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A STUDY OF USING E-RESOURCES IN PROMOTING LIFELONG LEARNING

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ABSTRACT **Background:** Computers, tablets, smartphones, and e-readers etc with or without internet (e-resources) are being used in the day-to-day life of everyone which provides information and knowledge quickly and efficiently. Today's society is known as a knowledge society.In this scenario,one must continue learning throughout life, as traditional methods of education may not be feasible indefinitely. Therefore, it is beneficial to seek alternative sources for ongoing and continuous learning, helping to create a learning society. **Objectives:** Thekey intention of this research paper is to identify the importance of using e-resources for fostering ongoing learning and building up a knowledge-based society. **Method:** A descriptive, survey-based method is adopted for a sample of 120 adults from urban areas by applyingthe techniqueof stratified random sampling with the help of self-made inventory. **Conclusion:** The digitally skilled and formally educated adults are using e-resources more than that of less digitally skilled and less formally educated adults while less formally educated adults were found more dependent on (in need of) using e-resources than the formally educated adults in fostering lifelong learning.

INTRODUCTION

People of today's world are facingsignificant transformation almost every field of life at a very high speed due to high advancement of modern technology, urbanisation, globalisation, and demographic dynamics. Every field of life is reshaping very fast. In this context, education is also going through a total transformation. Nowadays, traditional way of education or learning (school-based education system) has also changed into long-life learning in which learning and teaching is not only imparted to a desirable level of age within the buildings of schools and colleges but also continue to the whole life without systematic schooling. By adopting modern digital technology such as smartphones, tablets,computers, and radios etc. with or without internet access, anyone can learn during jobto some extentwhenever and wherever to what they want to learn very easily as in modern era, knowledge and information are just a fingertip away.

Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. -Henry Ford. (https://www.contributoria.com)
The meaning from the above quote is that learning is a sign of being alive and stop learning is like a death. So, constant and ongoing learning is necessary for being alive which continues throughout life as per convenience and requirement. It is not limited to traditional schooling but itis beyond itwhich reflets in various means of learning. The definition and aimsare rightly quoted-''Lifelong learning is a process that starts at birth and extends across the whole lifespan. It provides people of all ages and origins with learning opportunities and activities, responding to their specific needs in different life and professional stagesto promote lifelong learning opportunities for all. UNESCO supports countries by providing knowledge, evidence-based information, and technical assistance in the development of lifelong learning systems and policies.'' (https://www.unesco.org/en)

If it is thought historically, background of long-lifelearning, human beings never fail to learn at any stage and any situation of life whatever the circumstances may be but in this digital age the speed and span of learning has accelerated very fast usinge-resources which are the consequences of digital technology and the explosion of knowledge. In promoting long-life learning and learning society,e-resources may be a precious gift of today's digital technology. The meaning of e-resources or electronic resources is every type of information or content which would be available on any

digital platform and that can be accessed, enriched, and retrieved by using electronic devices such as computers, tablets, smartphones, and e-readers etc. (https://en. wikipedia.org) Although, there is hardly any field of human life where e-resourcesmay not be helpful but it has altereda great impact in the field of education, The applications of e-resources are revolutionising to the all dimensions of education such as teaching, training and learning etc. Summarily,e-resources provide opportunities to lifelong learning with a great flexibilityandsurely, everyone would be benefitted by constant and ongoing learning in near future which is described in these lines;-''A constant learning has its own advantages; it Keeps your mind sharp, improves your memory, increases self-confidence, gives you a feeling of accomplishment, helps you meet people who share your interests, you build on skills you already have & many more!''(https://medium.com/teachmitrahq)

