

ONLINE LEARNING AND EDUCATION IMPACT

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Abstract: There are many motives behind the implementation of the online learning experience. The online learning is mandatory nowadays to all audience due to COVID-19 pandemic, which forced the higher educational authorities to start the online teaching. We believe that we reached a tipping point where making changes to the current learning process is inevitable for many reasons. Today learners have instant access to information through online learning. As a result, traditional teaching and learning methods are becoming less effective at engaging students, who no longer rely exclusively on the teacher as the only source of knowledge. Indeed, 90% of the respondents use internet as their major source of information. So the teacher's new role is to be a learning facilitator, a guide for his students locate information, but more importantly question it and reflect upon it and formulate an opinion about it. Another reason for the adoption of the online learning is that higher institution did not hesitate one moment to integrate it as a primary tool of education. So, it transformed the conventional course and current learning process into e-learning concept. The integration of the online teaching into the curriculum resulted in several issues to instructors, starting from the infrastructure to online teaching and assessment. Does the current IT infrastructure support this integration? What is the direct effect of the online learning on students' performance?

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Introduction:

Education is the back-bone of a nation as well as a key to the progress of a country. In this technological era, education is inadequate with the offline because online also leads one of the vital roles in studying. At present time, it goes without saying that the education system has significantly changed since last year the crisis period COVID-19 pandemic. While a good number of positives can be obtained from the new teaching process, having some dark sides it cannot be denied. Education can become transformative when teachers when teachers and students synthesize information across subjects and experiences, critically weigh significantly different perspectives, and incorporate various inquiries. Educators are able to construct such possibilities by fostering critical learning spaces, in which students are encouraged to increase their capacities of analysis, imagination, critical synthesis, creative expression, self-awareness, and intentionality. A byproduct of fostering such new approaches has been the creation of online courses developed in the United States and worldwide at exponential speed. It is becoming increasingly common at many higher education institutions, offering fully online and /hybrid/blended courses combining online instruction with face-to-face teaching. Online learning is form of distance learning or distance education, which has long been a part of the American education system, and it has become

the largest sector of distance learning in recent years (Bartley & Golek, 2004; Evans & Haase, 2001). Online learning become most popular form of distance education today. In this study explore about students experience of online learning and how it bring advantages or disadvantages for them. As in Steamarticle explain that online learning which often referred as e-learning is one of the type of distance learning where the teacher and learner can place anywhere. Another benefit of using online learning is that here is a need to explore new teaching strategies and principles that positively influence distance education, as traditional learning methods are becoming less effective at engaging students in the learning process. Finally, e-learning can solve many of the students learning issues in a conventional learning environment, as it helps them to attend classes for various reasons, as it has made the communication/interaction between them and their instructors much easier.

The unprecedented situation of uncertainty caused by the COVID-19 pandemic in 2020 forced the Indian education system to move to digital learning and teaching to fill the gap created by suspending classroom teaching across the country. Technological development and the Internet have changed the lives of people immensely and have also brought a huge change in various fields (Nadikattu, 2020).

The majority of countries worldwide temporarily closed educational institutions to contain the spread of the COVID-19. According to UNESCO (2020), 191 countries have implemented nationwide or localized school closures, resulting in over 91% of enrolled students, or 1.5 billion people, not being able to go to school as of April 20, 2020 (Lamrabat, 2020). UNESCO has supported countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning (UNESCO, 2020).

The decision of the countries to switch to an online mode of education in light of the outbreak of COVID-19 was needed to contain the spread of the pandemic. Although the Indian government has attempted to control the damage by introducing online teaching through the virtual classroom, uploading and sharing e-study materials, and through virtual interaction, all such tools and techniques have limitations. This damage control mechanism will certainly have long-term consequences on the quality, accessibility, and deliverability of educational content. The effects of the global pandemic on the education system may vary from country to country, depending mainly on infrastructure and quality of content. The outbreak of COVID-19 has affected all segments of students, but it is particularly damaging to students of the vulnerable groups of the society.

The people of the vulnerable groups in India are disadvantaged in comparison to others mainly on account of limited access to basic needs or services. The vulnerable groups susceptible to mainly social and economic discrimination include women, Scheduled Castes, Scheduled Tribes, children, aged, disabled, poor migrants, people living with HIV/AIDS, and sexual minorities (MES, 2011). As per census of India 2011, the Scheduled Tribes (ST) and Scheduled Caste (SC) account for 8.2% and 16.2% of the total population of the country respectively (Census India, n.d.). The term OBC, which stands for Other Backward Class, is collectively used by the Government of India to categorize the educationally or socially underprivileged castes living across the country. It is one of the official classifications of the population alongside General Class, Scheduled Castes, and Scheduled Tribes (SCs and STs).

