DIGITAL LEARNING IN THE PANDEMIC PERIOD- A QUALITATIVE A STUDY FOR THE YOUTH

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Abstract

Digital learning has become unavoidable in the present pandemic situation. Though it has become a necessity for the school and college students it is necessary and significant to see whether the education through online has become a qualitative one. Digital tools and platforms are becoming an inevitable and integral part of our personal and working lives as it increases the knowledge and access to education in present and in future. This research is a descriptive analysis to explore the perception of students towards digital learning during pandemic period. This research accentuates on how and why digital learning is beneficial at times of pandemic situation and its drawbacks compared to traditional classroom learning.

Keywords: Digital Learning, Qualitative approach, Online teaching modes, SWOC Analysis.

INTRODUCTION

Digital Learning is the learning that gives students some element of control over time, place, method of teaching and listening through the use of technology. Digital Education in India is the way forward to acquire knowledge through technology and digital devices. Learning digitally is just providing students with gadgets with the combination of technology, content of learning material and instruction. Technology is the mechanism that delivers the content to the students through internet access and hardware devices like laptop or mobile phone. The digital content of learning is the quality academic material which students learn through PPT or text. It ranges from interactive and adaptive software to classic literature to video conferencing lectures. Technology cannot omit the need for a teacher whereas it can change the role of a teacher. The teachers through digital mode guide and assist the students to learn and be on track throughout the year and graduate them.

PURPOSE OF THE STUDY

The research literature on online education is growing, but there are few studies that look at its quality. The past studies have looked at the quality of online education from the

students point of view. As a result, it's important to look into how people perceive the quality of online education in general along with educational perspectives. The goal of this study is to evaluate the standards of current online education programmes that primarily offer their content via the Internet. The institutions that provide online education should perform a qualitative assessment of their courses. The present study aims to evaluate the quality of online education in terms of quality control; this study definitely could contribute to the literature on online education. The pandemic period has provided an opportunity to pave the way for inculcating digital learning in the field of education. This article will provide a comprehensive report on the impact of the COVID-19 pandemic on digital teaching and learning inclusive of both the students and the educators.

OBJECTIVES OF THE STUDY

➢ To demonstrate the various online teaching and learning strategies used during the COVID-19 pandemic.
➢ To research whether instructors and students perceive online teaching and learning in the context of the COVID-19 pandemic.
➢ To investigate the difficulties educators and learners experienced adjusting to the online teaching and learning environment during the COVID-19 pandemic.
➢ To conduct a Strengths, Weaknesses, Opportunities, & Challenges (SWOC) analysis of online learning during the Corona Virus pandemic.

RESEARCH METHODOLOGY

The descriptive research attempts to comprehend the significance of growing internet penetration in the Covid-19 period of extremeity and ailments. In accordance with previous research, the issues with online literacy and potential outcomes were also connected. In this crucial case, the SWOC evaluation was carried out to grasp the chromatic perks, pitfalls, prospects, and issues pertaining with online learning. Content analysis and descriptive evaluation are the research methods used to analyse the data that was gathered from various sources for this study. The qualitative components of the research investigation have been considered. The secondary data serve as the sole foundation for this investigation. A thorough systematic review of the gathered literature was conducted. Journals, reports, search engines, commercial websites, scholarly papers, research papers, and other academic publications are some of secondary sources of data that have been employed.

DEFINITION OF DIGITAL LEARNING

Digital learning is any type of learning that is accompanied by technology or by instructional practice that makes effective use of technology. It encompasses the application of a wide spectrum of practices, including blended and virtual learning. -Wikipedia

Digital Learning is "learning facilitated by technology that gives students some element of control over time, place, path and/or pace."-Florida Virtual School.

Digital learning" is a learning method based on the use of new digital tools to enable learners to learn in a different way, whether it be face-to-face, distance learning (asynchronous or synchronous) or blended learning.

