E-LEARNING: IMPACT ON STUDENTS HOLISTIC DEVELOPMENT AND EMPLOYABILITY

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ABSTRACT
E-learning eliminates the age barrier to learning. Now people of all ages can participate in the personal and professional application of knowledge development and skill training activities anytime and anywhere, which makes the concept of continuous learning more credible. Continuous learning is becoming increasingly vital in today's fast-paced information and Knowledge economy, which is characterized by rapid technological innovation and a constant demand for new skills and talents. Including formal, informal, and self-directed learning. Through the development of e-learning, a combination of technology, tools, and technology is needed to effectively develop. Since e-learning is a rapidly developing topic in the field of education and training, e-learning standards are still a relatively new emerging field, so there are some challenges in implementing technical modifications and improvements. Service security, message encryption, and general taxonomies used to characterize services and service access points should be considered in the context of e-learning systems. On the other hand, e-learning supporters are always looking for innovations.
Keywords: E-Learning, Skills, Employability, Up-skilling, Development, Education.

1.0. INTRODUCTION

E-learning may be defined as a process of enhancing knowledge and skills through the use of computers, mobile phones, and electronic means. E-learning is "learning realized electronically." E-learning provides an opportunity for students to access the learnings and course content anytime and anywhere. The most common types of e-learning are Asynchronous training, Synchronous training, Text Driven, Interactive and Simulation.

1.1. INDIAN EDUCATION INDUSTRY

India has the largest population in the world, with a population of approximately 500 million between the ages of 5 and 24, which provides a great opportunity for the education sector. In the fiscal year 2018, the value of India's education sector was US $ 91.7 billion, and it is estimated at the US $ 101.1 billion in the fiscal year 2019.

In the fiscal year 2019, there were 39,932 Colleges in India, and in fiscal year 21, there were 966 universities in India. India enrolled 37.5 million students in the fiscal year 2019. And also, in the fiscal year 2019, the high school enrollment rate reached 26.3%.

The total number of approved AICTE institutions in 2020-21 was 9,700. Of the total number of approved AICTE institutes, there were 4,100 students, 4,952 postgraduate, and 4,513 diploma courses. The National Institutional Ranking Framework states that by 2020 seven positions from the top 10 institutional rankings had been held by prominent Indian Institutes of Technology.

India attains the second-largest position in the e-learning market after the United States. By 2021, the industry has approximately 9.5 million users and is expected to reach 1.96 billion US dollars. It is estimated that by 2026, the online education sector in India will reach $11.6 billion.

1.2 ROAD AHEAD

- According to forecasts, teaching methods, including electronic learning and games, may increase by 38% in the next 24 years.
- Revolutionary, Creative, and Transformative methods will be used in higher education.
- Higher education will have a 50 percent increased Gross Enrolment Ratio (GER).
- In GER, state-based, gender-based, and socioeconomic disparities will be reduced by 5%.
- With one out of every four graduates in the world coming from India's higher education system, the country's education system will emerge as the single largest source of global talent.
- With an annual R&D budget of 140 billion U.S. dollars, the output of the higher education system will rank among the top five in the world.
- In addition to focusing on new educational technologies such as e-learning and digital learning, the government has also taken various measures to promote the growth of e-learning and Digital Learning.

1.3. E-LEARNING IN INDIA

Although e-learning appeared late in India, e-learning is gradually being accepted by people. India may have noticed the success of the West in e-learning and is trying to follow suit. For many years, the Human Resources Development Department has been committed to achieving the goal of providing education to the people of the whole country. Many parts of the country still do not realize the benefits of e-learning.

India has an opportunity to become the center of e-learning as a result of its economic expansion. Various e-learning methods are arriving in India to construct and evolve e-learning facilities.

Electronic or Digital learning does not appear to be a replacement for blackboards in traditional classrooms but rather coexists alongside the current system. It is rather encouraging that education is still a gloomy cloud in India, and that it will spread far too far into rural areas. This goal can be met by connecting low-cost PCs to high-speed

Internet. The potential for e-learning to strengthen India's education system is enormous.

In India, the scope of e-learning is much larger, with several e-learning organizations providing services. Although nothing can replace the popularization of traditional classroom education, e-learning will only increase the value of the process, regardless of location. In India, Electronic or Digital learning scenarios are being developed and tested. Traditional concepts are changing, prompting companies and companies to accept e-learning networks.

