DISCUSS THE BENEFITS OF E-LEARNING FOR PROFESSIONAL SKILL DEVELOPMENT

A PROJECT REPORT

Submitted in partial fulfilment for the award of the degree of

Bachelor of Commerce

By

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Under the Supervision of

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April 2023

DECLARATION

I, **Ms. KAVI PRIYA S** with register number **20BCC0035**, hereby declare that the project report entitled **"BENEFITS OF E-LEARNING FOR PROFESSIONAL SKILL DEVELOPMENT"** submitted by me to VIT Vellore, in partial fulfilment of the requirement for the award of the degree of **Bachelor of Commerce** is a bonafide work carried out by me under the supervision of **Prof. G. SRIRAM, ASSISSTANT PROFESSOR (SENIOR)**, Department of Commerce, School of Social Sciences and Languages, VIT Vellore – 632 014. I further declare that the work reported in this project has not been submitted and will not be submitted, either in part or in full, for the award of any other degree or diploma in this institute or any other Institute or University.

Place:

Date: **Mr. / Ms. _____**

(Signature)

CERTIFICATE

This is to certify that the project work entitled **"BENEFITS OF E-LEARNING FOR PROFESSIONAL SKILL DEVELOPMENT"** submitted by **Ms. S. KAVI PRIYA** with registration number **20BCC0035,** to VIT Vellore, in partial fulfilment of the requirement for the award of the degree of **Bachelor of Commerce**, is a Bonafide work carried out by her under my supervision. The project fulfils the requirement as per the regulations of VIT Vellore and in my opinion meets the necessary standards for submission. The contents of this report have not been submitted and will not be submitted either in part or in full, for the award of any other degree or diploma in this Institute or any other Institute or University.

Place:
Date: **Guide's Name & Signature**

Examiner 1: _____ **HOD, Commerce, SSL:** _____

Examiner 2: _____ **Dean, SSL:** _____

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At the outset, I thank the Almighty God for His blessings for granting me the knowledge and right aptitude to successfully complete my project work.

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Mr./Ms.

CONTENTS

LIST OF FIGURES

LIST OF TABLES

4.17	Did the activities help you better understand the topic? (Understanding of the course through e-learning platforms)	40
4.18	Have you had the chance to interact with other virtual students?	41
4.19	Have you had the chance to interact with other virtual students?	42
4.20	Was the time required to complete the course appropriate?	43
4.21	Evaluate how confident you are of the knowledge learned on the subject	44
4.22	Would you prefer to attend the course in online or in classroom? If yes, mention why.	45
4.23	Based on this experience, would you follow another e-learning course?	46
4.24	What according to you add value to your futuristic skills with Professional Certifications?	47
4.25	How would you rate the quality of visuals (images, videos)?	48
4.26	How would you rate your overall certification course experience from online?	49

CHAPTER I

INTRODUCTION

E-learning has revolutionized the way we acquire knowledge and skills in the modern era. With the rise of digital technologies, e-learning has become a popular choice for individuals looking to develop their professional skills. E-learning offers a flexible and accessible way for learners to acquire knowledge and skills without the constraints of time and place. It is a cost-effective alternative to traditional learning methods, eliminating the need for expensive textbooks, classroom rentals, and other associated costs. Moreover, e-learning platforms offer personalized learning experiences that are tailored to the needs and preferences of individual learners. These platforms provide interactive and engaging content, making learning more fun and effective. E- learning also provides learners with the ability to track their progress, identify areas for improvement, and receive immediate feedback on their performance.

The benefits of e-learning for professional skill development are numerous. E-learning provides learners with the opportunity to acquire the latest industry knowledge and skills from the comfort of their own homes. It allows them to learn at their own pace, eliminating the need to rush through coursework to meet deadlines. E-learning also provides learners with the ability to balance their professional and personal lives while pursuing their education. In conclusion, e-learning has become an indispensable tool for individuals looking to develop their professional skills. It offers a flexible, accessible, and cost-effective alternative to traditional learning methods, providing learners with the opportunity to acquire knowledge and skills at their own pace and convenience. E-learning has become an essential tool for individuals seeking to stay ahead in today's rapidly changing job market.

CHAPTER II

REVIEW OF LITERATURE

Mousazadeh Somayeh, Maryam Dehghani, Farzaneh Mozaffari, Seideh Madineh Ghasemnegad, Hamideh Hakimi, Bagherian Samaneh (2016) The article titled "The effectiveness of E-learning in learning: A review of the literature" conducted a comprehensive review of existing research studies on the effectiveness of e-learning. The authors synthesized the findings from over 50'. studies published between 2015 and 2020, to evaluate the effectiveness of e-learning in improving student learning outcomes. The review found that e-learning has several advantages over traditional classroom-based learning, including increased flexibility and accessibility, personalized learning experiences, and reduced costs. Moreover, e- learning can facilitate collaborative learning and enhance student engagement and motivation. However, the authors also noted that e-learning may not be suitable for all learners and that it is important to consider factors such as learners' preferences, technological infrastructure, and instructional design. Furthermore, the review highlighted the need for further research on the effectiveness of e-learning, particularly in the context of different disciplines and educational levels. Overall, the review suggests that e-learning has the potential to be an effective learning tool, but it requires careful consideration of various factors to ensure its success.

Renée E. DeRouin Barbara A. Fritzsche Eduardo Salas (2005) The article titled "E-Learning in Organizations" provides an overview of the use of e-learning in organizational settings. The authors discuss the benefits and challenges associated with e-learning and provide recommendations for implementing effective e-learning programs. The authors highlight the advantages of e-learning, including its ability to provide flexible, self-paced learning opportunities that can be customized to individual learners' needs. Additionally, e-learning can be cost-effective and can be accessed from anywhere, making it convenient for learners. However, the authors also note several challenges associated with e-learning, including issues with learner motivation and engagement, the need for adequate technol200ogical infrastructure, and the importance of effective instructional design. To address these challenges, the authors recommend several strategies, including providing clear learning objectives, ensuring that the e-learning program aligns with the organization's goals, and offering opportunities for learners to practice and receive feedback. Overall, the article suggests that e-learning can be a valuable tool for organizations to enhance employee

learning and development, but it requires careful planning and implementation to ensure its effectiveness.

Fiona Concannon, Antoinette Flynn and Mark Campbell (2005) The article titled "What campus-based students think about the quality and benefits of e-learning" investigates the perceptions of campus-based students regarding the quality and benefits of e-learning. The study surveyed 350 undergraduate and postgraduate students from a university in Ireland. The study found that students generally have positive perceptions of e-learning, with 80% of respondents reporting that e-learning enhanced their learning experience. The majority of students also reported that e- learning provided greater flexibility and convenience, allowing them to learn at their own pace and on their own schedule. However, the study also identified several concerns raised by students, including a lack of interaction and engagement with instructors and other students, technical issues, and the need for effective instructional design. To address these concerns, the authors recommend that e-learning programs incorporate strategies to enhance interaction and engagement, such as the use of discussion forums, virtual office hours, and group projects. Additionally, the authors emphasize the importance of providing adequate technical support and training for students and instructors. Overall, the study suggests that campus-based students have positive perceptions of e-learning, but there is room for improvement in terms of enhancing interaction, addressing technical issues, and improving instructional design.

Sue Childs, Elizabeth Blenkinsopp, Amanda Hall & Graham Walton (2003) The article titled "Effective e-learning for health professionals and students - barriers and their solutions. A systematic review of the literature - findings from the HeXL project (Health eXL: Surmounting the barriers to NHS e-learning in the North-East)" presents the results of a systematic review of existing research studies on the barriers and solutions to effective e-learning in healthcare education. The review focused on studies published between 2000 and 2010. The authors identified several barriers to effective e-learning, including a lack of access to technology, limited technological literacy among learners and instructors, and a lack of motivation or engagement with e-learning programs. Additionally, the authors note that the design and delivery of e-learning programs can also impact their effectiveness, with issues such as poor instructional design and insufficient feedback identified as potential barriers. To

address these barriers, the authors recommend several strategies, including providing adequate technological infrastructure and support, designing e-learning programs that are engaging and interactive, and incorporating feedback and assessment mechanisms to enhance learning outcomes. Overall, the article suggests that e-learning has the potential to be an effective tool for healthcare education, but it requires careful consideration of various factors to ensure its success. The authors recommend that future research should focus on evaluating the effectiveness of specific e-learning interventions in healthcare education and identifying best practices for the design and delivery of e-learning programs.

Tania Broadley (2007) The article titled "Implementation Of E-Learning: A Case Study of Three Schools" presents a case study of the implementation of e-learning in three schools in Australia. The study aimed to explore the challenges and opportunities associated with the implementation of e-learning and to identify strategies for successful implementation. The study found that the implementation of e-learning was accompanied by several challenges, including technical issues, limited access to technology, and a lack of support and training for teachers. However, the study also identified several benefits of e-learning, including increased student engagement, improved access to resources, and enhanced teacher collaboration. To address the challenges associated with e-learning, the study recommends several strategies, including providing adequate technical support and training for teachers, involving teachers in the development and implementation of e-learning programs, and establishing clear goals and expectations for e-learning initiatives. Overall, the article suggests that the successful implementation of e-learning requires careful planning and support, including adequate technological infrastructure, professional development for teachers, and clear communication and collaboration among stakeholders. The study provides insights that can be useful for schools and other educational institutions considering the implementation of e-learning programs.

Siu Cheung Kong, Tak-Wai Chan, Patrick Griffin, Ulrich Hoppe, Ronghuai Huang, Kinshuk, Chee Kit Looi, Marcelo Milrad, Cathleen Norris, Miguel Nussbaum, Mike Sharples, Wing Mui Winnie So, Elliot Soloway and Shengquan Yu (2014) The article titled "E-learning in School Education in the Coming 10 Years for Developing 21st Century Skills: Critical Research Issues and Policy Implications" discusses the potential of e-learning to develop 21st century skills in students over the next decade. The article is a collaborative effort between multiple authors from various countries. The authors highlight the need for e-learning to develop skills such as critical thinking, collaboration, and creativity in students to prepare them for the challenges of the 21st century. They also identify several critical research issues that need to be addressed to ensure the success of e-learning initiatives, including the development of effective teaching approaches, the need for adequate technological infrastructure, and the importance of addressing cultural and social factors that may impact e-learning implementation. The article also discusses several policy implications for the implementation of e-learning in schools, including the need for government support and funding, the importance of involving stakeholders in the development and implementation of e-learning programs, and the need for assessment and evaluation of e-learning initiatives to ensure their effectiveness. Overall, the article highlights the potential of e-learning to develop 21st century skills in students and identifies critical research issues and policy implications that must be addressed to ensure the success of e-learning initiatives.

Dr. G. Suresh Babu Dr. K. Sridevi (2018) The article titled "Importance of E- Learning in Higher Education: A Study" explores the significance of e-learning in higher education. The authors, Dr. G. Suresh Babu and Dr. K. Sridevi, highlight the benefits of e-learning, including flexibility, convenience, and accessibility, and argue that it has the potential to enhance the quality of education. The study emphasizes the importance of e-learning in providing a more engaging and interactive learning experience for students. It suggests that e-learning can provide multimedia content, simulations, and virtual labs that can help students better understand complex concepts. Additionally, it can enable learners to access educational resources anytime and anywhere, allowing them to learn at their own pace. The article also identifies some of the challenges associated with e-learning, including the need for appropriate technological infrastructure, adequate training and support for educators, and the need

for effective assessment and evaluation tools. The authors suggest that addressing these challenges can improve the effectiveness of e-learning in higher education. Overall, the article provides insights into the potential of e-learning to enhance the quality of education in higher education. The study can be useful for educators, policymakers, and researchers interested in the implementation and evaluation of e- learning in higher education.