Digital learning is a kind of enhanced e-learning. In reality, however, e-learning is only one important pedagogical modality of digital learning, which in turn encompasses all online learning methods and techniques. In other words, digital learning is the digitalisation of the

entire learning experience: social learning, virtual meetings with professionals, online exams, networking with alumni, professionalization workshops, etc.

REVIEW OF LITERATURE

The ability to use a computer connected to a network, which provides the possibility to learn from anywhere, anytime, in any rhythm, with any means, is shared by the majority of the terms (for example, online learning, open learning, web-based learning, computer-mediated learning, blended learning, and m-learning) (Cojocariu et al., 2014). A technology that can help the teaching-learning process be more student-centered, inventive, and flexible is online learning. "Learning experiences in synchronous or asynchronous environments using various devices (e.g., mobile phones, laptops, etc.) with internet connection" is how online learning is defined. In these settings, students can frequently learn and engage with teachers and other students anywhere (independently). **(Singh & Thurman, 2019).** While asynchronous learning environments are poorly structured, synchronous learning settings are structured in that students attend live lectures, there are real-time interactions between instructors and learners, and there is the potential for quick feedback. In such a learning environment, learning material is available on various learning platforms and forums rather than in the form of live lectures or classes. Instant feedback and immediate response are not used under such an environment (Littlefield, 2018). In light of the spread of this deadly virus, it is necessary to use online platforms that allow for: (a) video conferencing with a minimum of 40 to 50 students; (b) discussions with students to maintain an organic learning environment; (c) strong internet connections; (d) access to lectures via mobile devices rather than just laptops; (e) the ability to view previously recorded lectures; and (f) the ability to receive immediate feedback from students and to turn in assignments (Basilaia et al., 2020). Online education is essential for learning in these trying times. Additionally, the success of the technical infrastructure at schools and colleges depends on it being adequately maintained (NikdelTeymori and Fardin, 2020). Dhawan, 2020 examines the benefits, drawbacks, opportunities, and threats of online learning (SWOT). He demonstrates how the global crisis underscores the need of technology proficiency in managing it and promoting learning. Schools should therefore provide kids with the necessary IT training. In Malaysia, a different study was done to determine how satisfied students of both genders were with the E-learning portals they used. He discovered a strong correlation between user pleasure and online learning. Both participants' levels of satisfaction are influenced by the quality of the e-service, and consequently, by the information given **(Shahzad et al., 2020).** The following are some benefits of online learning: flexibility, accessibility, and contact between students and professors **(Strayer University, 2020).** The advantages of online learning have drawn attention to its drawbacks, such as data privacy. Since students access internet portals using their laptops and mobile devices, their personal information is at risk. Universities should teach employees and students about data privacy and cybersecurity (Luxatia, 2020).

VARIOUS FORMS OF ONLINE TEACHING-LEARNING MODES

Digital education is conducted in two ways.

- The first is through the use of recorded classes, which, when opened out to public, are referred to as Massive Open Online Course (MOOCs).

- The second one is via live online classes conducted as zoom sessions or webinars.

Universities require high-speed internet and learning management systems, besides stable IT infrastructure and faculty members who are comfortable teaching online. Students also need fast-speed internet and computers/mobiles to attend the sessions or look into the pre-recorded classes.There are many other sources created to enable online education in India. These are intiated by the Ministry of Human Resource Development (MHRD), the National Council of Educational Research and Training (NCERT), and the department of technical education. These platforms for online education were developed before pandemic period for encouraging the students to develop their online education. There are also other resources like e-PG Pathshala (e-content), SWAYAM (online courses for teachers), NEAT and other online platforms which increase connectivity with institutions, and accessibility to content. These are used for course materials, classes and running of online modules. They include the National Project on Technology Enhanced Learning (NPTEL), National Knowledge Network, (NKN), and National Academic Depository (NAD)and others.

