using technology in your study towards students. The following factors like area of residence, age, gender, programme undergone, marital status, type of family, number of members in the family, pocket money, family income, parents' educational level, parent's occupation is considered. The students are classified into low, medium and high using the average and standard deviation. Their association are tested by using chi-square test.

1. Level Of Satisfaction In Traditional Classes:

Table No:2

Variables	Calculated x2 value	D.f	Table Value@5% Level
Area of residence	12.794	2	5.991
Age	4.546	2	5.991
Gender	1.582	2	5.991
Programme Undergone	7.516	4	9.487
Marital Status	3.664	2	5.991
Type of Family	1.833	2	5.991
Number of Members infamily	1.819	4	9.487
Pocket money	6.506	6	12.591
Family Income	13.512	6	12.591
Parents Educationallevel	8.045	4	9.487
Parents Occupation	10.412	6	12.591

a. AREA OF RESIDENCE:

It is shown that **there exists an association** between the area of residence and level of satisfaction in Traditional classes.

b. AGE:

It is shown that there exist no association between the age and level of satisfaction in Traditional classes.

c. GENDER:

It is shown that there exist no association between the gender and level of satisfaction inTraditional classes.

d. PROGRAMME UNDERGOING:

It is shown that there exist no association between the programme undergoing and levelof satisfaction in Traditional classes.

e. MARITAL STATUS:

It is shown that there exist no association between the marrital status and level of satisfaction in Traditional classes.

f. TYPE OF FAMILY:

It is shown that there exist no association between the type of family and level of satisfaction in Traditional classes.

g. NUMBER OF MEMBERS IN FAMILY:

It is shown that there exist no association between the number of members in family andlevel of satisfaction in Traditional classes.

h. POCKET MONEY:

It is shown that there exist no association between the pocket money and level of satisfaction in Traditional classes.

i. FAMILY INCOME:

It is shown that **there exists an association** between the family income and level of satisfaction in Traditional classes.

j. PARENTS EDUCATIONAL LEVEL:

It is shown that there exist no association between the parent's educational level and levelof satisfaction in Traditional classes.

k. PARENTS OCCUPATION:

It is shown that there exist no association between the parents' occupation and level of satisfaction in Traditional classes.

2. LEVEL OF SATISFACTION IN USING TECHNOLOGY IN YOUR STUDY:

Table No:3

Variables	Calculated x2 value	D.f	Table Value@5% Level
AREA OF RESIDENCE	0.195	2	5.991
AGE	4.319	2	5.991
GENDER	1.227	2	5.991
PROGRAMME UNDERGONE	1.997	4	9.487
MARITAL STATUS	4.079	2	5.991
TYPE OF FAMILY	2.827	2	5.991
NUMBER OF MEMBERS IN FAMILY	3.490	4	9.487
POCKET MONEY	6.958	6	12.591
FAMILY INCOME	2.982	6	12.591

PARENTS EDUCATIONAL LEVEL	11.220	4	9.487
PARENTS OCCUPATION	10.568	6	12.591

a. AREA OF RESIDENCE:

It is shown that there exist no association between the age and level of satisfaction in Using Technology in your study.

b. AGE:

It is shown that there exist no association between the age and level of satisfaction in Using Technology in your study.

c. GENDER:

It is shown that there exist no association between the gender and level of satisfaction inUsing Technology in your study.

d. PROGRAMME UNDERGOING:

It is shown that there exist no association between the programme undergoing and levelof satisfaction in Using Technology in your study.

e. MARITAL STATUS:

It is shown that there exist no association between the marital status and level of satisfaction in Using Technology in your study.

f. TYPE OF FAMILY:

It is shown that there exist no association between the type of family and level of satisfaction in Using Technology in your study.

g. NUMBER OF MEMBERS IN FAMILY:

It is shown that there exist no association between the number of members in family andlevel of satisfaction in Using Technology in your study.

h. POCKET MONEY:

It is shown that there exist no association between the pocket money and level of satisfaction in Using Technology in your study.

i. FAMILY INCOME:

It is shown that there exist no association between the pocket money and level of satisfaction in Using Technology in your study.

j. PARENTS EDUCATIONAL LEVEL:

It is shown that **there exists an association** between the parent's educational level and level of satisfaction in Using Technology in your study.

k. PARENTS OCCUPATION:

It is shown that there exist no association between the parents' occupation and level of satisfaction in Using Technology in your study.