Zlatko Bezhovski, Subitcha Poorani (2016) The article discusses the evolution of e- learning and new trends in the field. The authors argue that e-learning has undergone significant changes since its inception, moving from traditional text-based formats to more interactive and personalized learning experiences. They also highlight the role of technology in driving these changes, with the emergence of new tools and platforms that facilitate online learning. The article further explores some of the key trends in e-learning, such as mobile learning, gamification, and social learning. It discusses how these trends are reshaping the e-learning landscape and providing new opportunities for learners and educators alike. For example, mobile learning allows learners to access educational content from anywhere, while gamification
+ makes learning more engaging and fun. The authors also discuss some of the challenges that arise with these new trends, such as the need to ensure that mobile learning content is optimized for different devices and that gamification is used in a way that supports learning objectives. They stress the importance of careful planning and implementation to ensure that these new trends are effective and meet the needs of learners. Overall, the article suggests that e-learning is constantly evolving and that new trends will continue to shape the field in the years to come. It highlights the importance of staying up-to-date with these trends and using them to create engaging and effective e-learning experiences.

Anita Singh, Lata Bajpai Singh (2017) The article discusses the use of e-learning for developing employability skills from the perspective of students. The authors argue that e-learning offers a flexible and accessible way for students to acquire the skills they need to succeed in the job market. They also highlight the importance of employability skills, such as communication, teamwork, and problem-solving, in preparing students for the workforce. The article further explores the experiences of students who have used e-learning to develop their employability skills. The authors discuss some of the benefits of e-learning, such as the ability to learn at their own pace and the availability of a wide range of resources. They also highlight some of the challenges, such as the need for self-discipline and motivation to complete e-learning modules. The authors conclude that e-learning can be an effective tool for developing employability skills, but stress the importance of careful planning and implementation to ensure that students are engaged and motivated to learn. They suggest that e- learning should be combined with other forms of learning, such as experiential learning and mentoring, to provide a well-rounded approach to developing employability skills.

Prof. Chriatian A. Oduma Onyema Lizzy Nkem (2019) The article discusses the role of e-learning platforms in business education for skill acquisition. The authors argue that e-learning platforms offer several benefits, including flexibility, accessibility, and cost-effectiveness, which make them an ideal option for business education. They also highlight some of the challenges that may arise when using e- learning platforms, such as lack of interaction and feedback, but suggest that these can be overcome with the right design and implementation. The article further explores some of the key features of effective e-learning platforms, such as personalized learning paths, interactive content, and gamification. It also discusses the importance of learner engagement and motivation, as well as the need for continuous assessment and feedback to ensure that learners are acquiring the necessary skills. The authors conclude that e-learning platforms have the potential to revolutionize business education by providing a flexible and accessible way for learners to acquire the skills they need to succeed in the business world. However, they stress the importance of careful planning and implementation to ensure that e-learning platforms are effective and meet the needs of learners.

CHAPTER III

RESEARCH METHODLOGY

OBJECTIVES OF THE STUDY

- To study the benefits of e-learning for professional skill development.
- To analyze the reasons for increased e-learning platforms.
- To give thoughts to improve the ways of lecturing through the e-learning platforms.
- To examine the strengths of e-learning for developing professional skills.
- To concentrate on the futuristic skills provided through e-learning.

The research design is descriptive and analytical in nature. The survey research design is chosen to collect data from a sample of COLLEGE STUDENTS who are used to attending E-LEARNING FOR PROFESSTIONAL SKILL DEVELOPMENT in VELLORE district.

A random sampling technique is used to select a representative sample of COLLEGE STUDENTS in VELLORE district. The sample size of the article is 100 respondents.

The data were collected using Primary method which is a first-hand data collection using a structured questionnaire. The questionnaire includes questions related to the courses pursuing or already pursued, strengths of the professional skills obtained, duration of the course, whether such courses provide with necessary skills as per the job requirements.

PRIMARY DATA were collected by means of systematically prepared questionnaire. By preparing the questionnaire, demographic questions were prepared consisting of age, gender, occupation, information about the preferences of the respondents.

SECONDARY DATA has been collected from various books, journals, and websites.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

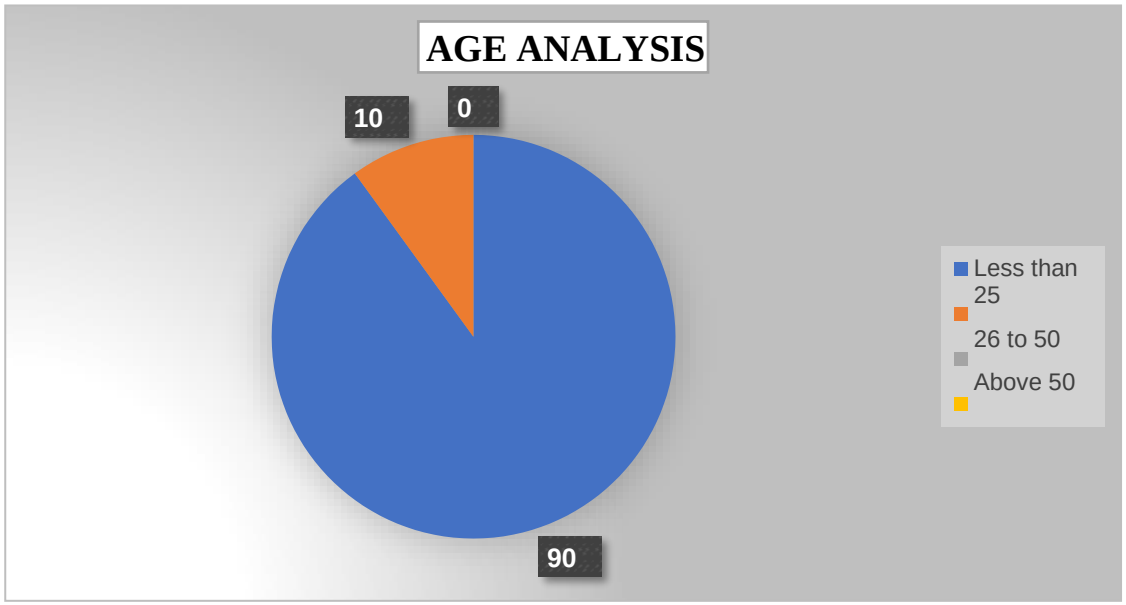
Table 4.2 displays the data related to the age of the survey participants

Table 4.2 Displays the Age Distribution of The Surveyed Participants

AGE	NO. OF RESPONDENTS	PERCENTAGE
Less than 25	90	90%
26 to 50	10	10%
Above 50	-	-
TOTAL	100	100%

Source: Primary Data

Figure 4.2 Age of Respondents



INFERENCE

From the chart, survey was collected from a total of 100 respondents. It is visible that 90% of the total respondents are from the age group of below 25 years and about 10% of the total respondents are from age group of 26 to 50 years. These findings are also depicted in Figure 4.2.

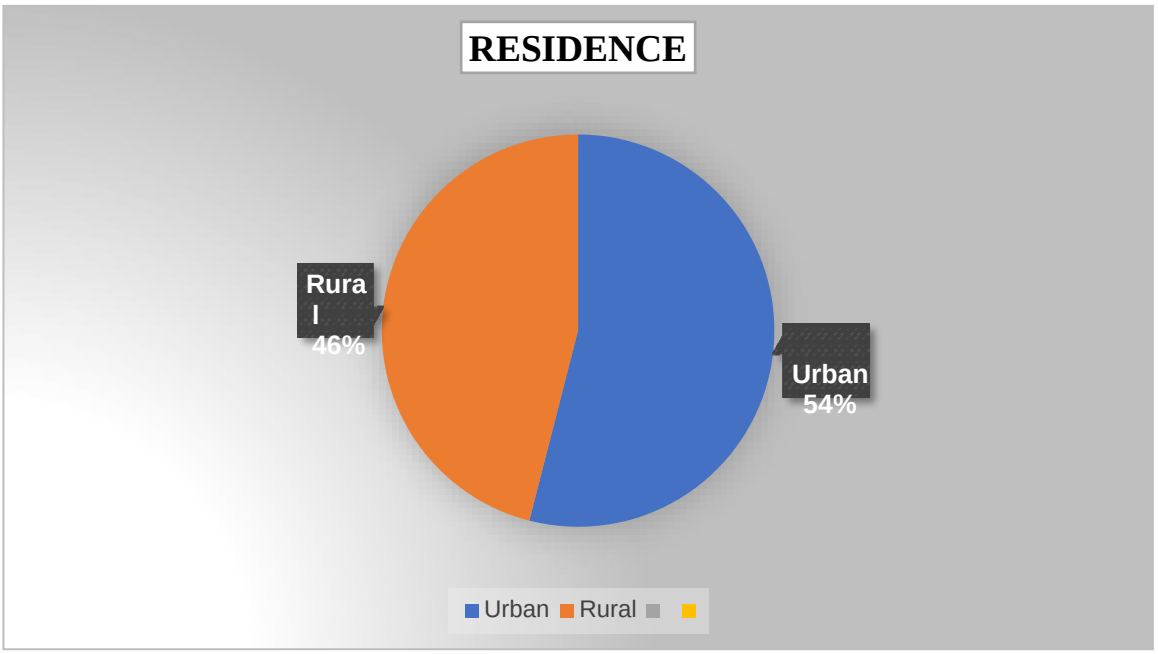
Table 4.3 displays the data related to the residence of the survey participants

Table 4.3 Displays the Residence Distribution of The Surveyed Participants

RESIDENCE	NO. OF RESPONDENTS	PERCENTAGE
Urban	46	46%
Rural	54	54%
TOTAL	100	100%

Source: Primary Data

Figure 4.3 Residence of Respondents



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From the data, 54% of the total respondents are from urban area who pursue courses from online for developing skills. And about 46% of the total respondents' study professional certification courses from online. This depicts that e-learning has sparked up even in rural areas. These findings are also depicted in Figure 4.3.

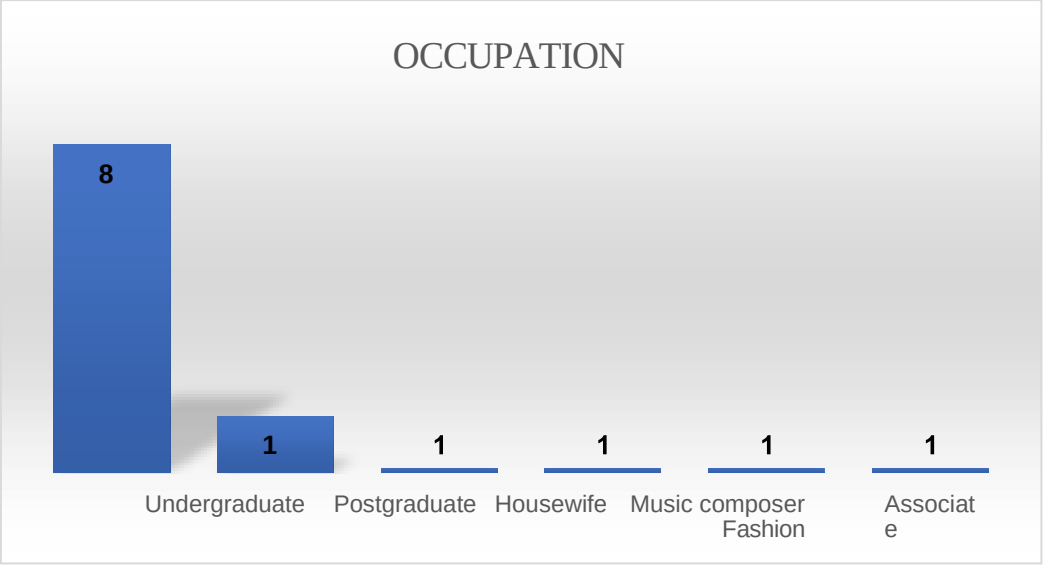
Table 4.4 displays the data related to the occupation of the survey participants

Table 4.4 Displays the Occupational Distribution of The Surveyed Participants

OCCUPATION	NO. OF RESPONDENTS	PERCENTAGE
Undergraduate	82	82%
Postgraduate	14	14%
Housewife	1	1%
Music Composer	1	1%
Fashion Designing	1	1%
Associate Engineer	1	1%
TOTAL	100	100%

Source: Primary Data

Figure 4.4. Occupation of Respondents



INFERENCE

Based on the table above, 82% of the survey participants are identified as undergraduates. Most of the respondents comprising 14% of the sample population are postgraduates. Meanwhile, 1% of the sample population are housewife, fashion designing, music composer and associate engineer respectively. These findings are also depicted in Figure 4.4.