Parents and teachers play a fundamental role in supporting students to develop these crucial attitudes, particularly in the current situation but reduce the burden on parents and help teachers and institutions make the most of digital learning.The sudden shift of the teaching method from classroom teaching to digital platform make the people wonder whether the online teaching will continue to persist in post – pandemic period and how such a shift would impact the universal education market.Due to digital learning many online teaching platforms has emerged and they are offering free access to their services in the beginning and increasing their tariff rates in the later years.

STEPS TO MAKE DIGITAL LEARNING QUALITATIVE

Integrate offline learning to digital learning

Every learner is required to link and relate the content presented in class to what he learns from attending classes. It aids in increased awareness and rendering topics simple to grasp. By establishing this connection, students can have a useful and relevant experience with digital learning.

Realistic Application of Knowledge gathered

The obtained knowledge must be put into practise; cramming in too much theory threatens proving tedious and unrelated. An accurate method to do this is to include theoretical principles with real-world examples, situations, and artificial simulations. The students would gain a thorough knowledge of the material as a result.Acquiring constant feedback and analysis of progress

In E-learning systems, regular quizzes and examinations assist students in evaluating their knowledge and monitoring their learning progress. The feedback box for students in digital learning encourages them to offer ideas, complaints, and other comments to improve learning. Long-term student success depends heavily on this type of environment as digital learning platforms eventually adjust to their unique needs.

Promoting Social Responsibility

The ability for students to communicate, collaborate, and mingle with other students online is one of the main benefits of digital learning platforms. Students collaborate, learn together, and

celebrate victories as they progress toward a common objective. Additionally, students can use this capability to engage in more advanced group learning.

Learning through a range of techniques

According to research, programmes that are specifically tailored and diverse likely to improve pupils' learning abilities. To improve their learning curve, digital learning courses are also combined with additional teaching tools including podcasts, videos, and even multimedia courses.

THE EDUCATION SYSTEM IS BEING STRENGTHENED BY DIGITAL LEARNING

The support of education as the primary force behind society is now possible thanks to significant technical breakthroughs.

Digital education has numerous benefits.

- **It strengthened the infrastructure for education.**

    Digital learning has provided pupils with several advantages in some subjects where traditional classroom instruction has not been successful. The majority of reputable universities and colleges now include learning in their curricula. Smart classrooms, where students are taught utilising cutting-edge eLearning tools, have become popular at many engineering universities. Through the use of 3D animation and graphics, this form of education has made it simple to teach students difficult topics while allowing them to truly participate in the scientific method.

- **It has given engineering and technology students a competitive advantage.**

    It has offered students who are studying engineering or technology, which involves both classroom instruction and practical application and knowledge, a competitive edge. Nowadays, the majority of eLearning websites provide online courses that cover both the theoretical and practical sides of numerous subjects. Engineering education has already advanced to the point where students can study any subject at their own pace and convenience thanks to such tools and technology.

- **Digital learning has also demonstrated to be a superb tool for knowledge transfer and skill improvement.**

    It is a very adaptable medium for learning while relaxing in one's own space. Students can now learn through experience, test what they have learned through self-evaluation, and even keep track of their milestones and progress.

- **Corporate training has also been a great fit for the digital medium.**

    The online learning platforms are mobile, effective, adaptable, and reliable tools. Corporate organisations are now making substantial use of digital learning technologies to educate their staff, assist in skill upgrades, and provide smooth sessions for knowledge transfer.

SWOC ANALYSIS

Strengths, Weaknesses, Opportunities, and Challenges is referred to as SWOC. Strengths and weaknesses are the internal digital concerns that each facilitator needs to be aware of in this regard. Before implementing your e-Learning approach, you must revisit the strategy to eliminate flaws if the weaknesses are more than the positives. Opportunities are circumstances that can be taken advantage of because of market changes (such as students who meet a different set of criteria) and the technology available to better meet the new needs. There are obstacles that will hinder growth from the outside, such as those related to the adoption and efficient operation of new digital systems, ongoing IT staff training, or the lack of formal accreditation for online courses. Scoring high on both strengths and opportunities is vital for educational institutions when considering e-Learning implementation.