Suggestions

Suggestions to be improved in online classes:
1. To improve online classes, they can add some new implements. Internet lagging is major problem in online classes, so need to improve the internet connectivity.
2. Connectivity of students and group discussions should be improved.
3. In online classes, there must be a lot of activities other than theories. Every student should be interactive with the staffs in online classes.

Suggestions to be improved in traditional class :
1. In Traditional classes, teacher have to communicate with all the students and improvesome activity based classes.
2. Teaching methods should be more interesting and improve their teaching way with student interest.
3. Last 10 minutes can be given to students to interact with teachers in class hours.
4. Necessary notes should be provided through classes, easy examples to be provided while taking classes.

Conclusion

This study aimed to examine the effects of online and traditional classroom approach on college students, using the questionnaire. Analyzing the responses, it was concluded that both methods have positive impact on students' motivation, attitude, engagement, interaction/collaboration and general satisfaction.

However, when it comes to students motivation and interaction/collaboration, as well as their general satisfaction, the traditional classroom was preferred by most of the students. Online education has great potential and well designed web-based courses can provide students with the same quality of learning experience as traditional face-to-face class do. Web or face to face, it is still the instructor's expertise, instructor's devotion that hold the key to successful students' learning experience.

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THE ROLE OF E-LEARNING IN COVID-19 CRISIS

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Abstract

The corona virus disease (Covid-19) has changed the millions of people and their life across the world.Government of India has taken necessary step to face the COVID-19.The pandemic of COVID-19 quickly led to close down of universities and colleges around the world. Many educational institutions have instructed the students through remote learning technologies to face the effect of closures and promote the continuity in the education process. The e-learning helps students to learn quality of education. The technology has been playing a great role during the crisis. It takes the teaching to the next level. New application has made online classes convenient for teachers and students. E-learning tools has been helping and learning to study at home.

Keywords: *COVID-19, E-learning, Teaching, Studen*

Introduction

The covid 19 has changed the millions of people and their life across the world. The covid 19 has led to the closure of the educational institutions. Education is considered as the backbone of the country. The technology plays a vital role in the field of education. E-learning is considered as new method of teaching.E-learning has the ability to offer and share materials in the form of e-mail, videos, PDFs, and word document. Many e-learning apps have been used like Google meet, Zoom, Kahoot,etc

Manual or traditional ways of learning is becoming more obsolete day to day because of the evolvement of ICT. Employment of ICT are becoming more popular in the education system (Sood&Saini, 2020)

The majority of the students do not find it interesting to learn with the physical copy of the books (Rambli et al., 2013).

The mediums of E-learning and principles of artificial intelligence are gaining popularity in the world (Misko et al., 2004; Soni 2020)

This e-learning wave is a recent development; teachers and students are adapting to the new learning methodology. The reason behind this is easy to use and learning flexibility. E-learning technique has been adapted everywhere and it is accepted by the people over the world. Various E-teaching software has been explored by teachers or educators to bring possible and easy to use by the students.

E-Learning

It is a learning system of teaching with the help of electronic resource is known as e-learning. The teaching is based on in or out of classroom with the use of computer and internet as major component of e-learning can be used to transfer skill and knowledge the education can be reached to large number of recipients at the same time

The rapid change in technology and advancement has changed the learning system and this changes has been adopted by the people. The introduction to computer is the basis of

revolution. The smartphones and tablet usage has been increased. These devices play an important place in classroom for learning. Books are gradually replaced by electronic educational material like pendrive, etc. Knowledge is shared through internet which is accessible 24*7 at anytime and anywhere.

Role of E-Learning in Covid-19 Crisis

Education is the key factors in building a good nation. Teachers are utilizing e-learning platform to share education to students that is conducted via electronic media .It was first used in 1999 at a CBT systems seminar. It is termed as virtual or online learning. It offers a way to share the materials using internet through e-mails, documents, presentations or webinars. Educators can share study materials and lectures in the form of PPT, PDF, or word document by uploading them on their respective webpages or whatsapp or through e-mails to maximum students during the lockdown.

E-Learning Web Apps
Google Classroom

Google classroom is easy to use web app for organizing the daily activities of students. The tool allows taking online classes, distributing course materials, assigning assessments, track students' progress, sending feedback etc.