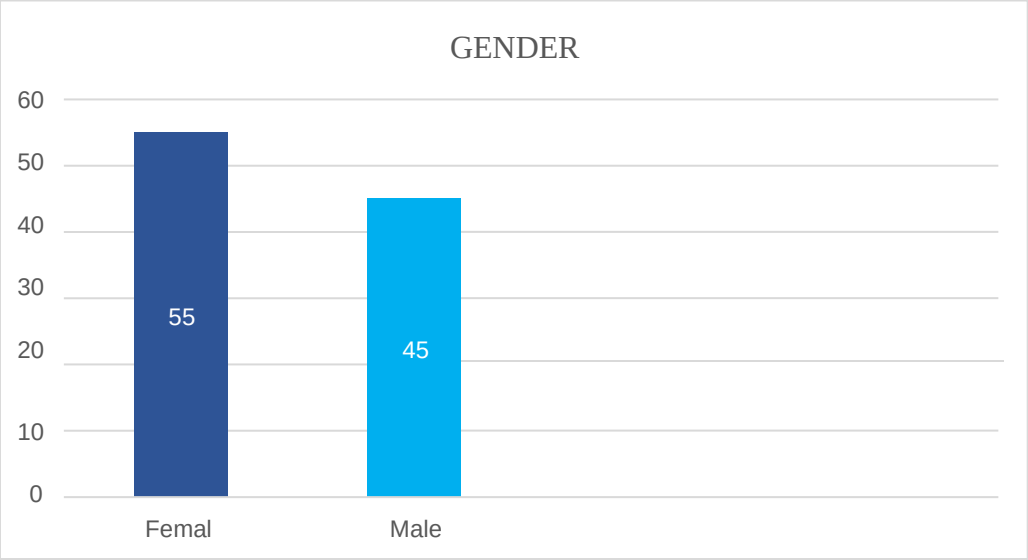
Table 4.5 displays the data related to the gender of the survey participants.

Table 4.5 Displays the Gender Distribution of The Surveyed Participants

GENDER	NO. OF RESPONDENTS	PERCENTAGE
Female	55	55%
Male	45	45%
TOTAL	100	100%

Source: Primary Data

Figure 4.5 Gender of Respondents



INFERENCE

Based on the information provided in the table, it can be deduced that most of the respondents, 55%, identified as female while the remaining 45% identified as male. This finding is also visually represented in Figure 4.5.

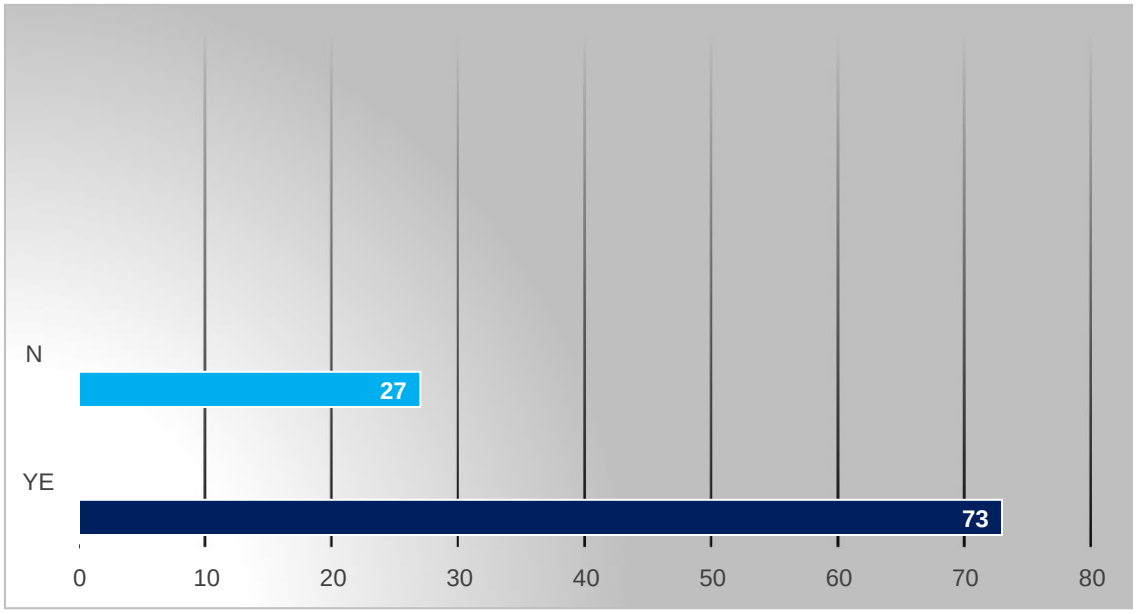
Table 4.6 displays the data related to whether the survey participants pursue courses online.

Table 4.6 Are you pursuing any courses through online modes or websites?

PURSUE COURSE ONLINE	NO. OF RESPONDENTS	PERCENTAGE
Yes	73	73%
No	27	27%
TOTAL	100	100%

Source: Primary Data

Figure 4.6 Courses pursued online



INFERENCE

According to the data presented in the table, 73% of the survey participants pursue courses through online websites which give valid certifications while the remaining 27% have not taken any courses online. This information is also depicted in Figure 4.6.

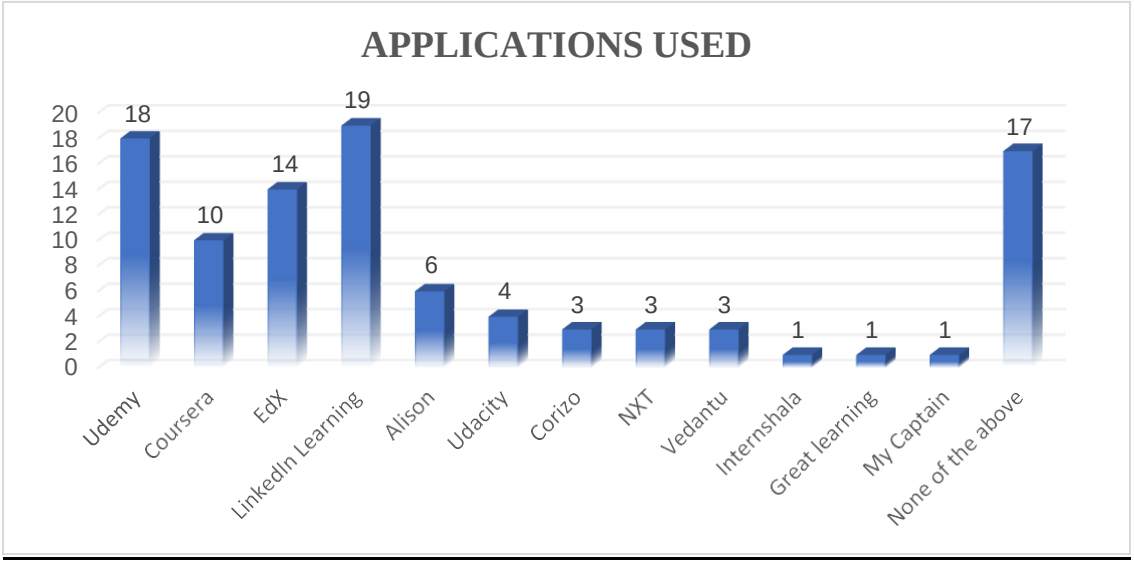
Table 4.7 displays the data related to whether the survey participants pursue courses online.

Table 4.7 Are you pursuing any courses through online modes or websites?

APPLICATION USED	NO. OF RESPONDENTS	PERCENTAGE
Udemy	25	25%
Coursera	10	10%
EdX	14	14%
LinkedIn Learning	19	19%
Alison	6	6%
Udacity	4	4%
Corizo	3	3%
NXT	3	3%
Vedantu	3	3%
Internshala	1	1%
My Captain	1	1%
Great Learning	1	1%
TOTAL	100	100%

Source: Primary Data

Figure 4.7 Application Used



INFERENCE

Based on the information provided in the table, it can be concluded that the majority of the respondents, specifically 25%, pursue their courses from Udemy application, while 19% pursue their courses from LinkedIn Learning, meanwhile, 14% of the participants do their course from edX while 6% pursue from Alison, 4% from Udacity, 3% from Corizo, NXT and Vedantu respectively and 1% do their courses from Internshala, My Captain and Great Learning websites. This finding is also represented in Figure 4.7.

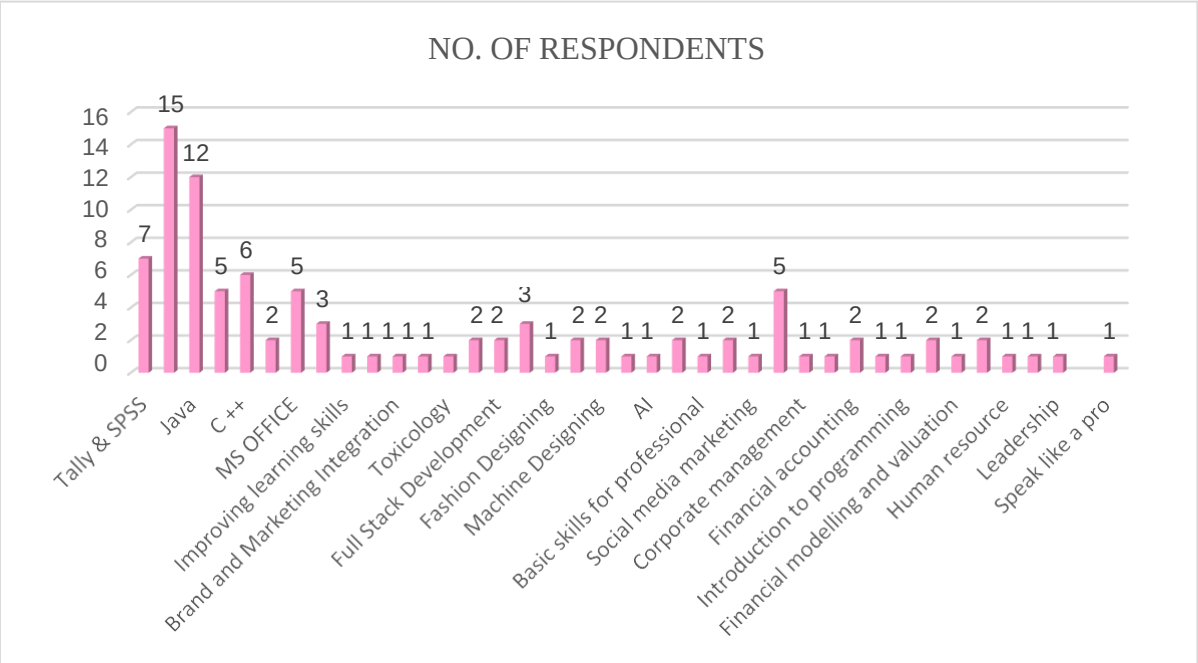
Table 4.8 presents data on the courses pursued by the participants of the survey from the websites.