There is a lot of researches have been conducted in this direction studies such as Issa, A. &Onojah, A. A. (2020), Verma C. & Singh, P. K. (2020), Mata L. & Stoica, I. V. (2021) and Novikova I &Novikov,A. (2021, July) etc. and other empirical evidence indicate that e-resources affected education positively, Therefore, Indiangovernment has introduced various programmes and initiatives from the very beginning to adopt the digital technology to promote constant and ongoing learning so that learning society can be established and flourished. Various education policies, commissions and orders have given direction towards using digital technology (e-resources) to encourage lifelong learning andlearning society. Such as- According to areport of Indian Education Commission, 1966-''Education does not end with schooling, but is a lifelong process. The adult needs an understanding of the rapidly changing world and the growing complexities of society. Even those who had the most sophisticated education must continue to learn.'' (Dr.S.Y.Shah).The nature of lifelong learningis inclusive as there is nohurdle to learn for anyone who wants to learn which is statedin NPE-1986 -''Cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at a pace suited to them"(Dr.S.Y.Shah).National Education Policy (NEP) 2020 emphasises a shift from rote learning to a holistic approach that fosters critical thinking, innovation, and life-long learning skills with the integration of powerful tools of technology to enhance digital learning and empower students to thrive in

the 21st century. (https://www.learnqoch.com)

Related literature review about using e-resources and lifelong learning: Here is some research works which is done and are being done in this field but after covid pandemic, the importance and role of digital technology in every sector including education is praised and encouraged by almost all over this world. For example-Amarteifio, G. E. (2015) pointed out through the selected samples that most of the users were unaware of any digital literary activities being organised by the institutions. That would be helpful in developing their skills in information and lifelong learning.Irunegbo G .2018 found out that libraries were to create an environment for attaining sustainable and lifelong learning. Mohammed S 2020 stressed by his research paper thatlifelong learning lifestyle can be achieved via well designed personal learning environments and personal learning networks and it is concluded by Garzón Artacho 2020that training of current teachers to make them digitally competent is a fundamental pillar for promoting teaching innovation panorama and lifelonglearning. Additionally, it, Rajeev verma 2023- explored and uncovered patterns, trends, key factors and the intricacies and educational policies and practices in India. Despite these researches and many more, there is always importance and need to conduct new research on essential and relevant problems in changing conditions. Thus, the present topic that is new attracts researchers to be researched.

Objectives of this study: the purposes of this research paper are as below:
1. To identify the effect of using e-resources for fostering constant and ongoing learning.
2. To inquire about the relevancy of education in using e-resources.
3. To analyse the learning needs of using e-resources for educated and less educated adults.

Hypotheses:
1. There is no difference between digitally skilled and less digitally skilled adults based on equal formal education in reference to using e-resources in encouraging constant and ongoing learning.
2. There is no difference between formally educated and less formally educated adults based on equal digital skillin reference to using e-resources in encouraging constant and ongoing learning.
3. There is no difference between formally educated and less formally educated adults based on learning needsin reference to using e-resources in encouraging constant and ongoing learning.

Delimitation
This research paperwould be limited to the periphery of Dr. Bhimrao Ambedkar University Agra. Data would be collected from 40-year-old and above male adults of urban area for the study. The term 'digitally skilled' is the competence of using smartphones, computers, tablets, and other internet-based gadgets etc as well as the capacity to handle basic troubleshooting / technology related issues of these devices and 'Digitally less skilled' is its opposite. Meaning of 'formally educated' here refers to completion of higher secondary education and 'Less formally educated' completion of primary education.

Methodology
A descriptive, survey-based method is adopted with stratified random sampling technique to meet the objectives of this study. A sample of 120 urban adults is chosen which is stratified into 40 digitally skilled and 40 less digitally skilled adults having equal level of education and 40 less educated adults having digital skillsby applyingthe strategy ofrandom sampling. The researchers did not find any suitable toolto gather relevant and desirable data. Therefore, an inventory

(3-point Likert Scale type consisting 25 items, with each item is rated from 1 to 3 marks in ascending order) was prepared, validated and other characteristics of it also decided by the researchers in which most of the items were related to inquiry about digital skills, ongoing learning and five items for need of learning in reference of using e-resources. The digitally skilled adults of the sample were approached to respond via WhatsApp by converting the inventory into google form and remaining respondents of this sample were approached to answer the questions via face-to-facemode. Descriptive statistics is used to analyse the raw data with the help of MS-excel19 software to arrive at conclusion. (Gupta S.P. (2010)

Data Analysis and Interpretation:
1.There is no difference between digitally skilled and less digitally skilled adultsbased onequal formal education in reference to using e-resources inencouragingconstant and ongoing learning.

