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## An Impact of E-Learning During COVID 19 Pandemic

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**Abstract**— Data innovation is changing the life and culture in the entirety of its features. This has prompted disturbances in the realm of learning. The learning styles and teaching methods of learning has been upset by the advancement of web time permitting line. Various ages have acknowledged innovation in changing degree, structure and setting. The group of people yet to come will encounter wise strengthening by utilizing progressions in innovation. This implies the universe of learning is to be disturbed more and more that too quickly. Advanced interruption has been sped up by 10 years because of Covid-19 and the new ordinary. The disturbance has been jump frog than negligible or steady. The scholastic environment saw a critical change by receiving innovation drove learning stages. The scholastic local area should be observed cautiously for acknowledgment, selection and experience they get by utilizing the training innovation drove stages.

A multidisciplinary model, expanding on the innovation acknowledgment model and applicable writing on acknowledgment, reception, trust and insightful strengthening, has been formulated. The examination is relied upon to show the job of innovation in changing understudies from passive learning styles to Active learning styles. The scholarly local area utilizes the force of innovation to get to content, data and learning encounters to realize their learning targets.

The custom methodology towards educating learning styles went through change which is more student driven and cooperative. These progressions would upset the universe of picking up utilizing the broad prospects of Digital Disruption. To comprehend the impact intently, an applied paper is composed to investigate hypothetical structures and noticed changes in the learning climate predominant in new ordinary.

**Keywords**— *Learning Styles, Active Learning, Passive Learning, Digital Disruption*

### I. INTRODUCTION

The pandemic Covid-19 has spread over entire world and constrained the human culture to maintain social distancing. It has disrupted the education sector which is a basic determinant of a country's economic future. On February 11, 2020, the World Health Organization (WHO) proposed an authority name of the infection as COVID-19, Corona virus an abbreviation for Corona virus illness 2019. It was first distinguished in Wuhan, China on December 31, 2019. As indicated by the UNESCO report, it had influenced over 90% of all out world's student population during mid April 2020 which is currently decreased to almost 67% during June 2020. Episode of COVI-19 has affected more than 120 cores of students and young people across the planet.

Adolescence is a basic period in any human's existence, which denotes the establishment of the character and enthusiastic strength's ability of any individual. In this troublesome time, how about we all resolve to moderate the impacts of COVID-19 on those whom deserve the most protection: the kids.

In the current context of lock down and limitation of developments, kids have obliged admittance to socialization, play, and surprisingly actual contact, basic for their psychosocial prosperity and improvement. School closures are keeping kids from admittance to learning and restricting their collaborations with peers. Kids may feel confused and at misfortune with the current circumstance, prompting dissatisfaction and uneasiness, which will just increment with the overexposure to mass and web-based media, exceptionally among youths. Some adults may struggle to discover approaches to clarify and speak with youngsters about the current circumstance in a manner that is reasonable by this age gathering, which will add dissatisfaction and disquietude. Corona virus is bringing new stressors on parent and guardians. This can hamper their ability to provide care and remain engaged with their children.

The lockdown has constrained many educational institutions to drop their classes, assessments, internships and so on and to choose the online modes. At first, the instructors and the students were very confused and didn't understand how to adapt up to the circumstance of this sudden crisis that compelled closure of the educational activities. But later on all figured it out that the lockdown has taught such countless exercises to make do with the development of such pandemics. Hence, COVID Corona virus has set out numerous difficulties and open doors for the educational institutes to fortify their technological information and foundation (Pravat, 2020a). The lockdown has given them a beam of expectation for educators and students to proceed their instructive exercises through on the web. The teachers assigned work to students by means of web, conveyed lectures through live video conferencing utilizing distinctive Apps like Zoom, Google meet, Facebook, Youtube, and Skype etc. There are WhatsApp group of educators, students and guardians for effective communication through which they are consistently in contact to share their troubles through this e-medium.

