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IMPACT OF E-LEARNING ON SOCIO-ECONOMIC STRATA OF INDIAN SOCIETY IN THE POST-PANDEMIC ERA

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ABSTRACT:

The pandemic period was characterized by the sudden spread out of the most virulent type of coronavirus, the virulency has brought the world arrested in-house, sloth the pace of the growing and developing economy all of a sudden. People were not ready to tackle the situation, so many mishaps, destruction, and mortality rates increased with unknown leaps and bounds, to which no one could find a solution unless and until vaccines came out. The pandemic slaughtered the education system, job losses, and slashed economic growth all over the world. In India, the education system was badly affected, educational institutions were closed down, the school dropout rate increased, the family system collapsed, and the student community became teacher less, guide less, and mentor less. The system of education from the jeopardized situation came alive with the help of the internet and e-learning. The social infrastructure of India comprises a huge digital divide due to disproportionate economic structures like the rich, upper middle class, middle class, below the poverty line, etc. The people belonging to middle-class strata earn their living for regular livelihood and not for fashion or maintaining the status quo. The study aims to identify the impact of electronic learning or e-learning on the socioeconomic strata or infrastructure of India. The propensity of using electronic media for learning suddenly increased during the pandemic, there was a stiff growth in the sale of smartphones, and every family member managed their expenses to maintain smartphones for their office use complying with work-from-home norms, educational purposes, and other social communication purposes. The education sector could be managed from the effect of lockdown by the use of e-learning methodologies, the traditional classroom transaction practices reached the extremely remote corner of the household with the advent of e-learning. Each and every household member got aware of the usage of digital devices and learned the value of using the devices for the necessary purpose. In addition to this education could be protected from the paucity, the student community from across schools, colleges, and other higher education got exposure to the various e-learning platforms, students got the opportunity to learn at their own pace, and mobile learning got the special emphasis. Education serves as a tool to eliminate discriminatory attitudes associated with educational institutions, civic participation, employment, and community life. This is because education helps people understand themselves and the world, improve their quality of life, and thereby achieve a basket of social benefits that benefits both individuals and society. This study focuses on issues related to e-learning solutions. This includes considering electronic learning in relation to education and society, and the changes facing and perceiving the education system. This study then provides an overview of the impact of e-learning on the socioeconomic strata of Indian society.

Keywords: Electronic learning, mobile learning, digital divide, social communication, civic participation

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Introduction:

The recent pandemic situation uprooted the socio-economic infrastructure of India by closing down the work of the nation, the virulent propensity of COVID-19, has created panic within human society causing them to be arrested at home, avoiding all forms of social contact. This type of situation has caused the deceleration of the growing economy, the increase of social distancing, and lastly offline mode of the teaching-learning process became history. The sudden closure of educational institutions has affected the learner's community with an everlasting negative attitude towards the good side of life, they have lost their interest and motivation to study, study habits have deteriorated, the school dropout rate increased, and school students turned out to be a juvenile delinquent.

In India, due to the pandemic situation, the education system was badly affected, educational institutions were closed down, the school dropout rate increased, the family system collapsed, and the student community became teacher less, guide less, and mentor less. The system of education from the jeopardized situation came alive with the help of the internet and e-learning. The social infrastructure of India comprises of huge digital divide due to disproportionate economic structures like the rich, upper middle class, middle class, below poverty line, etc. The people belonging to middle-class strata earn their living for regular livelihood and not for fashion or maintaining the status quo. The study aims to identify the impact of electronic learning or e-learning on the socioeconomic strata or infrastructure of India. The propensity of using electronic media for learning suddenly increased during the pandemic, there was a stiff growth in the sale of smartphones, and every family member managed their expenses to maintain smartphones for their office use complying with work-from-home norms, educational purposes, and other social communication purposes. The education sector could be managed from the effect of lockdown by the use of e-learning methodologies, the traditional classroom transaction practices reached the extremely remote corner of the household with the advent of e-learning. Each and every household member got aware of the usage of digital devices and learned the value of using the devices for the necessary purpose. In addition to this education could be protected from the paucity, the student community from across schools, colleges, and other higher education got exposure to the various e-learning platforms, students got the opportunity to learn at their own pace, and mobile learning got the special emphasis.