It is necessary to consider the educational services and aims of DigitalLearning from three different angles:

- Students

- Faculty

- Institutions

STUDENTS

For the mature, self-disciplined student, online learning is frequently a highly successful alternate medium of instruction; yet, it is an improper learning environment for more dependent learners. Online asynchronous education allows non-traditional students to have more flexibility with their study schedules and provides students control over their learning experience, but it also puts more responsibility on the student. Students must be well-organized, motivated by themselves, and have excellent time management skills in order to succeed in an online programme and keep up with the course's pace.

FACULTY

By fostering a welcoming environment in the virtual classroom where all students feel comfortable participating and especially where students know their instructor is reachable, an online instructor must be able to make up for their absence from the classroom. Failure to attempt this, will lead the class to grow distant from the teacher and from one another.

INSTITUTIONS

Higher education institutions have discovered that online courses are crucial to giving the academic populations they want to serve access to education. But today the most crucial query is whether or whether online education is indeed advantageous for pupils, or whether it has any negative impacts. The online setting presents previously unheard-of chances for those whose access to education would otherwise be severely restricted, as well as a new paradigm for instructors that allows for the creation of dynamic courses of the highest calibre.

Every institution seeking to advance must do regular self-evaluations. When a thorough analysis is required to create adjustments or improvements, examination of strengths, weaknesses, opportunities, and challenges is frequently applied. It can ease the process of

improving and creating new e-Learning opportunities and programmes, as well as in examining the positive and negative aspects of digital learning.

STRENGTHS

Online courses are now a common type of distant learning in higher education for a variety of reasons.

- **Anyplace:** Students can take part in lessons from anywhere in the world as long as they have access to a computer and the Internet. Furthermore, the online platform gives teachers and students with physical disabilities more freedom to engage in class.

- **Anywhere, Anytime:** The Virtual Classroom is available every day of the week, twenty-four hours a day. Another benefit of the digital learning style is time efficiency. There is constant access for students to lectures, readings, and debates in the classroom. For people who might need to reread a lecture or take extra time to think about some information before moving on, this is frequently especially convenient.

- **Communication and collaboration:** The digital format enables a lively exchange of ideas between the teacher and the students as well as between the students themselves. Resources and ideas are shared, and the process of learning will result in ongoing synergy. One of the most distinctive and important characteristics of the online learning format is the synergy that exists within the student-centered Virtual Classroom.

- **Exceptional Dialog:** Unlike in a traditional face-to-face discussion situation, where a participant must analyse the comment of another on the spot and formulate a response or else lose the opportunity to contribute to the discussion, this structure gives students time to articulate responses with much more depth and forethought.

- **Student-centered:** In an online classroom, each student responds to the material and hears feedback from their classmates. Students are in charge of their own education and can modify the conversations to suit their individual needs. It is ideal for students to contribute in their own unique ways to the course while also gaining a diverse range of useful knowledge.

- **A Fair Environment:** Students enjoy some degree of anonymity in the online setting. Age, attire, physical appearance, disability, colour, and gender are all largely missing as discriminating factors. Instead, the discussion's topic and the individual's capacity to reply and make an informed contribution to the matter at hand are the key points of focus.

- **Resource Access:** An online course makes it simple to invite notable guest experts or students from different universities. Today's kids also have access to tools and materials that may be found practically anywhere in the world. For students to use for research, extension, or in-depth examination of the course subject, an instructor can prepare an online resource section with links to scholarly papers, organisations, and other materials pertinent to the course topic.

- **Innovative Education:** Of course, research shows that using interactive learning environments promotes independence and critical thinking. Some teachers have come a long way in incorporating these ideas into their classroom instruction. Innovative and

inventive techniques to training are even more crucial given that the Virtual Classroom is a semi-autonomous and self-directed environment. The facilitator and student work together to create a dynamic learning experience in the digital setting. The expectation that technology will change gives rise to the hope that those who adopt the new technology will do so while kicking old habits to the curb.