1.4. E-LEARNING MARKET

India's e-learning market is currently worth $247 million and is expected to grow eightfold within the next five years, reaching $1.96 billion by 2021. The e-learning user base is expected to India's grow from 1.57 million current users to 9.5 million in 2021, a compound annual growth rate of 44%. Online platform providers play an important role in the online learning ecosystem. Initially, the platform acted as a tool to help connect potential students and content providers.

1.5. REVENUE MODELS IN ONLINE EDUCATION

- Content Sharing
- Content sharing Encourage students to share educational content on the platform and pay for the basic consumption of shared content.
- Freemium/Upgrade
- Provide students with free samples initially and after that charged them as per the course.
- Course Subscription
- Course subscriptions are based on a one-time transaction and students pay for the courses they subscribe to.
- Pay Per Session/ Module
- Students are charged based on time used and the number of modules accessed.
- Advertising Commission
- In the case of the mentor market, additional fees are charged to mentors who choose to feature by the platform.

1.6. CURRENT MARKET SCENARIO

Consumption
The current online education user base includes mainly-
1. School students
2. Working professionals
The number of working students and professionals contributes differently by category. The primary and secondary supplementary education categories only include students, while the reskilling and certification category is dominated by IT professionals. The exam preparation saw the combination of the two, with students being the main group of users.
Online Platforms

The test preparation category has many small and medium-sized players, while reskilling and online certifications are dominated by large players offering a wide range of product services at the same time. Usually, players participate in supplementary education and exam preparation categories at the same time.

Product Offerings

Some categories use standard courses, while others require unique and flexible education modules. Higher education, retraining, and certification are all available online, and they all give identical goods for getting a degree or certification. Products for primary and secondary education, as well as test preparation, must be highly customized.

Table 1: Category-wise Industry Estimates (2021)

CATEGORY WISE INDUSTRY ESTIMATES (2021)	IN USD MILLION
E-learning Market	1964
Primary and secondary companion education	773
Test preparation	515
Reskilling and online certifications	463
Higher education	184
Language learning	29
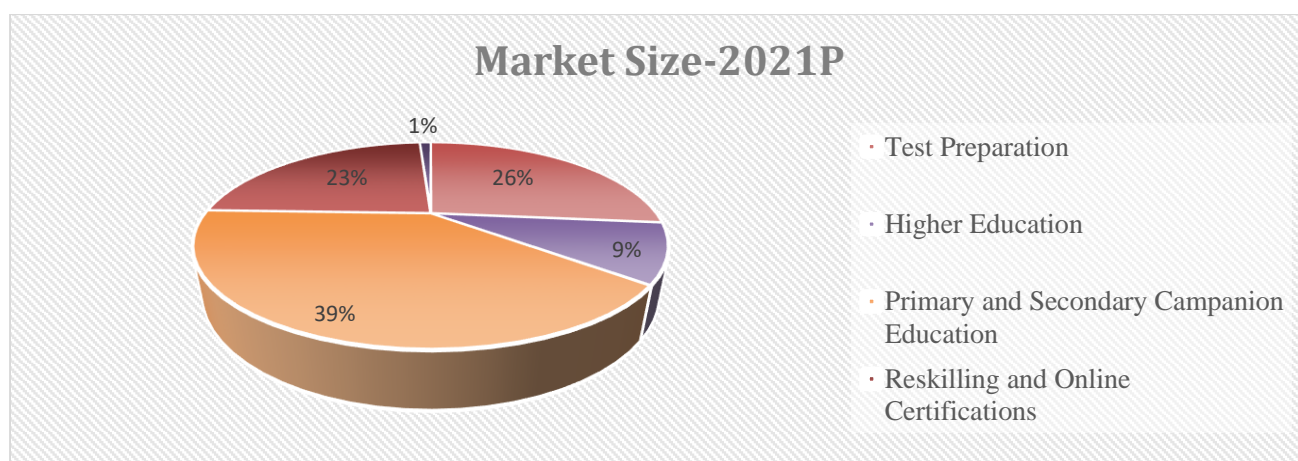
1.7. TYPES OF E-LEARNING

1. Asynchronous training

It is considered a conventional style of learning. It can be self-paced, Internet-based, CD-based, Intranet-based, or network-based. Emails, and online discussion groups, are all ways for students to communicate with the teacher. In place of the teacher, links are supplied for study resources.

2. Synchronous training

This is more organized training. Students log in at a designated time and communicate directly with teachers and each other. This type of teaching is usually delivered to students in the classroom through audio or video lectures, VoIP, the Internet, or two ways-way websites. live streaming.