Govt. of India also introduced and emphasized the work-from-home and study-from-home concepts, These models of working and learning have both positive effects and unmanageable aspects on society. They also contributed towards the dichotomization of qualitative and quantitative aspects of education, economic aspects like costly and affordability measures to continue with the model, physical nearness and distance online or virtualness of the class environment, real life practical education and virtual ambiguous education etc.

Sudden closure of the face to face education system has caused the private and low income group schools difficult to sustain. Teachers face the issue of underpaid salary, in many of the schools teachers' attrition rate increased. On the other hand, the infrastructure required to flag off the online education system was also lagging behind due to lack of funds, schools raised the tuition fees, which further created a great turmoil between the teachers and parents community.

Both the teachers and students have faced and still are facing many difficulties as per this online education system. These obstacles are due to limited technically sound infrastructure, lack of awareness of online teaching ecologies, lack of technical support and also the personal issues of teachers related to limited techno ideas, and poor skills of integrating technology with pedagogy. Furthermore, Indian students are also facing various technical hindrances including hardware-related matters, and software-related matters during the online teaching-learning process. Some security issues were also observed in the online classes like the sudden entry of unwanted learners over which teachers or schools had no control through the technology. This created a sense of seeking more information and getting upgraded in the e-learning platform. Teachers started attending various faculty development programs, which can be considered a positive side of the pandemic situation.

There are some issues that require more attention, such as the clarity of information and direction with regard to e-learning methodologies, the threat to regular academic

schedules like exams, admissions tests, etc., and the lack of an immediate solution that has affected the timely and appropriate engagement in online teaching-learning processes. As a result, closing schools and universities in India has a significant impact and would have an impact on the teaching and learning process nationwide if a solid policy is not adopted by the government.

The idea of online education the instructor and the way they teach are the first step towards inclusion within a curriculum. The instructor is the ultimate authority and source of information, according to this viewpoint, which is easily explained. For many instructors, the move to teaching in a way that allows for the use of technology is an issue. E-learning was created by combining technology with the way teachers previously taught. Technology in e-learning is only a tool that instructors may employ in a variety of settings to influence their students' learning and outcomes. A teacher must use technology and consider how it could provide a solution to an issue they are having with their lesson plans.

E-learning, as opposed to traditional classroom instruction, makes learning engaging, enjoyable, and simpler. The e-Learning systems track the progress of the students, allowing them to access self-paced, personalized information whenever they need it in the comfort of their own homes.

Online learning or e-learning is also transforming the traditional face-to-face tuition culture towards the virtual world. E-learning modality encompassing e-inclusion has also mitigated the teachers' incompetence's in the teaching-learning environment and thus empowered the students' community with an equitable approach.

2. Integration of E-Learning in Pedagogical Transactions:

The term Electronic Learning includes the process of teaching, learning, and the creation of a virtual platform for the exchange of content through digital mode. To make this more proactive various online open educational resources are taken into account.

- **One-to-Many:** Online classes. It includes lecture notes, quizzes, and assignments. Using synchronous and asynchronous technologies like attending online video classes, listening to podcasts, etc. The teacher presents the lesson through a multimedia projector. The content may include PowerPoint slides, flip books, pdf documents, etc.
- **One-to-One:** The teacher monitors individual students' progress using a proctored video program, this proctored program facilitates the evaluation of students, admission to specific programs or obtaining feedback.
- **One-Alone:** E-reading tools with textbooks (e-books) like Kindle, audio books.
- **Group presentation of learners:** The students in a group present the content or lessons learned by using PowerPoint slides, adopting audio-visual modes etc. .
- **Teacher Training:** Teachers access training materials, exercises and take tests using online software.
- **School Administration system managed through computer:** A learning management System is of manage the total teaching learning process through interactive online mode.

Each of these described above can be carried out using various e-learning programs, and using various technologies.

3. ELECTRONIC LEARNING & ITS IMPACT ON EDUCATIONAL INTERFACE OR PEDAGOGICAL TRANSACTION:

- E-learning makes the classrooms interactive which convert the School into a learning environment.
- Interactive classrooms leads to funny way to learn
- E-learning Helps in active participation of students and teachers.
- The automated nature of E-learning in terms of animated effects of different concepts motivates the learners to understand the concept in a gainful way.
- E-learning and teaching also provide teachers with a large database of questions and empowers to resolve the upcoming issues related to educational content.