Table 4.8 Name of the course you are pursuing or already completed through online.

COURSES	NO. OF RESPONDENTS	PERCENTAGE
Tally & SPSS	7	7%
Python	15	15%
Java	12	12%
Coding	5	5%
C ++	6	6%
Digital Marketing	2	2%
MS OFFICE	5	5%
Data Analytics	3	3%
Improving learning skills	1	1%
Writing with flair	1	1%
Brand and Marketing Integration	1	1%
Soft skills	1	1%
Toxicology	1	1%
Infection prevention in nursing homes	2	2%
Full Stack Development	2	2%
Six sigma	3	3%
Fashion Designing	1	1%
Analytical skills	2	2%
Machine Designing	2	2%
Metallurgy	1	1%

AI	1	1%
Web Development	2	2%
Basic skills for professional	1	1%
Financial management	2	2%
Social media marketing	1	1%
Excel for real world	5	5%
Corporate management	1	1%
Diploma in effective book keeping and payroll	1	1%
Financial accounting	2	2%
Fundamentals to marketing management	1	1%
Introduction to programming	1	1%
Rural marketing	2	2%
Financial modelling and valuation	1	1%
Fundamentals of stock	2	2%
Human resource	1	1%
Time management mastery	1	1%
Leadership	1	1%
Speak like a pro	1	1%
TOTAL	100	100%

Figure 4.8 Courses



INFERENCE

Based on the data, it is seen that 15% of the total respondents pursue Python course which adds value to their resume relating to IT jobs. About 12% of the respondents pursue Java course. Meanwhile, 7% of the participants do Tally & SPSS. About 6% of the participants pursue C++, 1% of the sample population pursue various other courses for developing their professional skills. This information is also represented in Figure 4.8.

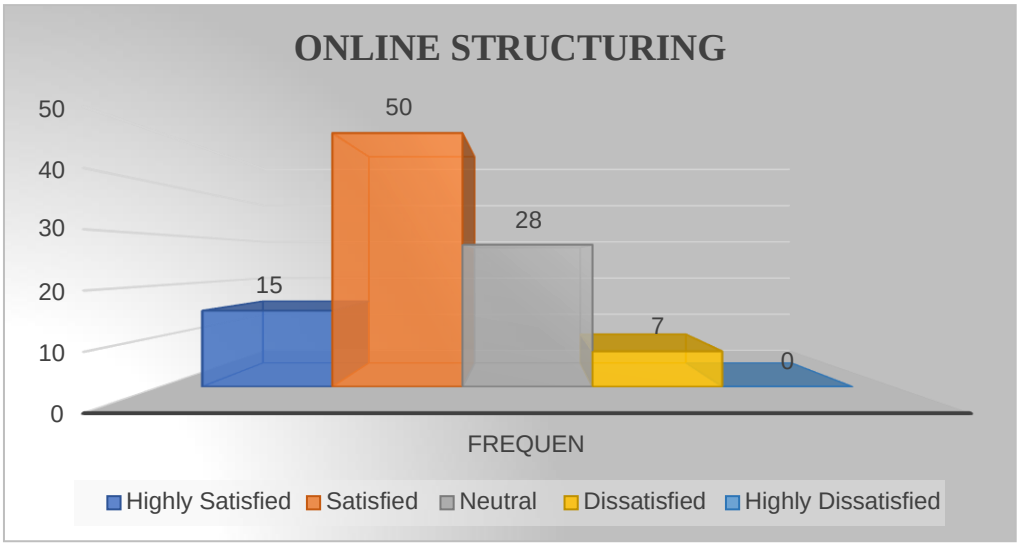
Table 4.9 presents data on whether online learning is very well structured at your own place

Table 4.9 How satisfied are you with the way online learning is structured at your place right now?

ONLINE STRUCTURING	NO. OF RESPONDENTS	PERCENTAGE
Highly Satisfied	15	15%
Satisfied	50	50%
Neutral	28	28%
Dissatisfied	7	7%
Highly Dissatisfied	-	-
TOTAL	100	100%

Source: Primary Data

Figure 4.9 Online Structuring



INFERENCE

Based on the data, it is seen that 50% of the total respondents are satisfied on how the courses are structured. About 28% of the respondents are on neutral state as they consider both benefits and limitations of the certification courses on websites. Meanwhile, 15% of the participants are highly satisfied from the courses taken by them as they provide the necessary skills. About 7% of the participants are totally dissatisfied upon the courses completed as they lack accreditation. This information is also represented in Figure 4.9.

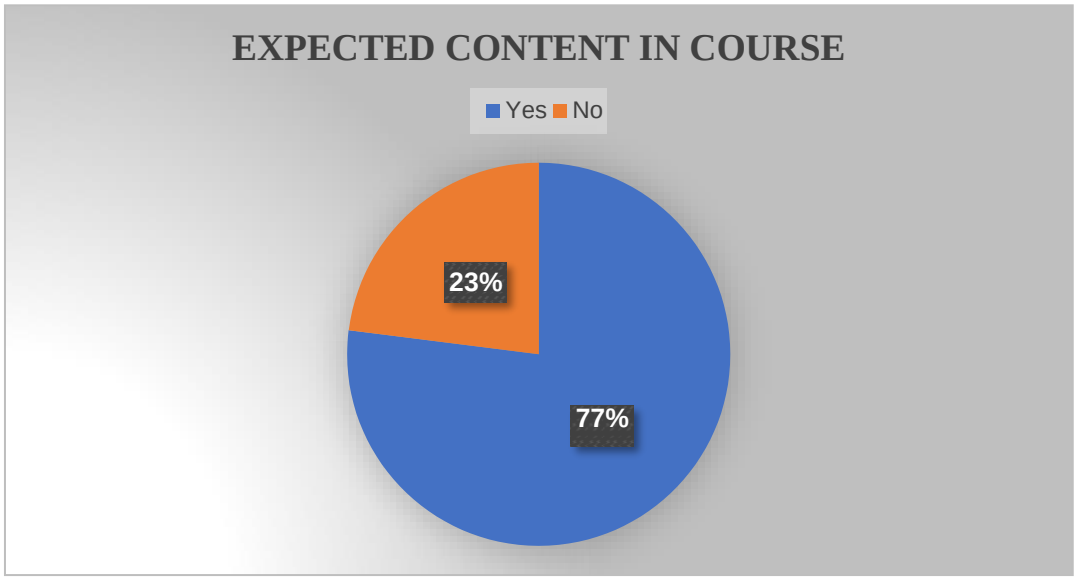
Table 4.10 presents data on whether the course provides expected content needed to learn.

Table 4.10 Does the course offer the content you expected to learn?

EXPECTED CONTENT IN COURSE	NO. OF RESPONDENTS	PERCENTAGE
Yes	77	77%
No	23	23%
TOTAL	100	100%

Source: Primary Data

Figure 4.10 Expected Content in Course



INFERENCE

According to the data presented in the table, 77% of the survey participants have been offered with the expected content, while the remaining 23% were not provided with the expected content. This information is also depicted in Figure 4.10.

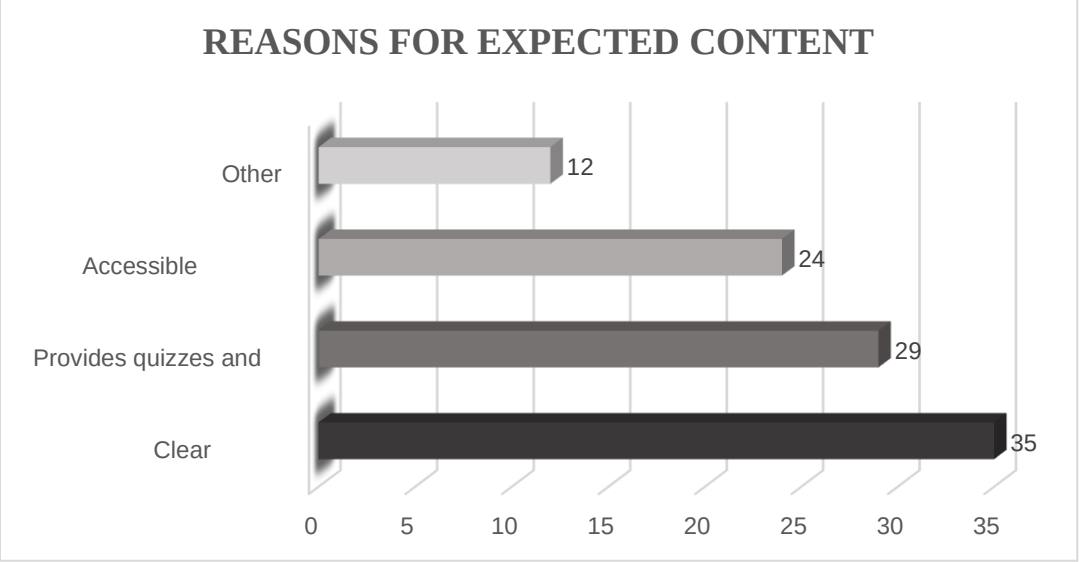
Table 4.11 presents data on the reasons on how well content is expected by the survey participants

Table 4.11 If your above answer is a 'Yes', mention how? (Reason for the expected content)

REASON FOR EXPECTED CONTENT IN COURSE	NO. OF RESPONDENTS	PERCENTAGE
Clear Content	35	35%
Provides quizzes and tests	29	29%
Accessible Resources	24	24%
Others	12	12%
TOTAL	100	100%

Source: Primary Data

Figure 4.11 Reason for Expected Content in Course



INFERENCE

According to the table provided, it can be deduced that 35% of the respondents have identifies that the websites give clear content on the topics, while 29% stated that their skills are enhanced due to the quizzes and tests provided. Additionally, 24% of the respondents stated that resources are accessible at any time, and 12% of the respondents stated other reasons such as self-pacing, accommodating individual learning styles etc. This information is also represented in Figure 4.11.

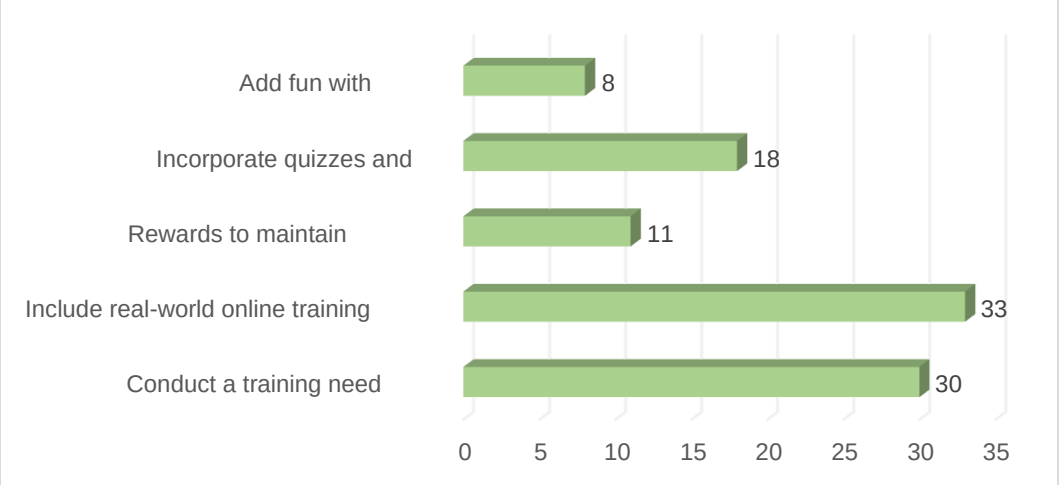
Table 4.12 presents data on ways by which the survey participants can improve the contents.