## II. LITERATURE REVIEW

E-learning is potentially the main improvement in the instructive present reality. E-learning is another measurement in training, which assists with directing chiefs, instructors, students and the more extensive society so they can venture past basic sentiments about e-learning's convenience and base their decisions on precise appraisals of its adequacy. The key drivers affecting organizations to consider E-learning innovations:

1. Cost: e-Learning can lessen expenses of movement and lost efficiency related with up close and personal preparing, and can likewise decrease expenses of substance improvement since substance can be reused and repurposed.
  2. Scalability: Systems administration or Internet abilities license substance to be scaled up to enormous quantities of students, with different introductions of learning material to provide food for contrasts among students and varieties in admittance to PCs and organizations.
  3. Modularity: The making of e-Learning content in short 'lumps' expands potential for adaptable access.
  4. Timeliness: e-Learning advancements can be utilized to empower students to get entrance on an on a case by case basis, where-required premise and convey prompt information needed for execution improvement needs.
  5. Relevance: Access techniques and substance can be altered and adjusted to the student's requirements and setting.
  6. Accountability: Evaluation can be enhanced by electronic mechanisms for providing feedback on the performance of learners, managers and eLearning developers.
- The following are the main objectives for conducting the study ;

- 1) To study the various aspects of e-learning
  - 2) To compare conceptual and actual learning in e-learning
  - 3) To study the positive and negative impact on e-learning
- The dependent variables in this study had been chosen as:

1. Learner's intended outcomes
2. Learner's employability.

Learner's intended outcomes: To study the effective use of ILT (information and learning technology) on students' intermediate outcomes, namely: Acquisition of knowledge and skills and Development as autonomous learners.

Impacts identifying with information and ability could be isolated into: commitment factors, making understudies more responsive to learning; psychological elements, making the learning materials more available and supporting agreement; and execution factors, creating better yields and creating abilities. Impacts identifying with creating development as self-sufficient students fused: the improvement of confidence,

especially for understudies who have had little achievement previously; inspiration to learn; and self-governance, assuming greater liability for their own learning and figuring out how to learn.

Learner's Employability could be measured as outcomes that contribute to learner's performance on the job and overall improved business performance. This is based on moderating variables such as ROI and productivity ratios.

The Learner's Learning Outcomes and Learner's Employability are influenced by the following independent variables or elements:

1. Learner's qualities
2. E- learning environment
3. The learning activity.

## III. RESULTS AND DISCUSSION

The specialist utilized both quantitative and subjective philosophies to consider the view of partners dependent on the web based showing learning measure in education during the lockdown time frame. This examination is delimited to Kerala. All the example respondents broadened their full co-activity by reacting to the poll. Significant input and ideas were accumulated while meeting. Information got from the different sources were broke down by utilizing the engaging insights for quantitative information and substance examination for subjective information.

### Findings

This section presents objective wise findings derived after percentage analysis and content analysis.

### Findings related to objective one

To get the discoveries of target one, specialists directed a study concentrate in what rate examinations have been done to uncover the various sorts of internet instructing learning modes embraced by the instructors and understudies during the lockdown time frame.

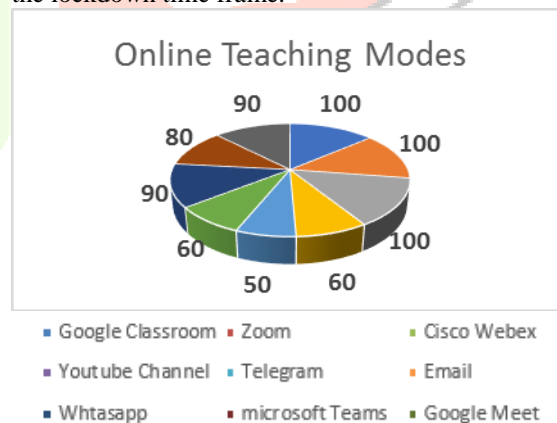


Fig.1 showing different online teaching modes used by the teachers and students

Figure 1 depicts the subtleties of the differed methods of web based teaching learning modes being utilized by the instructors and understudies during the lockdown time of COVID-19 episode. Curiously, in spite of having an assortment of computerized methods of instructing learning, practically every one of the educators and understudies both were utilizing WhatsApp/Telegram and Email for instructive connections, accommodation of tasks, explanation of questions and directing class tests. There were 100% of teachers using Google classroom and 100% teachers using Zoom/Cisco WebEx/Google Meet/Skype platform for taking online classes, but the recipient students were found only 90% and 98% respectively. There were 60% of teachers recorded their lectures on YouTube as teaching through web mode, whereas 55% of students watched presentations and recorded videos of all sources on YouTube. There were 80% of teachers used Microsoft Teams for all class work purpose

,where 80 % of students used the same. There were 90% of teachers used google meet for online class and 89% students used the same.