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- Teachers can also upload content online; create question paper and examine student's performance
- ICT integrated curriculum enables an audio-visual mode of learning that helps in the nurturing of higher order thinking skills of the students.
- E-learning has different types of contents like animations, videos, self-explanatory diagrams, quizzes, flipbooks with embedded audio and video, e-pubs containing previous years questions and their solutions with regular updates.
- It provides effective teaching and learning means in the classroom for teachers and students with User friendly GUI.

Some of the benefits of E-Learning:

Accommodating: The E-Learning method of education accommodates each and every student irrespective of their age, gender, location, time, comfortability etc., it can be taken by anyone, anywhere.

Accessibility of Lessons: Unlike the traditional classroom teaching method, students can access the same lesson number of times as per their requirement, it helps the student or the learners to revise as many times as required.

Current version of the content: Due to the constant research and innovations in the field of education, the contents are in constant update and are readily available through the e-learning platform.

Recreational modality enhancer: E-learning platforms are incorporating augmented reality-based games and applications to make studying more engaging and enjoyable for learners. This interactive approach helps students develop higher-order thinking skills, such as critical thinking and problem-solving abilities

In addition to facilitating direct interaction with experts, e-learning also allows parents to monitor their child's progress and receive updates via emails and messages. With its ability to transcend geographical boundaries, it is clear that e-learning is the way forward for education.

Exemplary Impact of E-Learning on Education:

Upcoming of Massive Open Online Courses through SWAYAM, Coursera etc.

National Program on Technology Enhanced Learning (NPTEL), an initiative of MHRD or Ministry of Education, supported by seven IITs and IISc Bangalore, Now it is working in close collaboration with SWAYAM. The main focus of the NPTEL is to educate the engineering students and working professionals to accumulate the academic bank of credits.

Functions of NPTEL:

NPTEL, or the National Programme on Technology Enhanced Learning, is an initiative by the Indian government to offer online courses and certification in engineering, science, and other technical subjects.
Course Creation: NPTEL creates online courses in collaboration with professors and experts from IITs (Indian Institutes of Technology) and other prestigious institutes. These courses are available for free to anyone interested in learning technical subjects.
Module Development: The course content is arranged in modular form as per the pace of the learner or soothing the learning style of the student.
Certification: NPTEL offers certification for its courses through an online examination. Students who successfully complete the course and pass the exam are awarded a certificate that can be used to demonstrate their proficiency in the subject.
Quality Control: NPTEL ensures that its courses are of high quality and relevance to the industry by reviewing and updating them regularly. The courses are designed to meet the needs of students, professionals, and researchers who want to stay up-to-date with the latest developments in their fields.
Community Building: NPTEL provides a platform for learners to connect and share knowledge. The online forums and discussion groups allow students to interact with each other and with the course instructors, facilitating collaboration and the exchange of ideas.
Research: NPTEL conducts research to identify gaps in technical education and to explore new approaches to teaching and learning. The results

of this research are used to improve the quality and effectiveness of NPTEL courses.

Partnership and Collaboration: NPTEL collaborates with universities, research institutes, and industry partners to create and deliver online courses that meet the needs of students and the industry. This collaboration ensures that the courses are relevant and up-to-date.

Overall, the functions of NPTEL are to provide access to high-quality technical education and certification, promote community building and knowledge sharing, conduct research, and collaborate with other organizations to improve technical education.

The analysis of feedback obtained at the portal of SWAYAM is also of much significance in understanding the impact of e-learning on education as well as on society.

To quote from the portal of SWAYAM central (https://swayam.gov.in/):

According to a student from North Eastern Regional Institute of Science and Technology who preferred to remain anonymous, online learning is not significantly different from regular classes. The student sees online learning as a modern version of NPTEL courses that leverage technology to enhance the learning experience. In particular, the student found the discussion forum to be very helpful, as many of their questions had already been addressed there.