3. Knowledge databases

The most basic form of e-learning. This type of e-learning is interactive to some extent, indicating that we enter a word to search a database or choose from an alphabetically organized file.

4. Online support

It is a kind of e-learning that works similarly to an information database but is more interactive. Chat rooms, emails, forums, online bulletin boards, and instant messages are all examples of online support. Online help is more interactive than knowledge databases, allowing more accurate queries and more immediate responses.

5. Text Driven

Text, some music, images, and test questions make up the content, which is simple to understand. Agreement courses are outstanding instances of text-driven E-learning with a single premise or goal: deliver knowledge and quickly assess content. Text-based courses rarely include interactive elements, do not include any form of the game, and imagery is utilized sparingly. This category frequently includes PowerPoint files.

6. Interactive

Interactive e-learning courses are similar to text-based courses, except that it places more emphasis on interactive elements to enhance learning. Make full use of general visual effects (graphs, charts, and diagrams), all of which have the potential for interactivity.

7. Simulation

E-learning simulation is highly interactive, mainly based on the video, graphics, sound, and some games. Notably, common preferences, including 3D mechanics, are often used to facilitate learning. New software training is an example of a class that combines a high degree of interaction and simulation. Usually, these simulations are not accompanied by some kind of limited "experiment".

2.0. LITERATURE REVIEW

1. E-learning is preferred by the students as it is easy to use & occupation oriented which makes them ready with job-specific skills (Anita Singh, Lata Bajpai Singh, 2017). E-learning is one form of learning using constructivist epistemology, where the learner can engage in the independent learning process (computer-mediated learning) and the guided computer-assisted learning (Hatane, 2009).

2. The skill of 'learning' underpins all the other employability skills and thus there is an advantage in focusing on 'learning to learn as a foundation for addressing the other employability skills and to equip learners with the skills to maintain vocational competence over time (Bowman & Kearns, 2009).

3. 3. E-learning or "Digital learning" has become an influential learning model today. Based on this research, it can be concluded that students are highly exposed to e-learning. This research also shows that e-learning can provide greater flexibility for students' instructor-led or self-study courses. (Samsuri & Nadzri, 2013).

4. The development of a wave of adaptive learning will help higher education, women, and the government. Online learning has increased the literacy rate of the general population of India. As a growth wheel in the education field, e-learning plays an important role in the development of education (Gaikwad & Randhi, 2016).

5. The future of education in the coming period is online learning or a web-based learning system. It is a boon for the company because it can be accessed by all sections of the company. The government must expand the reach of online education and must raise awareness among different sections of society. Online learning not only benefits students but also helps teachers and professionals improve their knowledge and skills (Piyush & Shewta, 2021).

6. E-learning is a type of online learning that allows students to expand their knowledge. Students will benefit from this information throughout their careers. E-learning empowers students to take charge of their education. Students will gain knowledge and self-confidence if they achieve. (Partha, 2010).

7. E-learning as a virtual learning environment relies heavily on this Internet. Developed countries that have long supported e-learning through e-learning have a bright future ahead of them. Developed countries like India are also starting to reap the benefits of online learning. (Manu & Virender, 2014).

8. E-learning has replaced traditional learning methods. We can expect that we have not reached the top and that the future will bring unpredictable innovations. Mobile Internet access and widespread use of Palm Pilots and laptops are opening up new opportunities for education and learning. (Sunil, Javed, & Dr. Jamshed, 2014).

9. With the vision of the Digital India program to transform India into a digital society and knowledge economy, the education sector in India is poised for significant growth in the coming years. Technological reach and easy accessibility will make a socioeconomic difference in the lives of Indian learners (Zahoor, 2017).

10. Governments, businesses, and professional associations can begin to focus on effective and efficient e-learning applications and implementations. By realizing that online learning is truly a methodology, one can reap the greatest benefits that online learning brings now and, in the future, (Dr. Devendra & Dr. Yogesh, 2018).

11. COVID-19 has had a huge change in the education sector in India. Although he posed many challenges and many opportunities, he is also making progress. The Indian government and various education participants discussed the possibility of class separation by applying different digital technologies to handle current COVID-19 situations (Sandeep, Prabhu, Shakeel, & Manivannan, 2021).

12. India is a significant player in the global electronic services market. It is currently one of the major IT service providers and now aspires to reach the same level of success in IT-related services. Its ability to become one of the world's leading providers of electronic services is due to the availability of world-class educational infrastructure and training professionals. (Dr. Rachna & Rajendra, 2014).