### Findings related to Objective 2

On the off chance that you are searching for an approach to transform learning into a better time and connecting with measure, gamification is the most appropriate instructive innovation pattern. There is no purpose behind understudies not to be effectively associated with study hall games. Understudies can learn and rehearse while they are participate on energizing game exercises. Gaming components help establish an interesting and positive learning climate for learners. The educator's anxiety that they can't follow the learner's movement while their whole showing meeting and the learners question about the legitimacy and dependability of the substance conveyed in the e-learning measure [1,2]. A poll was set up to get the reactions made by the example client gathering. The poll was dispersed to client bunches that elaborate understudies, scientists and employees, both male and female sex of various ages. The inquiries depended on the example of direct inquiring. Like either „Yes or „No reactions. Based on surveys some significant outcomes are examined beneath. The diagrams beneath show that e-learning strategies are best option of the entire user bunches when contrasted with customary educating techniques. For calculated seeing likewise e-learning strategies were best option for all user gatherings:

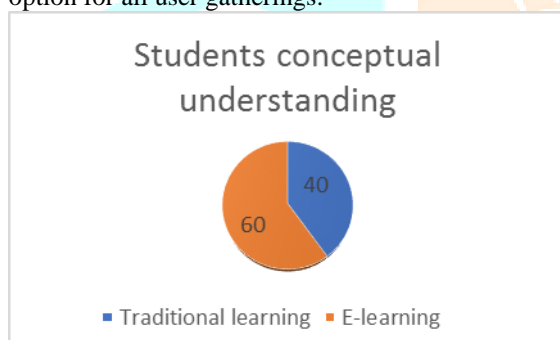


Fig.2. Graph showing conceptual understanding for both learning techniques

Discussion: This is a question that was asked to all user groups –student, researcher and faculty that conceptual understanding is enhanced by traditional teaching techniques or e-learning based teaching techniques. As the graph indicates, from the students group: in case of students 60% conceptual understanding is developed by e-learning techniques whereas only 40% of conceptual understanding is developed using traditional teaching techniques.

One significant learning boundary was taken as genuine learning. The chart underneath shows how unique client classes decided in favour of real learning concerning E-learning methods just as conventional instructing procedures.

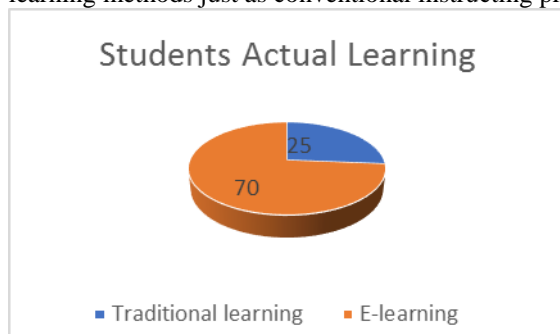


Fig. 3. Graph showing actual learning ability with E-learning techniques and traditional teaching techniques

Discussion: The question about what was the actual learning of a subject or topic with the two types of techniques in the context was asked to students Group.. As the graph above indicates, in case of students 70% of actual learning is developed by e-learning techniques whereas only 25% of actual learning is developed using traditional teaching techniques.

### Findings related to objective 3

#### Positive impact of COVID-19 on education

While examining the positive effect of pandemic, one thing that comes into mind is integration of technologies into education system. Education and technologies consistently meet up, however with the pandemic it took new level. However, incorporation of new innovation into instruction doesn't imply that it will improve communication among instructor and students (implying that educator will convey material better and student will get it and completely understand). New innovation gives more prospects to both educator and student, however just when it utilized correct. Today term distant learning related with the words like pandemic, COVID-19, closure, etc.

#### 1. A wide scope of distance learning tools

When the pandemic struck, one of the critical needs for schools became to guarantee learning continuity for the students. During this time, numerous schools moved web based utilizing devices, for example, Google Meet, Microsoft Meeting and so forth to guarantee that the classes could proceed without interruption. In areas with restricted web availability, local governments launched radio and TV programs, along with the distribution on print materials to guarantee continuous learning.

#### 2. New techniques for evaluation with learning management software

While many schools shut or canceled exams, many institutes opted elective modalities, like online testing and exams. In online testing, the students' progress is observed with the assistance of learning the management system and applications. This guarantees rapid learning assessments and helps to identify learning gaps faster than the traditional methods.