Kahoot

Kahoot is a game based learning app is to improve students in the virtual classroom. It is possible to create quizzes, host live games and more. All these activities will be depending on the lesson concepts.

Zoom Education

Zoom, is one of the best cloud video conferencing web apps that assist in sharing schedules, tutoring lessons, communicating with multiple students and so on.

Photomath

Photomath is an award winning educational web app. The app has a dedicated team of mathematicians who examine effective math teaching methods, develop solutions for math problems and more.

Storybird

Story bird can create digitally interactive and artistic books in the virtual classroom. This tool assists in expanding the writing and reading skills of students by giving them challenges to compose stories on their own.

Educational Apps for E-Learning
Coursera

Coursera has thousand courses from leading educational providers. Those include elite universities such as Stanford and Princeton, as well as big name businesses such as IBM and Google.

Khan Academy

Khan academy provides its lectures in the form of video tutorials and has proved hugely popular around the world.

Future Learn

Future learn offers a wide range of free short courses across a range of different subjects. It has the courses in everything from healthcare, science and engineering to the creative arts and teaching.

Sololearn

Sololearn are looking to sharpen the programming skills. It offers a huge selection of courses covering programming languages including Java script, HTML, CSS, Python, and C++

Udemy

Udemy offering a choice of more than 130000 free video tutorials, Udemy is one of the most popular learning apps around.

Importance of E-Learning

E-learning gives a version of knowledge, convenience that can be shared with millions of students worldwide. When compared to online learning, traditional learning is expensive, time consuming with various outcomes including modern, creative approach of teaching and regularly updated course content.

Advantages of E-Learning

- E-learning promotes active and independent learning
- Efficient way of delivering courses at anywhere and anytime
- Students can interact and clarify their doubts from all around the world through group discussions and private chats
- The studying material can be accessed unlimited number of times
- Cost effective

Disadvantages of E-Learning

- Security of e-learning program is sometimes questionable
- The authenticity of particular students work cannot be confirmed
- Cheating is unavoidable
- Lacks social interaction
- Inaccessible to others

Conclusion

Due to Covid-19 thus, all the universities, colleges, and schools have been closed in India and other countries. Technology plays an important role in our life. E-learning, internet and computers has been used vitally in teaching and learning process. It has been showed the e-learning web apps, educational apps used for e-learning, advantages and disadvantages of e-learning and the importance of e-learning

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IMPACT OF E-LEARNING ON RURAL STUDENTS

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Abstract

E-Learning is referred to as teaching and learning by using electronic media. This methodology supports the use of networking and communications technology in teaching and learning. E-Learning is generally meant for remote learning or distance learning, but can also be used in face-to-face mode. In this paper we have made study about the awareness and impact of E-Learning in selected rural areas in India, the providers and learners ratio and an analysis on the collected data has been made to find the advantages of E-Learning resources and their affect on social and mental development of the individuals belonging to rural areas.
Keywords: E-Learning, media, rural-area, E-Learner, Internet.

Introduction

E-Learning applications and processes include computer-based, web-based, technology based learning and virtual education opportunities. Content delivery is with the help of Internet, intranet, extranet, audio or video tape, satellite TV, and CD-ROM and it includes media in the form of text, image, animation, streaming video and audio. It allows us to learn at our own way i.e. on our own time with a flexible, interactive and engaging online experience. In this process, educational activities can be accomplished by using networking and communications technology in online or offline, synchronous as well as asynchronous, networked or standalone teaching and learning. As popularity of Internet is growing day by day, E-Learning is also in growing interest. People have started using Internet for accessing information via Internet. The corporate sector which was providing distance education has also started using online learning as an added activity in their distance education because E-Learning is a way of improving the accessibility of the study material, moreover, the cost of accessing information online is decreasing by the advancement in the field of information and communication technology. Students and teachers are increasingly using accessing information online to support their learning and teaching. Now a days, the trend is of "blended learning that is learning is a combination of traditional learning as well as E-Learning. Today single teaching learning method is not effective. As traditional method has an advantage of how to teach or learn though E-Learning provides us the latest methods and statistics. Following are the features identified of E-Learning: Learning is centered around the interests of the learner. Learning is immersive— learning by doing—and takes place not in a school but in an appropriate environment. Therefore, "blended learning" provides us an interest and an appropriate environment to teaching learning process. The main attribute of E-Learning is the flexibility of accessing information and resources. It refers to the access the use of information and resources at any time, place or pace according to one's convenience. Learner is not bound