WEAKNESSES

Although online programmes have many advantages and provide unparalleled access to high-quality education, they also have some drawbacks.

- **Technology:** Implementing digital learning requires consideration of issues such as equity and access to technology, computer literacy, and technological limitations. Any online programme must have students who are prepared to access the online learning environment in order to succeed. Instruction and participation in the online programme will not be equitable for all students in the course if participants' online time is limited by the amount of Internet connectivity they can afford. To be effective in an online environment, both students and facilitators need to have a basic understanding of computers. A successful online programme needs technology that is trustworthy and easy to use. Even the most advanced technology, however, is not always dependable. The institution hosting the link could run into user congestion and slow down or stop functioning completely, or the internet connection itself could break down. When this happens, technology is neither seamless nor dependable, which might hinder learning.

- Appropriate for mature students: For the mature, self-disciplined student, the digital method of education can be a highly successful alternative medium of education, but it is the wrong setting for learning for those who are more reliant. Students must be well-organized, motivated by themselves, and have excellent time management skills in order to succeed in an online programme and keep up with the course's pace. Due to these factors, online learning is not recommended for younger students (i.e., those in elementary or secondary school) or other students who are dependent learners and find it difficult to take on the duties demanded by the online paradigm.

- The facilitator's lack of online promotional skills: The effectiveness of the online programme would be hampered if facilitators are not educated in online delivery and methodology. A teacher must possess strong writing and language skills in the language in which the course is provided. If the facilitators of an online programme are not sufficiently trained to operate in the Virtual Classroom, the programme will suffer. By fostering a welcoming atmosphere in the virtual classroom where all students feel comfortable contributing and especially where students know their instructor is reachable, an online teacher must be able to make up for their absence from the classroom. Failure to pursue, the class may become excluding the teacher and from one another. Being excluded from meetings and other events that call for in-person interaction could limit an online programme for both the staff and the participants.
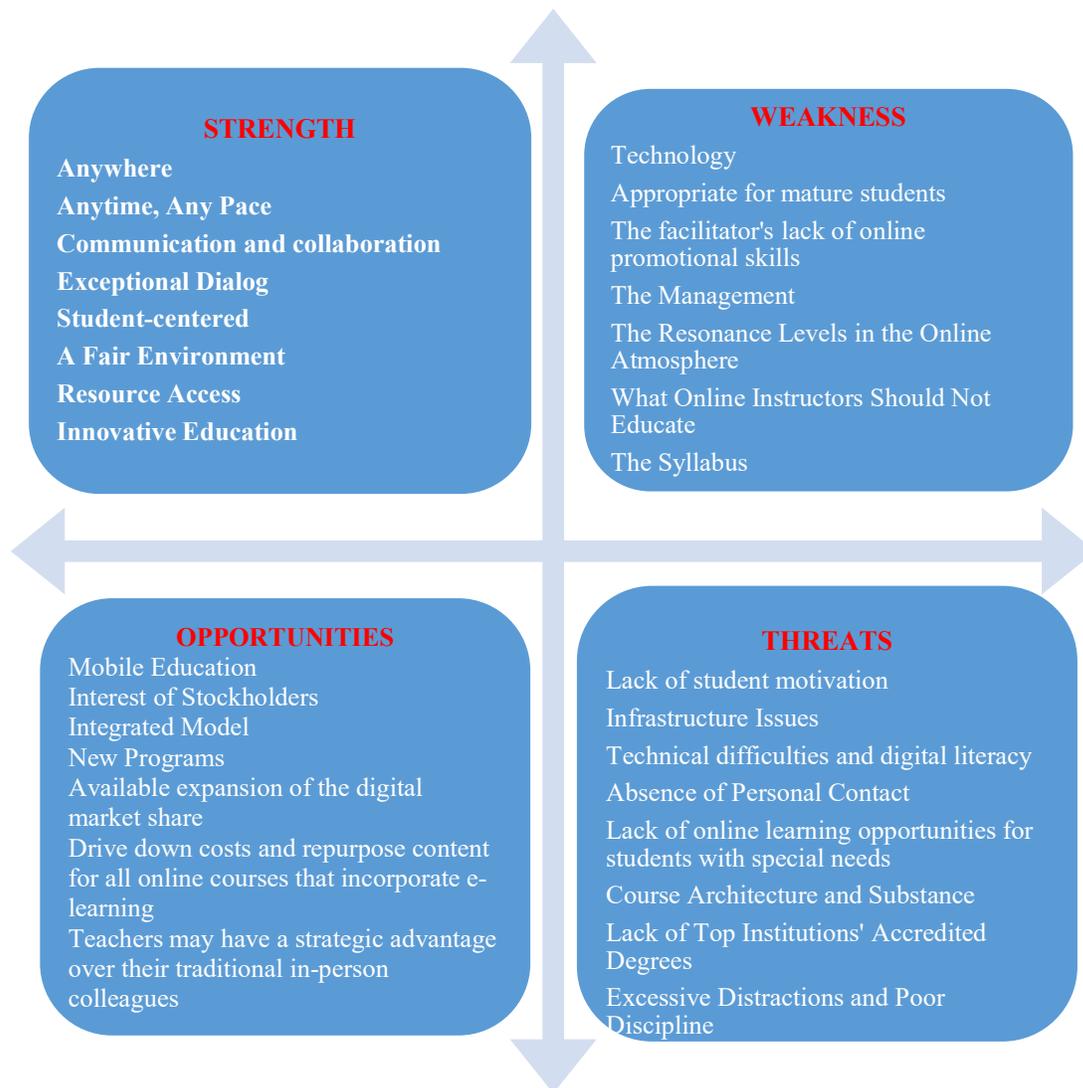
- The Management: A successful online programme cannot be implemented in some environments. Implementation is frequently hampered by administrators and/or academic staff who are resistant to change and/or technological change, or who believe that online programmes cannot provide high-quality education. These people are a serious weakness in an online programme since they can prevent it from succeeding. A college that is unaware of the significance of appropriate facilitator training, crucial facilitator traits, and restrictions on class size will not comprehend the influence that these factors can have on an online program's success.