#### 3. Improved Digital Literacy

The pandemic circumstance induced individuals to learn and utilize digital innovation and resulted in increasing the computerized education.

#### 4. The changing role of parents in education

One significant learning boundary was taken as real learning. The diagram beneath shows how unique client classifications decided in favour of genuine learning regarding E-learning methods just as conventional instructing procedures. Whether it is supervising the students during online classes or simply homeschooling the students, the pandemic has made parents and teachers allies as they cooperate to meet the students' pedagogical objectives.

#### 5. Demand for Open and Distance Learning (ODL)

During the pandemic circumstance the vast majority of the understudies favored ODL mode as it energizes self-taking in giving freedoms to gain from assorted assets and modified learning according to their necessities.

#### Negative impact on of COVID-19 on education

#### 1. Understudies' emotional wellness is enormously influenced

when confronted with a general wellbeing crisis, and they need consideration, help, and backing from the local area, family, and tertiary organizations.



## 2 Learning can cause social Isolation

The E-Learning techniques at present rehearsed in education will in general make partaking understudies undergo contemplation, remoteness, and an absence of interaction. Accordingly, a considerable lot of the understudies and instructors who unavoidably invest a lot of their energy online can begin encountering signs of social seclusion, because of the absence of human correspondence in their lives. Social seclusion combined with an absence of correspondence frequently prompts a few emotional wellness issues like increased pressure, nervousness, and negative considerations.

## 3.E-Learning requires solid self-inspiration and time the executive's abilities

Lack of self-motivation among understudies keeps on being one of the essential reasons why understudies neglect to finish online courses. In conventional classrooms, there are various elements that continually push understudies towards their learning objectives.

## 4 The absence of communicational expertise improvement in online understudies seriously influences eLearning

E-Learning strategies are demonstrated to be exceptionally successful at improving the scholastic information on the understudies. Nonetheless, building up the communicational abilities of the understudies is a zone regularly ignored during on the web exercises. Because of the absence of vis-à-vis correspondence between companions, understudies, and instructors in a web-based setting, the understudies may find that they can't work successfully in a group setting. Ignoring the communicational abilities of the understudies will definitely prompt numerous alumni who dominate in hypothetical information, yet who neglect to give their insight to other people.

## 5. Decreased worldwide work opportunity

Most of the enlistment got deferred because of COVID-19 Placements for understudies may likewise be influenced with organizations postponing the on board of understudies. Joblessness rate is required to be expanded because of this pandemic.

## 6. Admittance to worldwide education

The pandemic has altogether disturbed the advanced education area. Countless Indian understudies who are taken a crack at numerous Universities abroad, particularly in most exceedingly terrible influenced nations are presently leaving those nations and if the circumstance perseveres, over the long haul, a there will be a huge decrease in the interest for worldwide advanced education

## IV. CONCLUSION

The study made showed the effectiveness of e-learning techniques over traditional teaching methods. The study showed that e-learning techniques attained high response as compared to traditional teaching methods for all the user categories. Finally feedback of traditional teaching techniques and e-learning techniques from all user categories are shown below

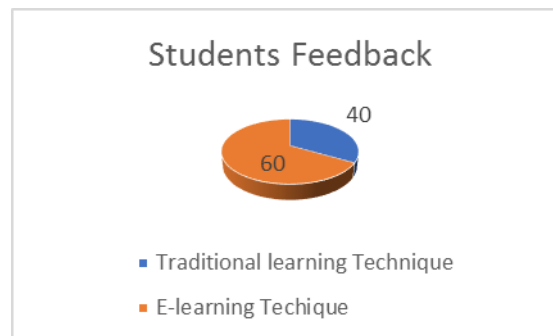


Fig 4. Graph showing student feedbackfor E-learning techniques and traditional teaching techniques

It is clear from the above that e-learning techniques have good feedback from students. It is clear from the above graph that 60% of students gave positive feedback for e-learning techniques and only 40% of students preferred traditional methods of teaching.

New advances like virtual and increased reality can profoundly improve proficient preparing and make learning more powerful. Stages make it simpler to interface individuals of varying degrees of information, permitting distributed instructing and tutoring. Utilizing computer generated reality for all the more genuine encounters has the capability of taking learning experience to an unheard of level. Augmented reality (AR), an innovation for overlaying advanced data on objects in reality seen through a cell phone camera or headset can make learning more vivid and fun. Gamification advances and methods are in effect progressively embraced to keep students included and intrigued.

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