13. E-learning has brought about significant changes in the socio-economic lives of people across the world. Such a huge impact of capacity building has become possible through the reduction of recurrent costs in various economic activities. Often, countries increasingly begin to believe that ICT applications in education have a direct impact on economic development and social change. (Soni & Ravindra, 2015).

14. The online learning tools available are not the best way to study a full program of combined theory and practice. These tools will have to be more adaptive, technically user-friendly for the public to be effective. (Shivangi & Jayesh, 2020).

15. The parameters of the education system are changing due to efforts to limit the spread of the novel coronavirus, with online education becoming the primary means of education. Online platforms are used by universities and academies to track the program. (T.Muthuprasada & S.Aiswarya, 2020).

16. Online learning gives students the freedom to connect with their teachers, classmates and engage with their learning materials in a comfortable and flexible way in space and time. Easy access to research resources is said to be one of the main reasons students choose online learning. (Mohammed, Vivek, & Mohammed, 2013).

17. India is not fully prepared to provide education to all parts of the country through digital channels. It is the less fortunate students, like many others, that will have to deal with the choice of digital channels. But different universities and schools, with the help of the Indian government, are still trying to get used to different solutions to deal with these problems and dilemmas. (Dr. Deepak & Amandeep, 2020).

18. E-learning or digital learning depends on the use of digital tools for teaching and training. It uses technical tools to allow students to learn anytime, anywhere. It involves training, knowledge transfer, and motivating students to communicate with each other, as well as exchange and respect for different perspectives (Vikas & Monika, 2020).

19. E-learners segmentation plays a significant role in marketing strategy formulation for Edu-tech companies during and post COVID-19. Segmenting E-learners will help Edu-tech companies to take the decision accordingly to tap the untapped market and further making changes in the strategies of already tapped market. Semi-urban markets was segmented into four clusters such as Progressive learners, Multifarious Learners, Unaffiliated Learners and Customary learners. (Nilesh Kate, et al., 2022).

3.0. OBJECTIVE OF THE RESEARCH

1. To determine the student's level of exposure and the factors affecting e-learning.
2. To know about how age affects the preference of various e-learning platforms.
3. To know about the impact of e-learning on Overall Development and Employability

4.0. RESEARCH METHODOLOGY

This study is both quantitative and descriptive and uses both primary and secondary data for analysis. A questionnaire was used to collect data from 100 students enrolled in different universities and schools. Survey respondents are students who actively use e-learning platforms for their regular classes, retraining, and certification. The sample size is modest, and the study is limited to residents of Delhi, Bareilly, and Noida. The questionnaire is divided into two parts. Part A collects personal information from students. Part B of the Questionnaire assesses students' perceptions and attitudes about the effectiveness of online learning. To validate and analyze the data collected from the sample respondents, the researcher used appropriate statistical tools and techniques.

4.0. DATA ANALYSIS

4.1. FACTOR ANALYSIS

Factor analysis is a data reduction technique. It accomplishes this by seeking unobservable variables that are mirrored in observable variables. The approach of factor analysis necessitates a high sample size. The correlation matrix of the variables involved is used in factor analysis, and the correlations frequently require a high sample size before stabilizing.

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.806
	Approx. Chi-Square	1070.081
Bartlett's Test of Sphericity	Df	190
	Sig.	.000

The KMO value of the above data is 0.806 which is greater than 0.6, hence we can interpret that the data is suitable for factor analysis and we can proceed with the further analysis. Bartlett's test of sphericity- The value is 0.000 which is less than 0.05 (the ideal level of significance value), hence we can interpret that the data is significant and we can move ahead with the analysis.

Table 3: Rotated Component Matrix

	Component				
	1	2	3	4	5
Distant Places and Remote Areas	-.172	-.086	.544	-.025	.527
Professional development & Continued education	.136	.280	-.087	-.061	.806
Family and other social obligation	.472	.007	-.086	.139	.549
Educates large number of people	.686	-.041	-.042	.057	.414
Interactive Collaboration	.669	.053	-.220	.452	.074
Easy to work in small groups	.487	.137	-.191	.684	.157
Develops Reflective & Critical Thinking.	.158	.152	.124	.859	-.077
Reflective & Critical Thinking is required	.034	.022	.742	.484	.004
Occupations	-.073	.379	.690	-.052	-.034
Additional Training	.260	.256	.696	-.172	-.133
Transfer of Skills and Knowledge	.698	.209	.378	-.107	-.222
Enhances knowledge and performance	.837	.052	.110	.090	.054
Efficiently and effectively.	.874	-.111	-.071	.092	.006
Deliver knowledge as required	.846	.136	.071	.191	.032
Various Instructional Formats	.584	.349	.084	.056	.252
Message Exchange and Video Conferencing	.140	.794	.102	.123	-.091
An E-learning system is useful	-.074	.809	.250	-.048	.218
Easy-to-use	.151	.766	.160	.163	.187
Flexibility	.569	.549	-.092	.155	-.079
Careful Planning is Required	.684	.167	.011	.145	.091