- The Resonance Levels in the Online Atmosphere: One of the most significant learning sources in a virtual classroom, active dialogue among participants, is where online learning has its most promising potential. To accommodate the huge class, however, the synergy level starts to change on the learning continuum in classes with 20 or more students, eventually transitioning to autonomous study. This limits both dialogue and interactions between the participants and the facilitator. The medium is not being utilised to its fullest capacity.

- What Online Instructors Should Not Educate: It is crucial to understand that some courses should not be taught online since the electronic medium does not allow for the optimum technique of learning, despite the recent excitement and enthusiasm for online programmes. Although hybrid courses might not be a permanent answer to this issue, they do make that part of the course more accessible to more students who might otherwise have trouble travelling to campus. Solutions of that nature nonetheless highlight the reality that not all educational demands and objectives can be met by online instruction. It does not follow that just because it is technologically feasible to imitate a physical learning experience, that it is the ideal way to teach it.

- The Syllabus: Any online program's curriculum must be properly crafted so that it can be successful. The significance of the curriculum and the requirement for experienced people to construct it are frequently disregarded in an institution's rush to develop online education programmes. The use of student dialogue (in the form of textual communication) and group interaction and participation must be reflected in the online curriculum. As long as the curriculum has been created or modified to suit the requirements of the online medium, education of the highest calibre may and will take place in an online programme.