Table 4.12 How could the contents be improved?

WAYS TO IMPROVE CONTENT	NO. OF RESPONDENTS	PERCENTAGE
Conduct a training need analysis	30	30%
Include real-world online training activities	33	33%
Rewards to maintain motivation	11	11%
Incorporate quizzes and tests	18	18%
Add fun with gaming	8	8%
TOTAL	100	100%

Source: Primary Data

Figure 4.12 Ways to Improve Content



INFERENCE

Based on the above data, 33% insist on including real-world online training activities like conducting role plays, assessments, games, polling etc., while 30% of the participants wanted to conduct a training need analysis. About 18% of the sample population wanted to incorporate quizzes and tests, while 11% of them identified that rewards would be best way to main motivation and 8% wanted to add fun to learning by applying gaming. This information is also represented in Figure 4.12.

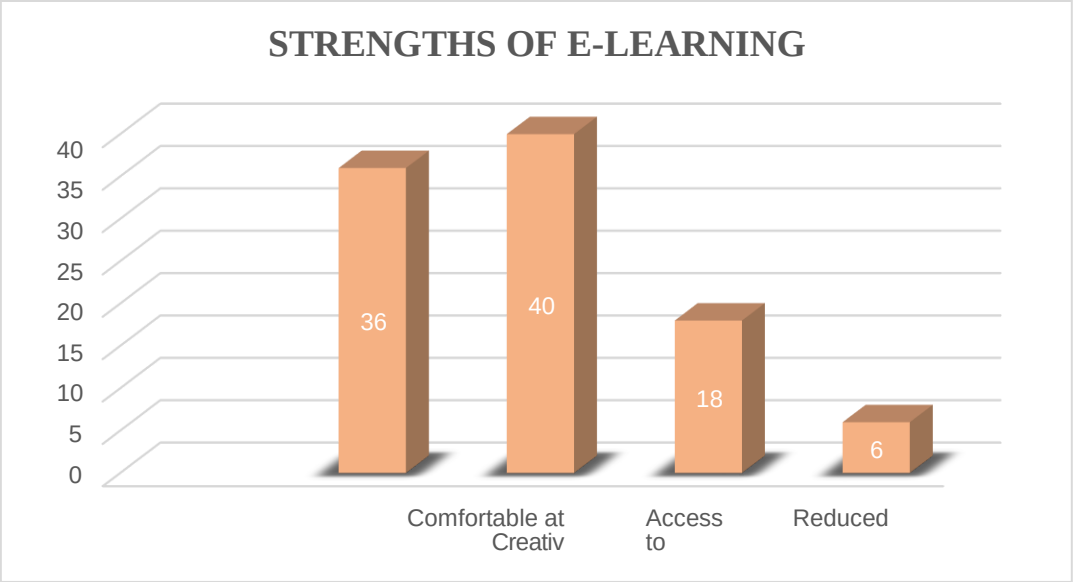
Table 4.13 presents data on the strengths of e-learning courses for skill development.

Table 4.13 What are the strengths of the e-learning mode?

STRENGTHS OF E-LEARNING MODE	NO. OF RESPONDENTS	PERCENTAGE
Comfortable at any pace	36	36%
Creative Teaching	40	40%
Access to Resources	18	18%
Reduced Cost	6	6%
TOTAL	100	100%

Source: Primary Data

Figure 4.13 Strengths Of E-Learning Mode



INFERENCE

According to the table provided, it can be deduced that 40% of the respondents identified creative teaching is the only strength on e-learning mode, while 36% reported that these courses are done comfortably at any place. Additionally, 18% of the respondents cited that there was easy access to resources, and 6% of the respondents stated that online certification courses were of reduced cost and affordable. This information is also represented in Figure 4.13.

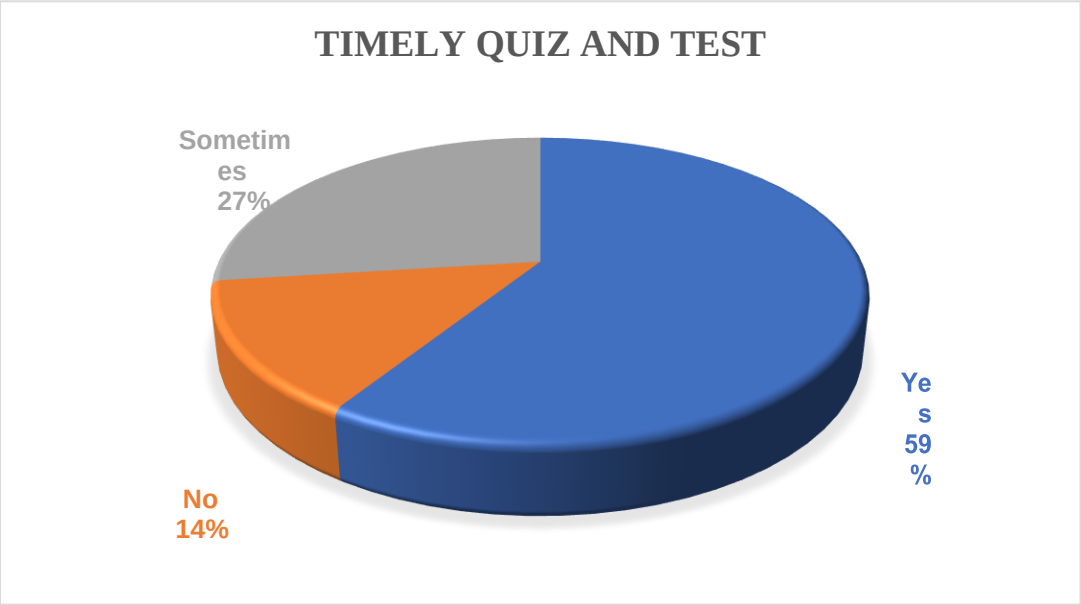
Table 4.14 presents data on identifying whether websites conduct timely quizzes and tests?

Table 4.14 Do the websites conduct timely quizzes and tests?

QUIZZES AND TESTS CONDUCTED	NO. OF RESPONDENTS	PERCENTAGE
Yes	59	59%
No	14	14%
Sometimes	27	27%
TOTAL	100	100%

Source: Primary Data

Figure 4.14 Quizzes and Tests Conducted



INFERENCE

The data presented in the table indicates that 59% of the surveyed individuals reported that professional websites like Udemy, LinkedIn etc., conduct timely quizzes and tests, while 27% cited that the websites like Coursera, edX, etc., sometimes conduct quizzes and tests. Additionally, 14% of the respondents reported that there is absence of timely quizzes and tests. This information is also represented in Figure 4.14.

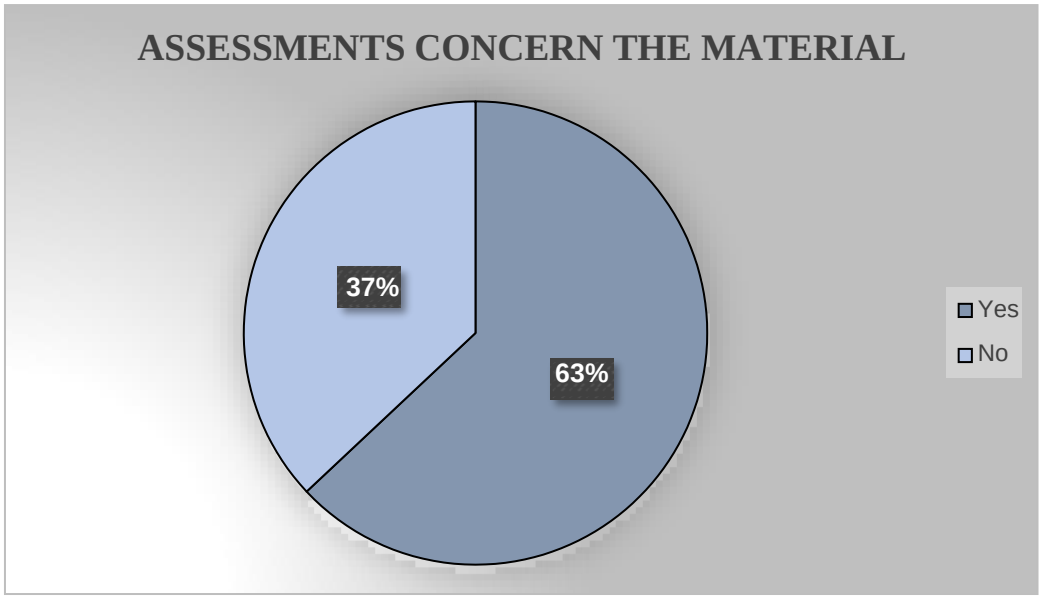
Table 4.15 presents data on identifying whether quizzes and tests concern the material?

Table 4.15 Do the quizzes concern the material presented in the course?

QUIZZES AND TESTS CONCERN THE MATERIAL	NO. OF RESPONDENTS	PERCENTAGE
Yes	63	63%
No	37	37%
TOTAL	100	100%

Source: Primary Data

Figure 4.15 Quizzes and Tests Concern the Material



INFERENCE

Based on the information presented in the table, it can be concluded that 63% of the respondents reported that the quizzes and assessments concern the material provided by them, while 37% of the respondents reported that the assessments conducted were not so focused on providing skills to the participants. This finding is also reflected in Figure 4.15.

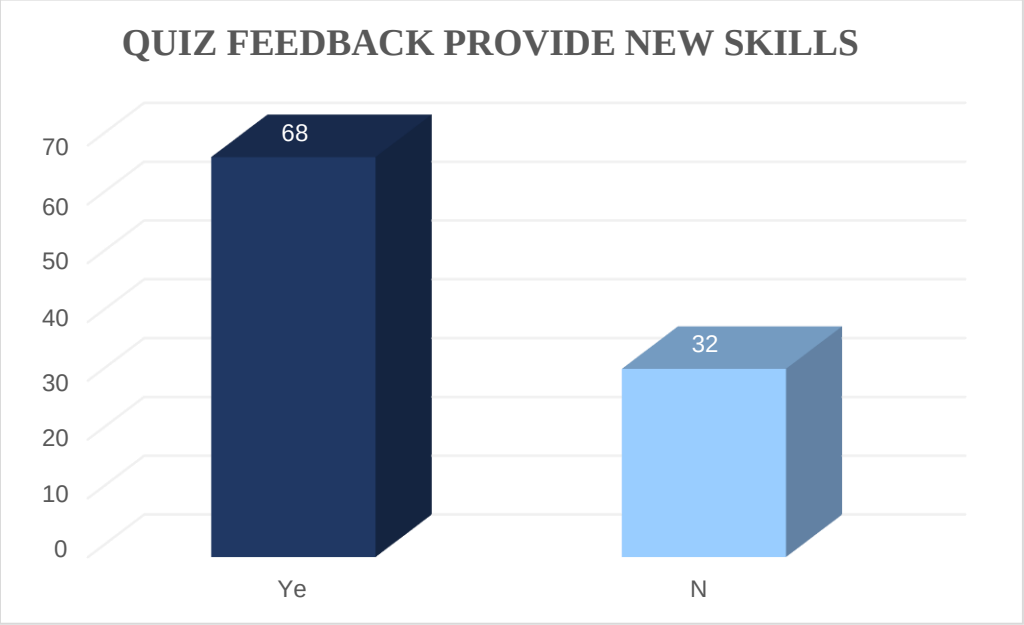
Table 4.16 presents data on identifying whether quizzes and tests provide necessary skills required?

Table 4.16 Did the quiz feedback serve to offer new skills?