with the constraints of attending the lectures on fixed time or fixed location which may be far off from the residence. Another attribute is access of multimedia based resources; it means that different type of media like text, audio, video, animation, graphics, picture is supported by the network and communication technology, which makes possible the accessing of information by not only text or pictures but it also supports animations, videos, presentations, audio etc. which makes learning more interesting and effective. Moreover the information and communication technology provides us an opportunity to capture, store, and distribute information in the form of text, pictures and illustrations which includes multimedia-based simulations of simple and complex processes which are cheaply accessible.

Basics Concepts of E-Learning

- E-learning is learning process on Internet or Multimedia Learning.
- E-learning is the convergence of learning to the web based in Internet.
- E-learning is the use of network technology to design, deliver; select administer and extend learning altitudes.
- E-learning is Internet-enabled learning. Components can include content delivery in multiple formats, management of the learning experience, and a networked community of learners, content developer and experts.
- E-learning provides faster learning at reduced costs, increased access to learning and clear accountability for all participants in the learning process. In today's provide their workforce with the ability to turn change into an advantage.
- E-learning uses the power of networks primarily those that rely not only on Internet technologies but also satellite networks, and digital content to enable learning.

Features of E-Learnin

E-learning operates in real time. What we get, what we need and when we need it. E-learning is individual. Every e-learner selects activities from a personal menu of learning opportunities most relevant to his/her background, Job and Career at that very moment. E-learning is dynamic. Today's content, in real time not old news or "shelf-ware." Online experts, Best Sources, quick approaches for emergencies. It is collaborative because people learn from one another, e-learning connects learners with experts, colleagues and professional peers, both in and outside your organization. E-learning is comprehensive. E-learning provides learning events from many sources enabling the e-learner to select a favored format or learning method or training provider. It offers many opportunities for individual and institutions all over the world. Individual is can access to education they need almost anytime 4 and anywhere they are ready do it. Institutions are able to provide more cost effective training to their employees. E-learning context is very important. It is common to find educators who perceive e-learning as internet-only education that encourages a static and content-focused series of text pages on screen.

Benefits of E-Learning

E-learning has definite benefits over traditional classroom training. While the most obvious are the flexibility and the cost savages from not having to travel or spend excess time away from work there are also others that might not be so obvious. For example: It's self-

paced: Most e-learning programs can be taken when needed. The "books" that you set up using software create a module-based design allowing the learner to go through smaller chunks of training that can be used and absorbed for a while before moving on. It moves faster: E-learning course progress up to 50 percent faster than traditional courses. This is partly because the individualized approach allows learners to skip material they already know and understand and move onto the issues they need training on.

It's less expensive to produce:

Using specialized authoring software to produce your own a synchronous training programs e-training is virtually free once you reach the breakeven point. Synchronous programs will have continued costs associated with the instructor managing the class but will still be lower than traditional courses.

It provides a consistent message

E-learning eliminates the problems associated with different instructors teaching slightly different material on the same subject. For company-based training this is often critical.

It can work from any location and any time

E-learners can go through training sessions from anywhere, usually at anytime . Just-In-Time (JIT) benefit can make learning possible for people who never would have been able to work it into their schedules prior to the development of e-learning.

It can be updated easily and quickly

Online e-learning sessions are especially easy to keep up-to-date because the updated materials are simply uploaded to a server. CD-ROM-based programs may be slightly more expensive to update and distribute but still come out cheaper than re-printing manuals and retraining instructors.

It can lead to increased retention and a stronger grasp on the subject

This is because of the many elements that are combined in e-learning to reinforce the message, such as video, audio, quizzes, interaction etc. There is also the ability to revisit or replay sections of the training that might not have been clear the first time around.

Use of E-learning has the following advantages
- (a) Availability of more reliable and cheaper means.
- (b) Ensure the understanding or learning process.
- (c) Exploiting the available resources fully.
- (d) In-corporate with traditional way of teaching.
- (e) Make conducive environment.
- (f) Pre-services, in-services and post services training and development Strengthened to cover effective use of materials.
- (g) Develop a participatory program approaches.
- (h) Easy Incorporation of Commercial/ Private Players in the field.
- (i) Incorporation of Academics, Research Institutes, student representatives.
- (j) Flexibility in the e-learning programs like availability of special.