OPPORTUNITIES

All stakeholders in the online education sector, including business owners, educators, and students, have a lot of options because to technological change. Some of the elements providing various opportunities in this area include:

- Mobile Education: According to a survey in Stastia (2018), 320.57 million individuals used their mobile phone to access the internet in 2017. By the year 2021, this number rises to 462.26 million. The increase in subscribers is attributed to the low cost of 4G internet and smartphones. Future data services that promote better quality data services at more cheap costs and assist solve the digital divides that will encourage internet penetration in rural regions through mobile internet will be promoted by companies that specialise in new technologies like 5G. According to a survey by Zenith, mobile devices would be used for 73% of internet usage in the future. As a result, the great majority of students will have access to e-learning in the future via mobile devices.

SWOC ANALYSIS

STRENGTH

Anywhere
Anytime, Any Pace
Communication and collaboration
Exceptional Dialog
Student-centered
A Fair Environment
Resource Access
Innovative Education

WEAKNESS

Technology
Appropriate for mature students
The facilitator's lack of online promotional skills
The Management
The Resonance Levels in the Online Atmosphere
What Online Instructors Should Not Educate
The Syllabus

OPPORTUNITIES

Mobile Education
Interest of Stockholders
Integrated Model
New Programs
Available expansion of the digital market share
Drive down costs and repurpose content for all online courses that incorporate e-learning
Teachers may have a strategic advantage over their traditional in-person colleagues

THREATS

Lack of student motivation
Infrastructure Issues
Technical difficulties and digital literacy
Absence of Personal Contact
Lack of online learning opportunities for students with special needs
Course Architecture and Substance
Lack of Top Institutions' Accredited Degrees
Excessive Distractions and Poor Discipline

- Interest of Stockholders: Due to the Digital India effort, the cultural value placed on education, and the declining cost of mobile data, an unusually large number of businesses are entering the online education market. Byju's has received $50 million from the Chang Zuckerberg Initiative, Eruditus has received $8.2 million from Bertelsmann India, and EduPristine has received $10 million from Kaizen Management Advisors and DeVry Inc. Khan Academy is a nonprofit organisation that receives funding from foundations including The Bill and Melinda Gates Foundation, Google, and Reed Hastings, the creator of Netflix. Sequoia India and SAIF Partners led the $11.5 million fundraising round for online learning platform UN academy, and Bertelsmann India Investments contributed $8 million to executive education programme provider Eruditus Executive Education. Therefore, the market for digital education will continue to pique the interest of investors and entrepreneurs and draw additional capital.

- Integrated Model: Future schooling will combine both offline and online components. The concept of blended learning mixes modern digital tools with conventional teaching techniques. Both the teacher and the student must be there physically, although the learner does have some influence over the time, place, path, or pace. This model will benefit from both traditional classroom techniques and computer-mediated activities. More virtual classrooms will be used in the future to supplement offline face-to-face instruction with online courses in practical knowledge and soft skills.

- New Programs: These days, IT-related courses are the most well-liked ones available online, covering topics like big data, cloud computing, and digital marketing. However, there will be an increase in demand for a variety of courses in unanticipated fields including culinary management, photography, personality development, forensic science, cyber law, etc.

- Available expansion of the digital market share: A number of educational experts claimed that the market share for online and digital learning has grown significantly and favourably in comparison to traditional classroom instruction.

- Drive down costs and repurpose content for all online courses that incorporate   e-learning: Costs and expenses are comparatively lower, allowing for the reuse of content in e-learning project courses. The decrease of distribution costs will also have a significant financial impact on major firms and frequently aid in the promotion of centralised training operations, according to additional studies.

- Teachers may have a strategic advantage over their traditional in-person colleagues: For instructors, individuals with training in online teaching have an advantage over those without it. Business schools with technology-trained professors have flexible scheduling. When trained, the lecturers might give departments flexibility with regard to scheduling. Some departments may be able to offer flexible scheduling to well-trained instructors who can use online learning tools while instructing.

CHALLENGES

The statistics suggest that it is vital to examine the different flaws in the online education sector. Therefore, there are certain major issues that online education is currently confronting.