There are reports of students of a large section of the country facing difficulties coping with the present online system of delivery of education based on the digital divide. The closure of 1.5 million schools due to the pandemic and lockdowns in 2020 has impacted 247 million children enrolled in elementary and secondary schools in India (UNICEF, 2021). The

interruptions in the teaching and learning process have adversely affected mainly the students without smartphones and computers, those with poor Internet speed or lack of stable Internet connection, electricity failures, etc. The early evidence and news reports also indicate that the impact of COVID-19 is most severe among the students from vulnerable groups due to their inability to continue with studies due to meager economic conditions. Moreover, re-contextualizing the teaching and learning process to an e-learning mode has several limitations for students with less access to technology.

The problem for the students with meager sources of family income is more severe and such students require additional attention and support. The online method of delivering content is a big barrier for such students and their families. It has restricted both the cognitive as well as non-cognitive development of these students. The online delivery of education may turn out to be harmful if the pandemic situation continues for a long time for the students living in poverty. The situation will adversely affect students from indigent and other marginalized groups in particular. Moreover, health and psychological issues such as mental stress, eye strain, headache, backache, neck ache, spondylitis, sleeplessness, irritation, aloofness, lack of physical peer interaction, etc. emerging from the sudden introduction of online education can cause the students to experience many difficulties. Any stress and inadequate resources to alleviate these potential harms may lead the individual to experience psychological distress (Lazarus & Folkman, 1984).

As an offshoot of digital and Internet technology, e-learning or online learning has developed the potential to make some notable changes in accessing educational curriculum outside the traditional classroom and previously existing technology over the last two decades. However, the widespread technological innovations and infrastructural growth divided the world into the physical and digital world since the dawn of the new millennium. Besides the availability of the infrastructure, a detailed lesson plan, presentation, and good study materials need to be prepared for effective online learning. The lack of online teaching skills, no training for preparing lesson plans, poor or no hands-on training of software, unavailability of infrastructure, etc. among the educators of developing and underdeveloped countries stand as a major challenge. The trend of online learning has been benefiting the learners from developed counties with sound technological infrastructure more than the developing and poor counties, resulting in a huge gap between education rich and education poor countries.

The parents of school-aged children often don't get to see the real changes that are already happening with the evolution of technology in the classroom. Even when physically present, students spend about half of their time on devices. During free time, children are also pulling out devices brought from home instead of taking up social activities with their friends. Many school systems are setting up boundaries and standards for screen time in the classroom, but the impact of technology and online learning on our country's children isn't a fully negative one.

It's important for educators to continue to keep up with what's new in online learning. As new technology makes it even easier and new techniques improve online learning even further, the right education on how to embrace this new method of learning will be an asset for educators. The pros of individualized online learning

There are multiple advantages of online learning to student success. Online learning brings a more personal approach to education, and with so many resources being made available, at home learning can be done much more effectively and in line with curriculums. According to ThinkImact, students retain an average of up to 60% more information when teaching is facilitated online and not just in the traditional classroom. eLearning also requires 40-60% less time.

Instead of using the same learning tools as everyone else, online students can use what works for their own abilities and won't fall between the cracks of busy classrooms. Sometimes active classrooms overlook how students learn best, which can impact a student's success. As online learning platforms continue to develop, they will become an extension of the classroom for those who need or choose it.

The disadvantages of learning outside the classroom

One major caveat of a society embracing online education is the need for the right at-home tools to facilitate a proper learning environment. Two-thirds of the world's school-aged children don't have internet access at home (9 million children in the U.S. alone). Meanwhile, 41% of American households earning under \$30,000 a year don't have a laptop or desktop computer. The result is that online learning may only be an advantage to families that can afford it.

Social interaction is also important for kids in building confidence, social intelligence, creativity, and more. They need to be able to learn and grow while interacting with other

children to develop their social skills to succeed as adults. Online learning can minimize or prevent social interaction from occurring naturally as it would in the classroom. Engagement itself is another potential disadvantage. Engaged students are much more likely to persevere through the potential challenges of remote learning, hand in their work on time, and are active participants during video calls.

Often, structure and in-person support from educators in the physical classroom is exactly what students need to facilitate their success. Online learning, therefore, requires some form of structure, such as detailed policies on assignments, to ensure students don't fall behind. What we're seeing in online learning environments

Though there are many pros and cons to online learning, students and teachers are constantly adapting to this ever-changing online landscape. We see that many current virtual learning tools are designed to support learner engagement and promote active learning. For example, there may be quizzes or games to encourage learners to take part in an activity. Some tools even include virtual "labs" that provide real-world scenarios for learners to explore.

This type of environment is typically a community-based space where users can meet, share ideas, and discuss topics related to the course content. Students can comment on each other's work or ask questions about the subject matter.

Online learning environments should offer both independent and group video chat capabilities (with proper encryption and security so that users feel safe and comfortable when participating). It's important to provide personalized feedback and guidance so that learners can become more confident and independent in their coursework.

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