QUIZ FEEDBACK PROVIDING NEW SKILLS	NO. OF RESPONDENTS	PERCENTAGE
Yes	68	68%
No	32	32%
TOTAL	100	100%

Source: Primary Data

Figure 4.16 Quiz Feedback Providing New Skills



INFERENCE

Based on the information presented in the table, it can be concluded that 68% of the respondents reported that the feedback provided from quizzes and assessments conducted provided new skills to the survey participants, while 32% of the respondents reported that the quiz feedbacks hardly provide with any skills to the respondents as there is no physical interaction between the tutor and the students. This finding is also reflected in Figure 4.16.

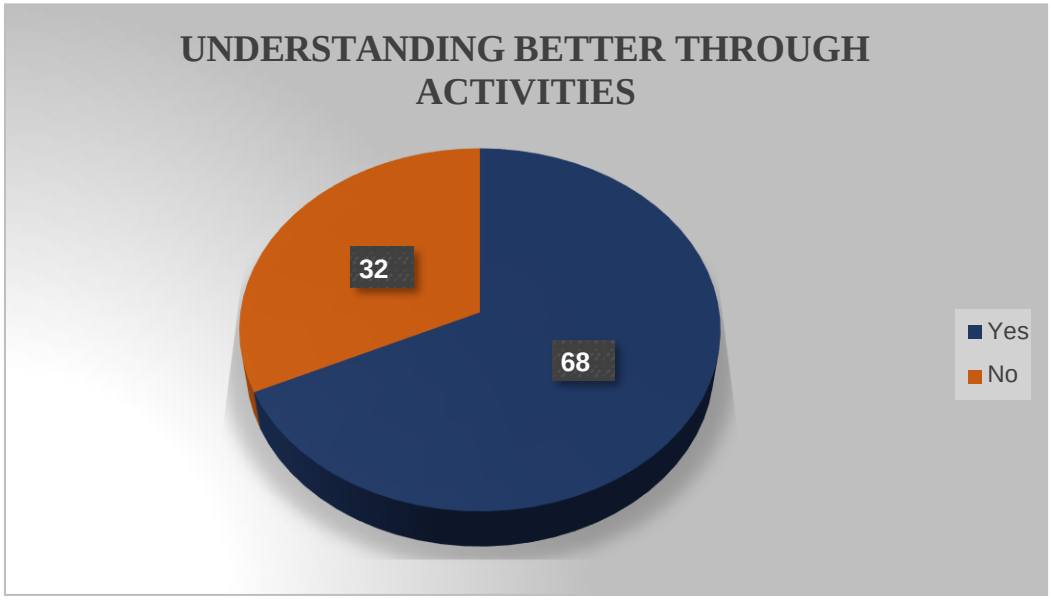
Table 4.17 presents data on identifying whether the activities conducted better understand the topic bothered.

Table 4.17 Did the activities help you better understand the topic? (Understanding of the course through e-learning platforms)

UNDERSTANDING BETTER THROUGH ACTIVITIES	NO. OF RESPONDENTS	PERCENTAGE
Yes	68	68%
No	32	32%
TOTAL	100	100%

Source: Primary Data

Figure 4.17 Understanding Better Through Activities



INFERENCE

According to the data presented in the table, 68% of the survey participants have well understanding of the topic and necessary skills have been developed in the course of time, while the remaining 32% reported that they don't understand properly and ways like improving ways of teaching, materials available easily, feedbacks regularly given can help obtain required skills. This information is also depicted in Figure 4.17.

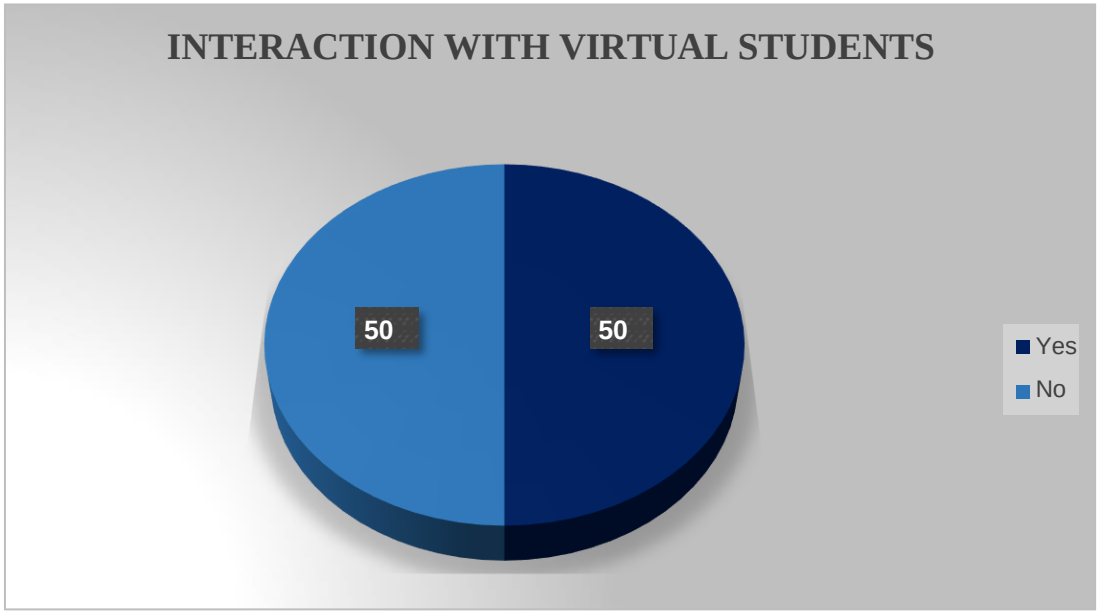
Table 4.18 presents data on identifying whether the respondents had interaction with other virtual students.

Table 4.18 Have you had the chance to interact with other virtual students?

INTERACTION WITH VIRTUAL STUDENTS	NO. OF RESPONDENTS	PERCENTAGE
Yes	50	50%
No	50	50%
TOTAL	100	100%

Source: Primary Data

Figure 4.18 Interaction with Virtual Students



INFERENCE

Based on the information presented in the table, it can be concluded that 50% of the respondents reported that they had interaction other virtual students, and remaining 50% of the respondents do not have any interaction with other virtual students. This finding is also reflected in Figure 4.18.

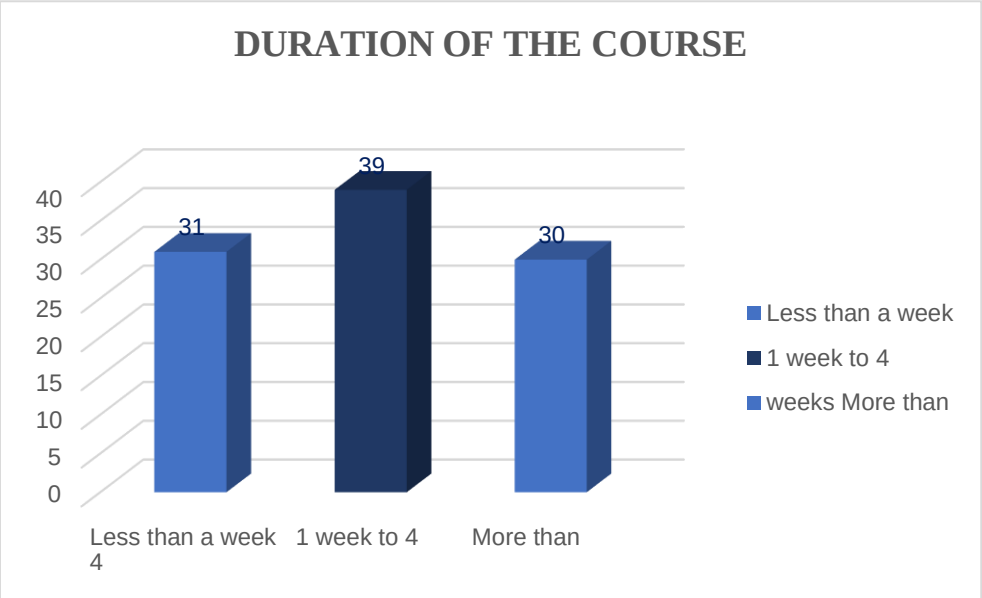
Table 4.19 presents data on knowing about the duration of the course on e-learning platforms.

Table 4.19 Have you had the chance to interact with other virtual students?

DURATION OF THE COURSE	NO. OF RESPONDENTS	PERCENTAGE
Less than a week	31	31%
1 week to 4 weeks	39	39%
More than 4 weeks	30	30%
TOTAL	100	100%

Source: Primary Data

Figure 4.19 Duration of The Course



INFERENCE

According to the table provided, it can be deduced that 39% of the respondents pursued their courses for a period of 1 week to 4 weeks, while 31% had done their courses for less than a week. Additionally, 30% of the respondents had carried out their courses for a period of more than 4 weeks. This information is also represented in Figure 4.19.

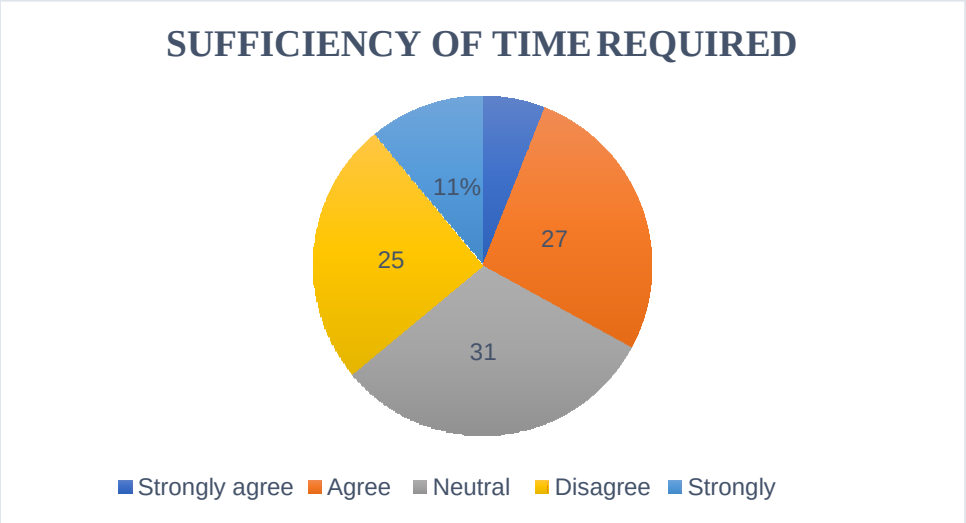
Table 4.20 presents data on knowing about the duration of the course on e-learning platforms.

Table 4.20 Was the time required to complete the course appropriate?

SUFFICIENCY OF TIME REQUIRED	NO. OF RESPONDENTS	PERCENTAGE
Strongly agree	6	6%
Agree	27	27%
Neutral	31	31%
Disagree	25	25%
Strongly disagree	11	11%
TOTAL	100	100%

Source: Primary Data

Figure 4.20 Sufficiency of Time Required



INFERENCE

Based on the data, it is seen that 31% of the total respondents are on neutral state as they consider both benefits and limitations on the sufficiency of time required for the course. About 27% of the respondents agree upon the time required for completing the certification courses on websites. Meanwhile, 25% of the participants disagree upon the time required for completing their course. About 11% of the participants are strongly disagree upon the time taken for courses to be completed. And, about 6% of the total respondents strongly agree as they are fully satisfied with the time necessary to complete the course This information is also represented in Figure 4.20.