- Lack of student motivation: The new engaging and immersive teaching method for the pupils of today has been predicted to be online learning. But the opposite is evident from the findings. Students have lost interest in returning to the learning portal as a result of the never-ending seas of readings, quizzes, learning assignments, and multiple-choice questions. Because there is no interaction between the students and the teacher in online sessions, many lament about lack of enthusiasm. In order to retain interest, physical interaction between the students is also necessary, a problem for which the online learning style as of yet offers no solutions. Institutions are required to give pupils engaging lessons.

- Infrastructure Issues: Despite large buildings, spacious classrooms, chairs, tables, and blackboards are not necessary for online learning, this does not mean that no infrastructure is needed. There is a substantial demand for a computer, suitable software, reliable electricity, and high-speed internet. If a person cannot privately afford it, this infrastructure is available to the public through public libraries in the majority of developed countries. Only a small percentage of the world's population has access to this kind of infrastructure, with the exception of developing nations like India, Pakistan, Bangladesh, and many more.

- Technical difficulties and digital literacy: Even while the younger generation is proficient at using computers, this does not equate to digital literacy. Students must be aware of their rights and obligations in an online learning environment, as well as proper online communication etiquette. A bigger issue is the ongoing technological difficulties that teachers and students encounter on these sites. The learning process is frequently interrupted since fixing these issues frequently calls for technical assistance.

- Absence of Personal Contact: Humans are social animals. The notion that people will always want to interact and learn more about one another was the foundation for the growth of the internet. However, a virtual interaction cannot be the same as a physical one psychologically. There are times when the physical presence of a teacher and other students in a classroom creates an atmosphere that cannot be achieved virtually. Students cannot turn off webcams on the physical model, which maintains discipline. Teachers can give each student more individualised attention in physical classrooms.

- Lack of online learning opportunities for students with special needs: Pupils with special needs make up the group of students that online learning has completely overlooked. Students with special disabilities require a more individualised and practical approach to instruction. Even if technology has advanced significantly, a teacher or expert must still be present all the time to help the student with the duties. Special needs pupils have lagged behind their peers in their academic endeavours as a result of these issues.

- Course Architecture and Substance: It was believed that the transition to online education and other contemporary teaching methods would lead to modernization of the course structure and curriculum. Tragically, it may not have happened. Even after moving to the internet, institutions continue to use their outdated course structure and content. Students are rethinking college in general when companies like Google and Tesla decide not to require college as a requirement for employment. Better content on these topics can be found for less money or even for free on websites like YouTube, Google, Skillshare, Udemy, and others. Additionally, these platforms let pupils select their own courses, which greatly expands the scope of the curriculum. This might make educational institutions reevaluate how they approach teaching in general.

- Lack of Top Institutions' Accredited Degrees: In contrary to studying, education has more to try to do with branding. For which you heard matters more than what you learned. The online learning industry has failed to persuade famous higher education institutions to offer their courses through online/distance learning modalities in a market where brand recognition may be a major determinant. Although governments and higher education institutions have yet to accept digital learning systems as genuine ways to get a professional degree, schools have welcomed them.

- Excessive Distractions and Poor Discipline: Online attendance has drastically decreased as a result of repeated technical challenges, bandwidth concerns, and boring lectures. The majority of students find online learning monotonous, and some even whine that they lack the drive to finish a course. Even teachers frequently lament the lack of resources for engaging the students in the lessons, which results in a loss of interest on both sides. The lack of accountability in the online teaching approach frequently lowers the quality of education. Distractions are now innumerable and frequently prevent students from paying attention in class, even with the free use of laptops and smartphones.

CONCLUSION

Nobody is required to investigate. One cannot compel someone to learn or remember information by making them complete an online course or make them sit through a required compliance training session. Now-a-days youth have a variety of learning chances at their disposal to determine the best way to carry out their daily work if the correct learning tools are made available. This leads to a more independent and self-directed workplace and classrooms where students may invest time in continuously improving their learning which boosts efficiency as a whole. In conclusion, digital learning gives the pupils total control.

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