FACTORS AND THEIR ATTRIBUTES				
FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5
Enhances knowledge and performance	Message Exchange and Video Conferencing	Reflective & Critical Thinking is required	Develops Reflective & Critical Thinking.	Professional development & Continued education
Efficiently and effectively.	An E-learning system is useful			
Deliver knowledge as required	Easy-to-use			

Table 4: Factor Labelling

FACTOR LABELLING			
FACTOR LABELLING	ATTRIBUTE 1	ATTRIBUTE 2	ATTRIBUTE 3
Transfer of skills & Knowledge	Enhances knowledge and performance	Efficiently and effectively	Deliver knowledge as required
Easy to use & Occupation oriented	Message Exchange and Video Conferencing	An E-learning system is useful	Easy-to-use
Instructor Ability	Reflective & Critical Thinking is required		
Overall Development	Develops Reflective & Critical Thinking		
Workplace Training	Professional development & Continued education		

After performing Factor analysis on the data collected, 5 factors were identified which cumulatively represented the total variance. These factors are labeled as Transfer of skills & Knowledge, Easy to use & Occupation oriented, Instructor Ability, Overall Development, and Workplace Training

4.2. ONE SAMPLE T-TEST

Null Hypothesis: There is no association between e-learning and the Employability of Students.

Alternative Hypothesis: There is an association between e-learning and the Employability of Students.

Interpretation: -

In a one-sample t-test, the mean of the test variable is compared with the "test value", which is the known or assumed value of the mean in the population. Test values can come from a literature review, a trusted research institution, regulatory requirements, or industry standards.

Table 5: One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Overall Development and Employability	100	1.010	.1000	.0100

The first section, One-Sample Statistics, provides basic information which is related to the selected variable, including the valid sample size, mean, standard deviation, and standard error.

Table 6: one sample t test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Overall Development and Employability	101.000	99	.000	1.0100	.990	1.030

From the test, it is observed that the P-value is 0.024 and less than 0.05 and therefore it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, we can say that there is an association between e-learning and students' employability.

4.3. CHI-SQUARE TEST

Null Hypothesis: There is no association between age and preference for various e-learning platforms.

Alternative Hypothesis: There is an association between age and preference for various e-learning platforms.

The Chi-square test for independence is a non-parametric test that examines if categorical variables have a relationship, i.e., whether they are independent or connected. For data analysis, this test employs a fallback table. Contingency is a classification scheme in which data is divided into two categories based on two category factors. One variable's categories appear in rows, whereas another variable's categories appear in columns.

Interpretation: -

Degree of Freedom= (R-1) *(C-1)

Degree of Freedom= (4-1) *(6-1)

Degree of Freedom= 3 *5= 15

Table 7: Cross-tabulation-Age and App Preference

Count

		Preferred App						Total
		Byju's	NIIT	Edukart	Simplilearn	Udemy	HubSpot	
Age	16-25	8	1	4	3	20	4	40
	26-35	3	3	2	4	5	1	18
	36-45	2	8	7	2	3	2	24
	46-55	0	5	3	2	6	2	18
Total		13	17	16	11	34	9	100

Table 8: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.681[a]	15	.024
Likelihood Ratio	31.602	15	.007
Linear-by-Linear Association	1.008	1	.315
N of Valid Cases	100		

a. 17 cells (70.8%) have expected count less than 5. The minimum expected count is 1.62.

Interpretation: -

It is observed from the test that the value of P is 0.000 and less than 0.05, so it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, we can say that we have a Relation between age and the preferences of various e-learning platforms.

5.0. FINDINGS

1. The researcher depicted that, out of 100%(n=100) respondents, n=60 is Male and n=40 is Female.
2. Researcher depicted that out of 100%(n=100) respondents, n=40 falls under 16-25, n=18 falls under 26-35, n=24 falls under 36-45, n=24 falls under 46-55.
3. The researcher has depicted that out of 100% (n=100) respondents, n=34 prefer Udemy as their preferred e-learning app, n=17 prefer NIIT as their preferred app followed by Edukart, Simplilearn, HubSpot, and Byju's.
4. The researcher has depicted that out of 100% (n=100) respondents, n=99 thinks that e-learning enhances overall development and affects employability.