Uses of Internet in E-Learning

Internet h as made its entry in almost all the domains of human endeavor. Be it Commerce, Literature or Astrology or be it Technology, one can find that all the areas have got themselves dramatically transformed due to the impact of Information and Communication Technology (ICT) in 16 general and Internet m particular. Education is no exception to this phenomenon. "Learning - Teaching - Evaluation" process IS getting radically transformed - thanks to capabilities of Internet. Internet as the media has got the potential of making educational process truly "Student centric". This is the technology, which has the capability of nullifying the constraints of conventional education al delivery and evaluation system. This is the tool for making education available at any time, at any place. Besides, the learner can learn and get evaluated at any pace. Things those were unthinkable before the advents of Internet are very much possible today in this Digital Age. Internet can be used to offer a high quality and uniform input for the students of different institutes, so that the quality of the students passing out can be enhanced. In spite of its obvious advantages over tie conventional mode of education the speed with which the new technology is getting g adopted and assimilated is rather slow. It is widely accepted that advances in information technology and new developments in learning science provide opportunities to create well designed, learner-centered, interactive, affordable, efficient, flexible e-learning environment ts22.

E-Learning Technologies

At present, E-learning technologies encompass three areas of activity: 20 E-learning technologies areas of activity:

• **Content creation and management**

The sourcing, creation, storage and management of e-learning content - functions typically addressed by a Learning Content Management System (LCMS) .

• **Learning management**

The capture and application of information about learning resources, existing skills and learning activities to measure and manage learning outcomes at the organizational level - functions typically addressed by a Leaming Management System (LMS).

• **Learning activity**

The delivery of e-learning content, facilitating interaction and learning assessment- functions typically performed by instructors or trainers (Brennan, Funke& Anderson)2S. The three do not necessarily exist as discrete, identifiable systems. There is overlap and ambiguity in their functions and definitions. The term 'virtual learning environment' is also sometimes used to promote systems that have characteristics of all the three. Put simply, a Learning Content Management System (LCMS) generates, stores, structures and delivers e-learning content, whereas a Learning Management System (LMS) is more an administrative tool that handles enrolment or registration, tracks students progress and records assessment scores and course completions. Learning content is created through authoring tools which are generally part of the functions of the Learning Content Management System (LCMS).

The most common Terminologies used in the ICT in E-learning process

- E-mail is the most common form of electronic information exchange.
- Collaborative Learning Forums promote learner interaction through message boards, where students can post questions and answers text-chat or forums, where learners

can communicate outside the main classroom and threaded discussions, where facilitators and students can discuss a given topic and review each other's responses.

- E-boards allow learners and instructors to create Images, text and information and present them to other participants.
- Application sharing allows instructors and learners to work collaboratively on the same learning materials, either simultaneously or in sequence. Participants can see what is happening at all times. 24
- Simulations or Virtual Laboratories permit learners to work in teams to construct projects and complete them at their preferred pace.
- Library /Learning Session Cache Access provide access to archived text, presentation s, video, audio and data files. This is especially useful for revision or for reviewing synchronous learning sessions a student may have missed.
- Real-time tests and evaluation can be triggered at agreed times or completed at the learner's own pace.
- Video and audio streaming can be used to disseminate information to learners, and can also enable learners to see and speak with the facilitator via the Internet rather than by telephone. From the point of view, e-learning also offers classroom management technology that permits instructors to log students into 'classes', establish work groups, manage interaction between students and receive feedback in real time. Other support services include real-time reporting on learners' progress, time-tabling, tracking student and teacher activities, and authoring tools for generating content. Asynchronous learning can be designed to develop both cognitive and performance skills, engaging learners in a "cognitive apprenticeship".

E-Learning in Rural Areas as Identified

Provider of E-Learning offers special packages of ELearning to rural inhabitants. They have designed their products for everybody, irrespective of their place of residence, rural or urban. The proportion of surveyed providers that target rural areas, providing specially prepared E-Learning packages for them, is just over 42% of the total sample and varies substantially from city to city. Those providers that offer special packages for rural area are not very much different in their structural characteristics from other E-Learning providers. They recruit their own clients amongst micro and small enterprises to a much larger extent than other providers.