Table-1

Sample	Obser-vation (marks)	Mean	Vari-ance	Computed Value of t	Critical Value of t	P value
Digitally skilled	40	50.10	13.31	17.57	At 0.05 confidence level 1.99	00*
Lessdigitally skilled	40	37.98	5.72	df=78		

*Significant at 0.05 confidence level.

It can be observed from the analysis of the above table-1 that the computed or statistics 't' is 17.57 which is greater than the critical value of 't'= 1.99 and 'P' value is also very low in comparison to the 0.05 confidence level. Additionally, thedigitally skilledgroup'smean=50.10 is significantlyhigher than that of theless digitally skilledgroup. Therefore, itis concluded at this level of confidence that these two groups (means)are not same, and the difference is not occurred randomly or by chance. so, the null hypothesis can be rejected. thus,it may be stated arguably the digitally skilled adults are more capable than the less digitally skilled adults in using e-resources to foster lifelong learning and learning society.it means the effect of digital skill or literacy is undoubtedly important in using e-resources to foster constant and ongoing learning and learning society.

2.There is no difference between formally educated and less formally educated adultsbased onequal digital skill in reference to using e-resources in encouragingconstant and ongoing learning.

Table-2

Sample	Obser-vation (marks)	Mean	Vari-ance	Computed Value of t	Critical Value of t	P value
Formally educated	40	50.10	13.32	8.36	At 0.05 confidence level 1.99	00*
Less formally educated	40	42.58	19.07	df=78		

*Significant at 0.05 confidence level.

From analysing the above table-2, the computed or statistics 't' is 8.36 which is greater than the critical value of 't' = 1.99 and 'P' value is also very low in comparison to the 0.05 confidence level. so, it is very clear at this level that these two groups (means) aresame, in other words there is not any significant difference between these two, and not occurred randomly or by chance and theformally educatedgroup's mean = 50.10 is significantly higher than that of theless formally educatedgroup. Therefore, the null hypothesis can be rejected. thus, it refers formally educated adults are more

capable than the less formally educated adults in using e-resources to foster lifelong learning and learning society. That is to say that role of education in fosteringconstant and ongoing learning is relevant.

3.There is no difference between formally educated and less formally educated adultsbased on learning need in reference to using e-resourcesin encouragingconstant and ongoing learning.

Table-3

Sample	Obser-vation (marks)	Mean	Vari-ance	Computed Value of t	Critical Value of t	P value
Formally educated	40	11.7	4.36	2.42	At 0.05 confidence level 1.99	.017
Less formally educated	40	12.77	3.51	df=78		

*Significant at 0.05 confidence level.

After analysing the above table-3, the computed or statistics 't' is found 2.42 which is greater than the critical value of 't'=1.99 and the 'P' value=.017 is also low in comparison to the 0.05 confidence level and these two means are also slightly differ.so, it is an indication at this confidence level that these two groups (means) are not equal and this difference is not occurred randomly or by chance.so, null hypothesis can be rejected.Thus, it is found by the above analysis that the lessformally educated adults are more dependable on (in need of) using e-resources than the formally educated adults in fostering lifelong learning and learning society. (Mangal S.K. (2019)

CONCLUSION
it could be seen from the above table-1 that the digitally skilled adults are using e-resources more than that of less digitally skilled adults in fostering lifelong learning and learning society. In other words, it is the effect of digital skill, digitalliteracy, or competency of using e-resources which positively affect the lifelong learningand other factors such as age, education, localityetc are almost same.

Results of table-2 indicate that the formally educated adults are using e-resources more than that of less formally educated adults in fostering lifelong learning and learning society and this credit goes to formal education.

Results of table-3 show that less formally educated adults are more dependent on (in need of) using e-resources than the formally educated adults in fostering lifelong learning and learning society. Besides, there are many empirical evidences which informthatthe less formally educated persons use or depend more on e-resources for learning to their day-to-day life in comparison to highly educated persons.

Suggestion
This topic should be researched on a large scale and on a large sample at broad level in different areas and on different age groups. Furthermore, experiment research should be done and a standardised tool should also be developedto find more relevant and accurate data regarding these variablesfor generalisation or valid conclusion.

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