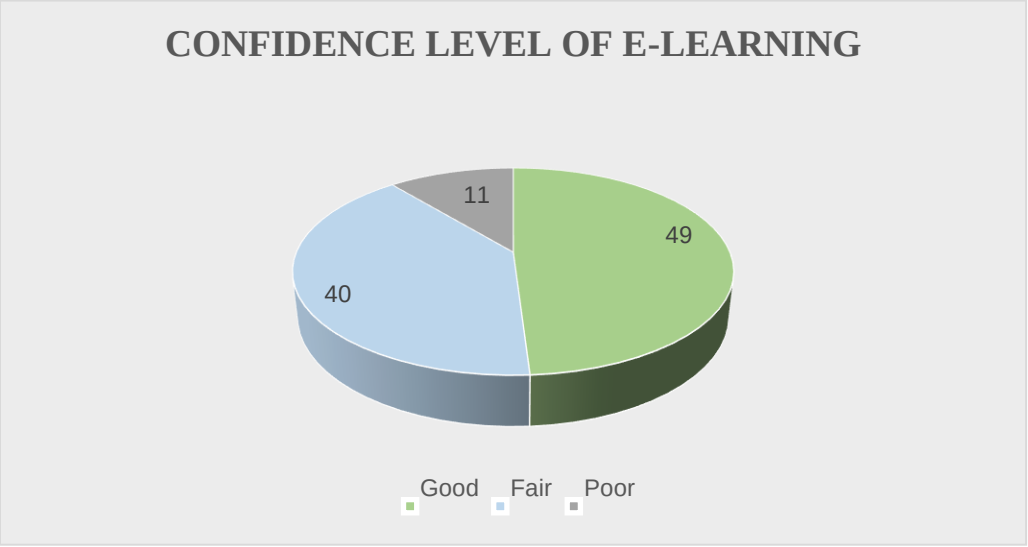
Table 4.21 presents data on knowing about the confidence level of the course on e-learning platforms.

Table 4.21 Evaluate how confident you are of the knowledge learned on the subject.

CONFIDENCE LEVEL OF E-LEARNING	NO. OF RESPONDENTS	PERCENTAGE
Good	49	49%
Fair	40	40%
Poor	11	11%
TOTAL	100	100%

Source: Primary Data

Figure 4.21 Confidence Level Of E-Learning



INFERENCE

Based on the data presented in Table 4.21, it can be inferred that 49% of the respondents reported that they are experiencing good knowledge from the e-learning platforms, while 40% of the participants cited that pursuing professional courses through e-learning modes are fair enough and has increased their confidence level. Additionally, 11% of the participants reported that their confidence on the course is poor as they lack feedback. This information is also represented in Figure 4.21.

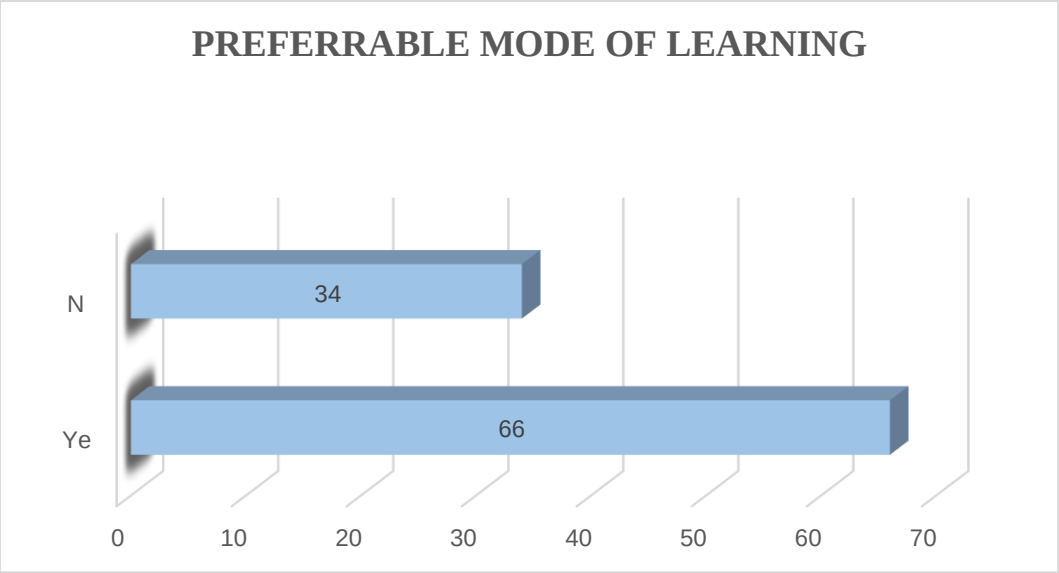
Table 4.22 presents data on knowing about the preferences for pursuing professional courses from online or classroom.

Table 4.22 Would you prefer to attend the course in online or in classroom? If yes, mention why.

PREFERRABLE MODE OF LEARNING	NO. OF RESPONDENTS	PERCENTAGE
Online	86	86%
Classroom	14	14%
TOTAL	100	100%

Source: Primary Data

Figure 4.22 Preferrable Mode of Learning



INFERENCE

According to the data presented in the table, 86% of the survey participants have identified online courses are more comfortable, easily accessible at anytime and anywhere, while the remaining 14% prefer courses pursued in classrooms are good as they have physical interaction with the tutor. This information is also depicted in Figure 4.22.

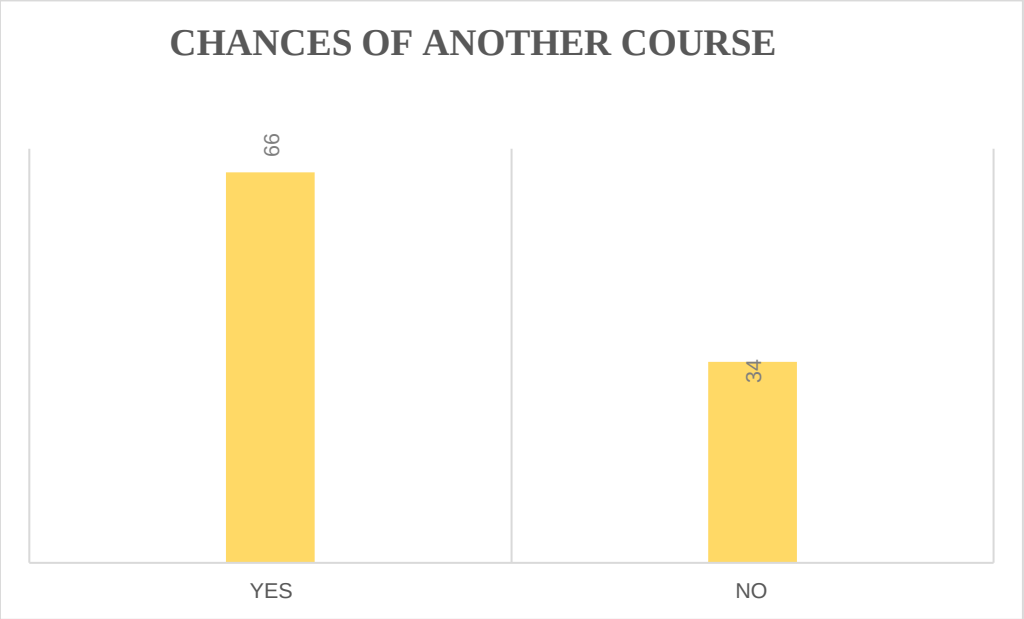
Table 4.23 presents data on knowing about the chances for pursuing another course on e-learning platforms.

Table 4.23 Based on this experience, would you follow another e-learning course?

CHANCES OF ANOTHER COURSE	NO. OF RESPONDENTS	PERCENTAGE
Yes	66	66%
No	34	34%
TOTAL	100	100%

Source: Primary Data

Figure 4.23 Chances of Another Course



INFERENCE

According to the data presented in the table, 66% of the survey participants have chances for following another course through online mode for developing their skills, while the remaining 34% do not prefer taking another course. This information is also depicted in Figure 4.23.

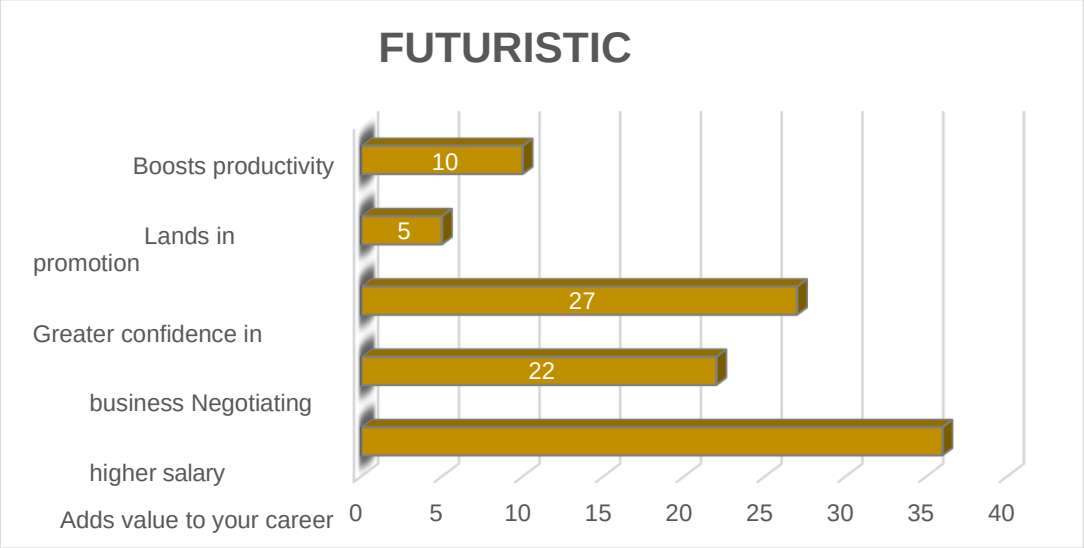
Table 4.24 presents data on whether e-learning adds value by providing professional certifications.

Table 4.24 What according to you add value to your futuristic skills with Professional Certifications?

FUTURISTIC SKILLS	NO. OF RESPONDENTS	PERCENTAGE
Adds value to your career	36	36%
Negotiating higher salary	22	22%
Greater confidence in business	27	27%
Lands in promotion	5	5%
Boosts productivity	10	10%
TOTAL	100	100%

Source: Primary Data

Figure 4.24 Futuristic Skills



INFERENCE

The data presented in the table indicates that 36% of the surveyed individuals reported pursuing professional courses has helped them adding value to their career, while 27% cited it has helped in building confidence in business. Additionally, 22% of the respondents mentioned with the certifications obtained they are able to negotiate higher salary, and 10% identified these skills can boost productivity and 5% have landed in promotion. This information is also represented in Figure 4.24.