Conclusion

E-Learning is found to be highly emerging knowledge tool today. It has wide scope in developed as well as in developing countries. The areas which are undeveloped and not so educated get attraction of ELearning. E-Learning provides a method of delivering knowledgeable contents through CD, DVD, multimedia and other tools. The main constraint identified in this process is availability of proper bandwidth, willingness of E-Learners and some sort of skill set to deliver the material to learners. Overall, 48% providers found ELearning is beneficial to rural gentry for knowledge, better job opportunities, and promotions and to learn new developing technologies in the market. Specially focusing towards rural areas it helps in developing people's social and mental ability. Although some negative consequences are also observed in flourishing E-Learning in rural areas because of lack of awareness, unwillingness, illiteracy and lack of proper infrastructure, yet it has a broad

scope in near future and we believe that it will definitely help poor gentry to fill the gap between educated developed cities and rural undeveloped areas.

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STUDY ON THE INITIATIVES TAKEN BY THE GOVERNMENT ON E LEARNING

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Abstract

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. In modern world teaching can be based by using computers and internet. However, with the rapid progress in technology and the advancement in learning systems, it is now embraced by the masses. Online education has been a new way for students to learn outside of the classroom and this concept has received much attention worldwide. The government plays an important role in funding and encouraging this form of learning. The broad objective of the government is to develop tools and technologies to promote e learning in the country. The ministry of electronics and information technology provide both financial and non financial support to the area of e-learning. Policies have been created that help shape education, providing resources and promoting e-learning. DIKSHA, Swayam, Shikshavani, Daisy.,etc these are the major schemes to promote e- learning in the country implemented by the government.

***Keywords**; e- learning, government initiatives, information and communication technology, online education.*

Introduction

Electronic Learning (E-learning) is the learning with the help of electronic devices such as laptop computers, desktop computers, mobile phones, iPods, and iPads. It also gives students the liberty to be in charge of their learning activities and can be interpreted as virtual learning as only the electronic copy of the learning materials is available and not the hard copy.

The introduction of information and communication technology was the basis of this revolution and with the passage of time, as we get hooked to smartphones, tablets, etc, these devices now have an important place in the classrooms for learning. Earlier days we use books and journals for getting knowledge but now the situation changes; all these are replaced by electronic educational systems or materials. Knowledge can also be shared via the Internet, which is accessible 24/7, anywhere and also at any time. E-learning can also be termed as a network enabled transfer of skills and knowledge, and the delivery of education is made to a large number of recipients at the same or different times. Earlier, it was not accepted wholeheartedly as it was assumed that this system lacked the human element required in learning.

Manual or traditional ways of learning are becoming more obsolete day by day because of the evolvement of ICT. Employment of ICT is becoming more popular in the modern education system and most of us are interested to learning through by using the electronic devices, they are reluctant to learn with the physical copy of books. Furthermore, the manual ways of learning require more space, money, and time in maintaining the learning materials than electronic ways, physical materials can be misplaced, stolen, or damaged easily

Objectives

1. To identify the initiatives of government on e – learning
2. To analyse the importance of e- learning

Literature review

Kanjilal and Kaul (2016), while examining the Digital India initiative of the Indian Government gives more insight on Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) and other initiatives like National Mission on Education Through ICT (NMEICT), National Programme on Technology Enhanced Learning (NPTEL), a joint program of IITs (Indian Institutes of Technology) and IISc (Indian Institute of Science). Similarly, (Chandwani et al., 2010) in their E-learning initiatives in India established that the Indian government always has given preference to the use of ICTs as a means of mass education.

Al-Rahmi et al. (2019), after evaluating the responses of 1286 students using E-learning systems in Malaysia observed that six perceptions of innovation characteristics (Relative Advantages, Observability, Trialability, Perceived Compatibility, Complexity, and Perceived enjoyment) have impacts on students' E-learning behavioral intention. A similar study, (Salloum et al., 2019) while examining the impact of Social Medica Practices on E-learning systems acceptance established that social media practices have significant positive impacts on Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

Smaili et al. (2021) proposed a sustainable E-learning system to tackle school dropout. The new model was achieved with an adaptive E-learning system by manipulating the traces left by users' interaction with their learning environment**.**

Data analysis

Our Indian government takes numerous initiatives in the field of education. It helps the students, teachers and the society to great extent. Indian government gave more preference to the use ICT in education.