5. The researcher has depicted that out of 100% (n=100) respondents, n=77 respondents think that e-learning is useful at distant places.

6. The researcher has depicted that out of 100% (n=100) respondents, n=83 respondents think that e-learning Professional development.

7. A researcher has depicted that out of 100% (n=100) respondents, n=50 respondents think that e-learning has no impact on Family and Friends.

8. The researcher has depicted that out of 100% (n=100) respondents, n=42 respondents think that e-learning educates a large number of people.

9. The researcher has depicted that out of 100% (n=100) respondents, n=42 respondents think that e-learning facilitates Interactive Collaboration.

10. The researcher has depicted that out of 100% (n=100) respondents, n=41 respondents think that with the help of Working in small groups is simple with e-learning.

11. The researcher has depicted that out of 100% (n=100) respondents, n=45 respondents think that Reflective and critical thinking are developed through e-learning.

12. The researcher has depicted that out of 100% (n=100) respondents, n=63 respondents think that for using E-learning critical thinking is required.

13. The researcher has depicted that out of 100% (n=100) respondents, n=75 respondents think that E-learning is relevant for many occupations.

14. The researcher has depicted that out of 100% (n=100) respondents, n=68 respondents think that E-learning might require additional training.

15. The researcher has depicted that out of 100% (n=100) respondents, n=68 respondents think that E-learning might require additional training.

16. The researcher has depicted that out of 100% (n=100) respondents, n=51 respondents think that E-learning is computer and network-enabled.

17. The researcher has depicted that out of 100% (n=100) respondents, n=44 respondents think that E-learning delivers a broad array of solutions.

18. The researcher has depicted that out of 100% (n=100) respondents, n=56 respondents think that E-learning increases efficiency.

19. The researcher has depicted that out of 100% (n=100) respondents, n=46 respondents think that E-learning provides the knowledge as required.

20. The researcher has depicted that out of 100% (n=100) respondents, n=52 respondents think that through E-learning I can interact with others using various instructional formats.

21. The researcher has depicted that out of 100% (n=100) respondents, n=73 respondents think that through E-learning we can interact with others through instant message exchange.

22. The researcher has depicted that out of 100% (n=100) respondents, n=62 respondents think that the Overall E-learning system is useful.

23. The researcher has depicted that out of 100% (n=100) respondents, n=63 respondents think that e-learning is easy to use.

24. The researcher has depicted that out of 100% (n=100) respondents, n=56 respondents think that E-learning Provides more flexibility.

25. The researcher has depicted that out of 100% (n=100) respondents, n=58 respondents think that to implement E-learning careful planning is required.

26. It is observed from the t-test that the value of P is 0.000 and less than 0.05, so it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, we can say that there is a relation between e-learning and the Employability of Students.

27. From the Chi-Square test, it is observed that the P-value is 0.024 and less than 0.05 and therefore it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, we can say that there is an association between age and preference for various e-learning platforms.

28. From Factor analysis on the data collected, 5 factors were identified which cumulatively represented the total variance. These factors are labeled as Transfer of skills & Knowledge, Easy to use & Occupation oriented, Instructor Ability, Overall Development, and Workplace Training.

6.0. LIMITATIONS

The sample size is moderate and the study is limited to residents of Delhi, Bareilly, and Noida. By increasing the sample size and conducting national studies, more research can be done. The analysis is mainly based on abstracts and only includes a few full publications, which may result in a slightly different ranking and evaluation of the entire article. Furthermore, despite encompassing a wide range of delivery methods, technologies, and learning methods, eLearning is presented as a single concept.

7.0. CONCLUSION

E-learning is an important way of learning today. It can be inferred from this research that students are highly exposed to e-learning. This research also shows that e-learning can provide teachers or students with greater flexibility in self-study courses. E-Learning has a great advantage in allowing people to learn at any time, and students have the advantage of reskilling them and also learning some new skills. With the help of E-learning, students can focus both on their academics and also on other skills and training. From this research, we also came to know about the factors that affect the learning of the students most these factors are Transfer of skills & Knowledge, Easy use & Occupation-oriented Instructor Ability, Overall Development, and Workplace Training. And also, from the medium of this research, we know that there is a relation between e-learning and the Employability of Students.

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