According to a student from Bhujbal Knowledge City Institute of Engineering in Nagpur, Maharashtra who preferred to remain anonymous, NPTEL is an excellent platform that facilitates both students and teachers in enhancing their knowledge by providing high-quality educational content. The student added that NPTEL's offerings have made education more inclusive by breaking down geographical barriers, thereby promoting the sanctity of education.

These feedbacks obtained at the e-learning platforms are the significant indicators of the quality impact of e-learning on education, and the trend of these kind of impact can be seen more aptly in this post pandemic situation.

4. SOCIAL IMPACTS OF E-LEARNING:

Access to e-learning may have a substantial effect on different members of society. Beyond the effects on graduates' sources of income and employment, enhanced skills other benefits of education include better health and affluence, especially for women and girls. Social Impacts of E-learning briefly discusses the effects of education before focusing more intently on the interaction between e-learning and society, specifically how the social environment like pandemic situation, lockdown etc., might impair an educational program's ability to provide its full potential to all students. E-learning programmes can be accessed and used by people from many walks of life, including those who speak different languages, reside in remote areas. Improved health or prevention measures during the pandemic had been greatly influenced by e-learning measures. E learning made it possible to achieve the Millennium Development Goals and Sustainable Development Goals throughout the globe with great ease and comfortability. It was also seen that the World Health Organisation organising various educational and prevention programs through electronic learning mode throughout the globe, had a great impact on society. Girls' education for over six years or more, as mandated by UNICEF, 2011, "has proved dramatic, consistent and quality prenatal care, postnatal care, and childbirth survival rates, reducing infant mortality rates. Girls with greater education have higher self-esteem, are more likely to avoid contracting HIV, engaging in violence or being exploited, and are more likely to teach their families and communities how to maintain excellent hygiene. Additionally, a mother with education is more likely to send her kids to school. Additional effects of post-primary education have been the reduction of poverty, the postponement of girl marriage, and the consolidation of authority. E-learning has enhanced the lifelong learning opportunities of everybody irrespective of gender, ability, caste, creed and religious background.

Various research findings narrating lack of ICT in educational infrastructure has created a great digital divide amongst the rural and urban part of the nation, rich, middle class and poor section of the society. In this type of situation, e-Learning has the great potential of transformation. The adoption and adaptation of technology and e-learning, as well as the degree to which they genuinely enhance learning, can be significantly influenced by culture. The ability of e-learning to revolutionise education

frequently conflicts with educationalists' preference for traditional methods of instruction that have little impact on classroom life.

Teachers frequently employ e-learning features in culturally accustomed ways, which may reduce their effectiveness. Language can have an impact on e-learning programmes in general and learning software in particular. Learning resources and the Internet are in a common language that many students and teachers struggle with. For instance, kids in India go from studying in their different mother tongues in primary school to English as their preferred language in secondary school. In primary school, English language classes were frequently taken by the children, but many are not well-versed enough to learn in an English-only setting. The majority of software and educational resources are written in English, which is also the language that is utilised the most on the Internet. Teachers and students with inadequate English proficiency may be discriminated against. Thus, before e-potential Learning's can be realised, it may be necessary to become adept at reading a second language. To overcome the language barrier, e-learning and the Internet can also be effective motivators for students to learn English and other foreign languages that are often used online.

5. CONCLUSIONS:

It's quite evident that education plays a significant role in the advancement of society and economic infrastructure of society. E-learning in schools and universities is developing quickly. E-learning courses are now being taught in a lot of institutions and universities. Present study tries to highlight the impact of e-learning and provide key strategies for incorporating fresh and ongoing e-learning initiatives. The creation and management of the learning environment depends on the teacher. Teachers would need to embrace new strategies and innovations for the learners to have a successful online learning experience. These changes could have an impact on how you teach, and you'll need a new set of skills and aptitudes to get ready for an e-learning environment. Additional strategic planning is needed before e-learning may be implemented in a professional setting. Technology-based educational reform necessitates the adoption of efficient implementation and maintenance strategies like proper fund allocation and policy framework for guiding e-learning. Any strategy that includes change and alters the way people operate can help the building of a healthy and inclusive society providing equitable opportunity to all. This study has clearly narrated the positives and limitations of e-learning with respect to the educational, social and economical aspects of society, and also explained how e-learning has improved the educational quality for the benefit of the society and at large the nation.

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