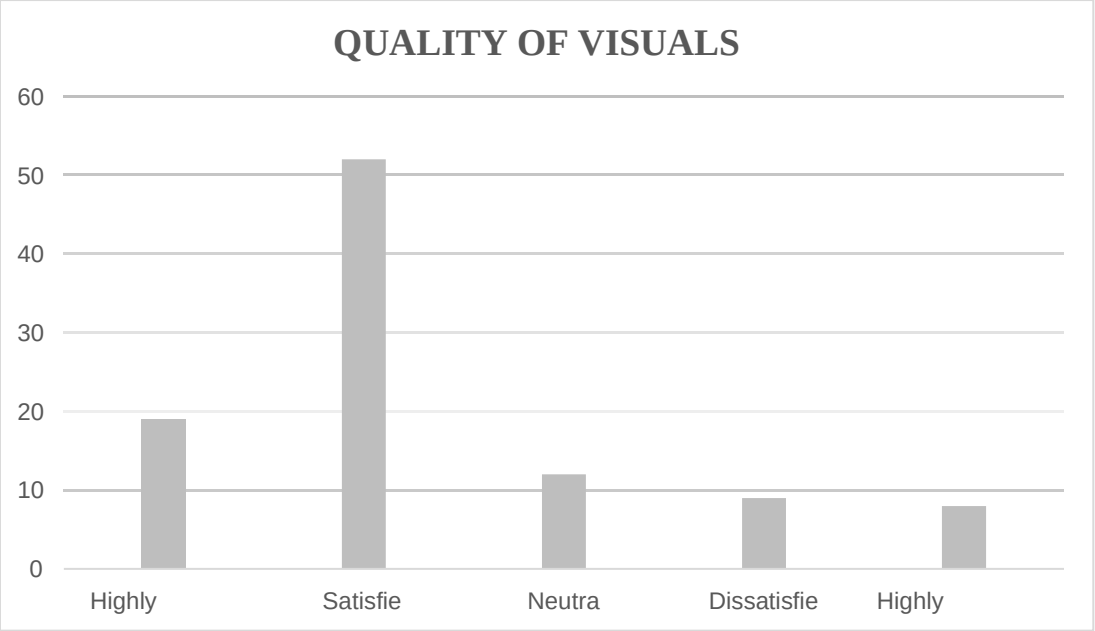
Table 4.25 presents data on rating the quality of visuals (images, videos).

Table 4.25 How would you rate the quality of visuals (images, videos)?

QUALITY OF VISUALS	NO. OF RESPONDENTS	PERCENTAGE
Highly satisfied	19	19%
Satisfied	52	52%
Neutral	12	12%
Dissatisfied	9	9%
Highly dissatisfied	8	8%
TOTAL	100	100%

Source: Primary Data

Figure 4.25 Quality of Visuals



INFERENCE

Based on the data, it is seen that 52% of the total respondents are satisfied on the quality of visuals. About 19% of the respondents are highly satisfied from the images displayed. Meanwhile, 12% of the participants are on neutral state. About 9% of the participants are dissatisfied upon the quality of visuals. Remaining 8% are highly dissatisfied upon the display of images. This information is also represented in Figure 4.25.

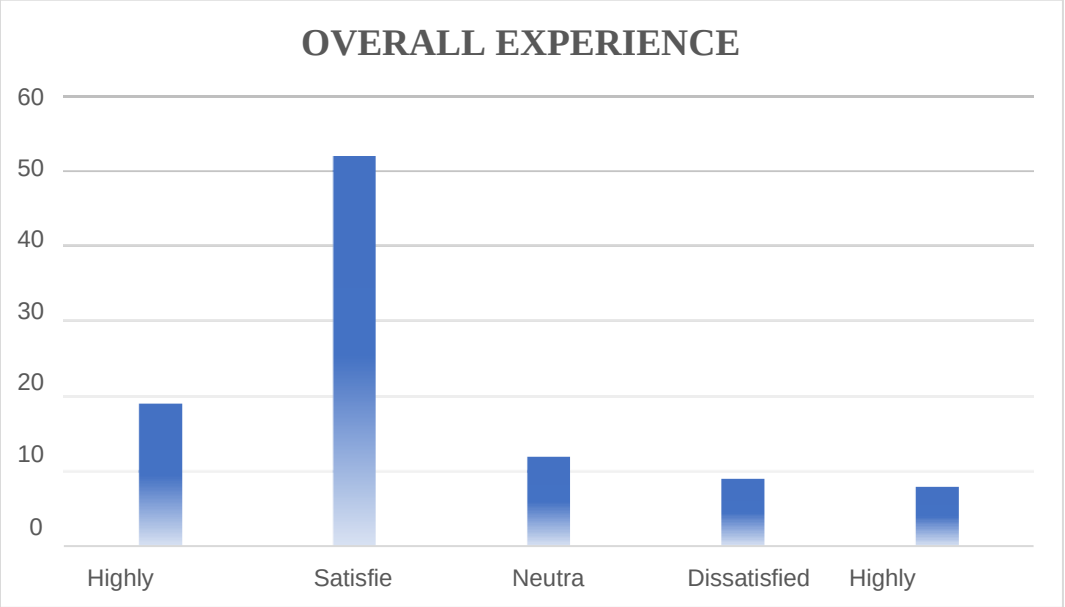
Table 4.26 presents data on rating the overall certification course experience from online.

Table 4.26 How would you rate your overall certification course experience from online?

OVERALL EXPERIENCE	NO. OF RESPONDENTS	PERCENTAGE
Highly satisfied	20	20%
Satisfied	54	54%
Neutral	21	21%
Dissatisfied	5	5%
Highly dissatisfied	-	-
TOTAL	100	100%

Source: Primary Data

Figure 4.26 Overall Experience



INFERENCE

Based on the data, it is seen that 54% of the total respondents are satisfied on the overall experience on certification courses online. Meanwhile, 21% of the participants are on neutral state. About 20% of the respondents are highly satisfied upon overall experience. About 5% of the participants are dissatisfied on the overall experience of the certification courses online. This information is also represented in Figure 4.26.

CHAPTER V

FINDING, SUGGESTION AND CONCLUSION

FINDINGS

- Studies have shown that e-learning can be just as effective as traditional classroom instruction in terms of student learning outcomes. To be effective, e-learning courses need to be carefully designed and implemented to ensure that they are engaging, interactive, and effective at promoting student learning.
- E-learning can be an effective and efficient way to promote student learning, provided that it is designed and implemented with care. They recommend that educators carefully consider the design and implementation of e-learning courses to ensure that they meet the needs of learners and promote positive learning outcomes.
- It can be seen that respondents are from the age group of below 25 years where most of them are female. They are residing in urban areas doing e-learning courses for developing their skills who are undergraduates. Most of the students pursue professional courses online.
- Most of the respondents have taken courses through Udemy, LinkedIn learning platforms and are satisfied with the content and certification offered by them. Respondents have suggested to incorporate ways to improve online learning like including real-world training activities and conduct training need analysis.
- Quizzes and assessments conducted the by the e-learning platforms has helped the participants to develop their skills and they have well understood their content. Feedbacks provided from these assessments has helped participants to track their performance so that they can make sure they are in the right path.
- Majority of the participants have identified that pursuing professional courses are more comfortable through online. They can also have access to various classes at reduced cost. This serves as a strength for e-learning platforms.
- As the users can have access to several courses and the duration is also specified, participants take up more other professional certification courses. This is because they can learn at their own pace.

Overall, training students in professional skills can give them confidence to handle their tasks well.

SUGGESTION

E-learning has easy access to high-quality training. E-learning courses often feature expert instructors and high-quality content, giving professionals access to top-notch training that they might not otherwise have access to. E-learning courses can be designed to include a variety of interactive elements, such as videos, animations, and quizzes, which can help learners retain information more effectively. E-learning has become convenient and also flexible. E-learning allows professionals to fit training into their busy schedules and learn at their own pace, which can help them balance their work and personal commitments more effectively. It has improved job performance by providing professionals with the skills and knowledge they need to excel in their jobs, e-learning can help improve job performance and increase the likelihood of career advancement. E-learning courses are often less expensive than traditional in-person training, which can help individuals and organizations save money on training expenses. E-learning courses can be accessed from anywhere with an internet connection, which means that professionals can connect with experts and peers from around the world, expanding their network and perspective.

Overall, e-learning can provide a wide range of benefits for professional skill development, including access to high-quality training, increased retention, convenience and flexibility, improved job performance, cost savings, and global reach.

CONCLUSION

There are several benefits of e-learning for professional skill development:

- **Convenience:** E-learning allows professionals to learn at their own pace, anytime and anywhere. This means that they can fit learning into their busy schedules without having to travel to a physical location.
- **Cost-effective:** E-learning is typically more cost-effective than traditional classroom training. It eliminates the need for expensive travel, venue rental, and printed materials.
- **Personalized learning:** E-learning platforms offer personalized learning experiences that can be tailored to an individual's specific needs and skill levels.
- **Access to a wide range of resources:** E-learning provides access to a wide range of resources, including videos, interactive simulations, quizzes, and other multimedia content. This allows professionals to engage with the material in different ways and reinforces learning.
- **Flexibility:** E-learning allows professionals to choose the courses they want to take, and the pace at which they want to learn. They can also repeat lessons or sections that they find difficult, which is not always possible in traditional classroom settings.
- **Improved retention:** E-learning courses are designed to be engaging and interactive, which can help improve retention of the material being taught. This is especially true for courses that use gamification or simulations.
- **Measurable results:** E-learning platforms often include assessments and progress tracking, which allow professionals to measure their progress and determine whether they have achieved their learning goals.

Overall, e-learning provides a convenient, cost-effective, and flexible way for professionals to develop their skills and stay up-to-date with the latest industry trends and technologies.

APPENDIX

1) Name: _____

2) Age:

i. Less than 25 **ii.** 26 to 50 **iii.** above 50

3) Residence:

i. Urban i i . Rural

4) Occupation:

i. School Student **ii.** Undergraduate **iii**. Post Graduate **iv.** Housewife v. Other: _____

5) Gender:

i. Male **ii.** Female **iii.** Prefer not to say

6) Are you pursuing any courses through online modes or websites?

i. Yes **ii.** No

7) What type of application is it?

i. Udemy **ii.** Coursera **iii.** edX **iv.** Skill Share **v.** LinkedIn Learning **vi.** Alison **vii.** Udacity **viii.** Other _____ _____

8) Name of the course you are pursuing or already completed through online.

_____

9) How satisfied are you with the way online learning is structured at your place right now?

i. Highly satisfied **ii.** Satisfied **iii.** Neutral **iv.** Dissatisfied **v.** Highly dissatisfied

10) Does the course offer the content you expected to learn?

i. Yes **ii.** No

11) If your above answer is a 'Yes', mention how?

i. Clear content **ii.** Provides quiz and tests **iii.** Accessible resources **iv.** Other: _____

12) How could the contents be improved?

i. Conduct a training need analysis **ii.** Include real-world online training activities **iii.** Rewards to maintain motivation **iv.** Incorporate quizzes and tests **v.** Other: _____

13) What are the strengths of the e-learning mode?

i. Comfortable at any pace **ii.** Creative Teaching **iii.** Access to Resources **iv.** Other: _____

14) Do the websites conduct timely quizzes and tests?

i. Yes **ii**. No **iii.** Sometimes

15) Do the quizzes concern the material presented in the course?

i. Yes **ii.** No

16) Did the quiz feedback serve to offer new skills?

i. Yes **ii.** No

17) Did the activities help you better understand the topic?

i. Yes **ii**. No

18) Have you had the chance to interact with other virtual students?

i. Yes **ii.** No

19) How long did it take you to follow the course in e-learning mode?

i. Less than a week **ii.** 1 week to 4 weeks **iii.** More than 4 weeks

20) Was the time required to complete the course appropriate?

i. Strongly disagree **ii.** Disagree **iii.** Neutral **iv.** Agree **v.** Strongly agree

21) Evaluate how confident you are of the knowledge learned on the subject.

i. Good **ii.** Fair **iii.** Poor

22) Would you prefer to attend the course in online or in classroom? If yes, mention why. _____

23) Based on this experience, would you follow another e-learning course?

i. Yes **ii.** No

24) What according to you add value to your futuristic skills with Professional Certifications?

i. Adds value to your career **ii.** Negotiating higher salary **iii.** Greater confidence in business **iv.** Lands in promotion **v.** Boosts productivity

25) How would you rate the quality of visuals (images, videos)?

i. Highly satisfied **ii.** Satisfied **iii.** Neutral **iv.** Dissatisfied **v.** Highly dissatisfied

26) How would you rate your overall certification course experience from online?

i. Highly satisfied **ii.** Satisfied **iii.** Neutral **iv.** Dissatisfied **v.** Highly dissatisfied

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