Before this pandemic our government introduce online learning facilities, CLASS (Computer Literacy and Social on Schools) project was launched as far back as 1984 by the Indian government to make computer literacy a compulsory project for class XI and XII. 2598 and 2371 schools started computer literacy in the seventh five-year plan and eight five-year plans respectively.

Another initiative is a communication satellite known as EDUSAT (Educational Satellite); the satellite primarily devoted to the education sector was launched on the 20th of September, 2004 by the Indian Space Research Organisation (ISRO). EDUSAT provides education to millions of people at their doorstep and enables information to be disseminated in local languages and dedicated long-distance learning in India.

SWAYAM, a major initiative of the Indian Government on E-learning was initiated to provide an integrated platform and portal for online courses in the education sector of India. SWAYAM was developed by the Ministry of Human Resources Development (MHRD) and All India Council for Technical Education (AICTE) with the help of Microsoft and was specifically designed to benefit working professionals, college dropouts, and students from remote areas. The strength of SWAYAM lies in its qualitative evaluation system, recognition of credits and equity access, and affordability. Other Indian government pre-COVID19 E-learning initiatives include;

Consortium for Educational Communication (CEC), National Programme on Technology Enhanced Learning (NPTEL), Indira Gandhi National Open University (IGNOU), Online Education Broadcast and Virtual Classrooms, Sakshat, Institute of Life Long Learning (ILLL), and School of Open Learning (SOL) E-learning Gateways.

From March 2020 onwards we are moving to lockdown, during that time there was no normal classes and the students and teachers are not allowed to went to schools. That time our government takes number of initiatives to bring back the situation, that is continue the learning process by using new methods and system.

A comprehensive initiative called **PM e VIDYA** has been initiated as part of AtmaNirbhar Bharat Abhiyaan on 17th May, 2020, which unifies all efforts related to digital/online/on-air education to enable multi-mode access to education.

The initiative includes:

- DIKSHA (one nation, one digital platform)is the nation's digital infrastructure for providing quality e-content for school education in states/UTs and QR coded Energized Textbooks for all grades are available on it.
- One earmarked SwayamPrabha TV channel per class from 1 to 12 (one class, one channel).
  1. Extensive use of Radio, Community radio and CBSE Podcast- ShikshaVani.
  2. Special e-content for visually and hearing impaired developed on Digitally Accessible Information System (DAISY) and in sign language on NIOS website/ YouTube.

All these schemes/programmes are free of cost and available to all the students across the nation.

Also, to reach out to those students who lack access to technology various innovative activities are being done at national, state or district level such as

Gali-GaliSim-Sim, Tili-Miliprogramme, Motor Eskool, Roving Teacher, Project SMILE (Social Media Interface for Learning Engagement), e-Kaksha, formation of Whatsap and other social media groups, Work Book Distribution at home, Teacher calling to maintain connects with students.

School Education is in the Concurrent List of the Constitution and the state governments have been directed to act based on the situation prevailing at every place to meet the demands of all students for providing them with the digital access required for learning digitally. Depending on the states' requirement the Ministry of Education provides Rs.6.40 Lakh for setting up computer labs and Rs.2.40 Lakh for smart classroom. Also, the approval in 2021-22 for ICT, DIKSHA and Smart classrooms are given below:

- An amount of Rs. 68685.2 Lakh is approved under Non- recurring head for ICT lab in 10727 schools.
- An amount Rs. 94633.20 Lakh is approved for smart classrooms in 42204 schools under the Non- Recurring head.
- An amount of Rs.1098.01 Lakh is also recommended under DIKSHA for development of digital contents.

Conclusion

Covid 19 is really an unexpected influenza that change all our routine. The normal life, school life, office life,, everything change and new ways are opened. And also our take number of initiatives to face the situation. Mostly in the educational field affected a lot. Schools and colleges are closed for infinite days. This our educational system so the adopted another option like online learning. For that government takes initiatives, like e vidya, swayam,etc. These initiatives help our students to learn by sitting in their home.For rescuing education from the effects of COVID-19, the Indian government promoted the use of ICT in the field of education, especially during the lockdown period. But there are still numerous issues related with this online learning. So the government must take serious steps to overcome that issues.

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