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A Study on Effectiveness of E-Learning in Higher Study Students – Conceptual Framework

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ABSTRACT

The purpose of this study is to investigate the effects of e-learning on university students. This article reviews existing literature on the subject and analyzes the strengths and weaknesses of e-learning. Specifically, it examines how e-learning impacts student engagement, motivation, and academic achievement. The researcher collected data from 160 university students using questionnaires to identify factors affecting student satisfaction. Overall, the research suggests that e-learning can be an effective alternative to traditional classroom learning. However, the success of e-learning depends on several factors, including the level of support provided to students.

Keywords: E-learning, student engagement, information quality, content quality, technology issue

INTRODUCTION:

E-learning is an umbrella term covering all forms of educational technology Support learning and teaching electronically or technically. According to whether emphasizing a particular aspect, component, or delivery method, e-learning can be described as Computational Enhanced Learning (CEL), Internet-Based Training (IBT), Web Based Training (WBT), Online Education, virtual education, or dig   Learning systems based on formal instruction but with the aid of electronic resources are known as e-learning. Teaching can take place inside or outside the classroom, but the use of computers and the Internet form the main components of e-learning.

E-learning implements the use of other types of digital media. Information and Communication Technology (ICT) in Education it all collaboration in education.

E-learning provides student/staff training and development through various electronic mediums such as the Internet, audio, and video. Web-based learning refers to e-learning, commonly referred to as e-learning or virtual learning. Today, instead of looking for books or asking someone, people first search the internet for questions. Therefore, the importance of e-learning in education is increasing. There are interactive classes and courses on a variety of subjects, programs or degrees offered entirely on the web. Email, live lectures, and video conferencing are some of the media that allow participants to express and further discuss specific topics. You can discuss various topics through video conferencing and live chat. Static pages such as course materials that are printed for the benefit of all participants will also be made available. In E-learning various methods are include;

Synchronous and Asynchronous Learning:

E-learning methods can basically be divided into synchronous and asynchronous types. Anytime, anywhere learning is called asynchronous learning. However, the digital learning format may require participants to be present at least at the same time. In other words, live. This is called synchronous learning.

Blended Learning:

Blended learning is not pure e-learning. Instead, blended learning combines analog face-to-face events with online courses. However, the content of face-to-face sessions is not repeated online. Instead, all learning is split between face-to-face sessions and online courses. Therefore, this method can provide theoretical knowledge online and focus on practical learning in face-to-face classes, which is useful when time is short and complex theoretical and practical content needs to be taught. Especially suitable.

Pros: Face-to-face sessions allow more time for important content that is best explained in person.

Mobile Learning:

Mobile learning means e-learning delivered on a mobile device rather than a desktop PC. This gives learners more flexibility than 'traditional' eLearning to learn anytime, anywhere. But with the right software, you don't have to choose between a PC and a smartphone. With a fully responsive display, mobile learning can also be used as an extension. For example, downtime such as morning train journeys can be used, or knowledge can be imparted in specially selected environments.

Pros: Mobile learning allows unlimited learning anytime, anywhere.

Video Training:

Videos have the advantage of motivating learners far more than text. It also appeals to both auditory and visual learners. It is especially useful for presenting complex topics in an easy-to-understand manner. But it's important to make sure the sound quality is good. Audiences generally tolerate poor image quality, but poor audio quality stalls learning. Benefits: Videos convey audiovisual information, are motivating and memorable.

E- Learning Platforms:

An electronic learning platform is an integrated set of interactive online services that provide information, tools, and resources to trainers, learners, and others involved in education to support and improve the delivery and management of education. Her one type of eLearning platform is a learning management system (LMS).

Some E-learning platforms provide more facility to improve the skills and knowledge to students. There are Some helpful platforms Pros and Cons:

- **UDEMY**

Advantage	Disadvantage
➤ user friendly ➤ Quality control measures ➤ Diploma ➤ Integrated with LMS	➤ No course creation function ➤ Supports video-based courses only ➤ Passive learning (i.e. lack of interactivity) ➤ Certificate not recognized by employer

- **SKILLSHARE**

Advantage	Disadvantage
➤ Engaged social community of learners ➤ large pool on the course ➤ Engagement and analytics reports ➤ Multiple marketing integrations	➤ Supports video-based courses only ➤ No LMS integration ➤ do not provide certificate ➤ Quality control is a challenge because everyone can be an instructor

- **LINKDIN LEARNING:**

Advantage	Disadvantage
➤ Instructors presenting on LinkedIn video tutorials will be reviewed ➤ Appeals to different learning styles (e.g. instead of videos you have the option to scroll through transcripts) ➤ Enhanced interactivity with hands-on exercises and quizzes ➤ A certificate of completion you can share on your LinkedIn profile	➤ Inability to interact with teachers and fellow learners ➤ Limited course topics (e.g. business, technology, visual creativity only) ➤ No LMS, marketing or analytics integration ➤ Degree certificates are not accepted

E-learning resources:

The Government of India has developed many resources to provide e-learning to the students.

NPTEL: The National Program on Technology-enhanced Learning (NPTEL) was launched in 2003 by seven Indian Institutes of Technology (Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati and Roorkee) and the Indian Institute of Science, Bangalore. Five core disciplines were identified: Civil Engineering, Computer Science and Engineering, Electrical, Electronic and Communication Engineering, and Mechanical Engineering, and 235 of his web/video format degree programs were developed during this stage. (www.nptel.ac.in)

SWAYAM: The aim of this initiative is to make the best teaching and learning resources available to all, including the most disadvantaged. SWAYAM aims to bridge the digital divide for students who have so far been unaffected by the digital revolution and unable to adapt to the mainstream of the knowledge economy. (www.swayam.gov.in)

MOOC: MOOCs offer an affordable and flexible way to learn new skills, advance your career, and deliver quality educational experiences at scale. We aim for unlimited participation and free access on the web. There are various organizations that offer MOOC courses. These are NPTEL for Engineering, UGC for Graduate Education, CEC for Undergraduate Education, NCERT and NIOS for School Education, and IGNOU for Out-of-school Students and Business Administration. (www.mooc.org)

Virtual Labs Project: The Virtual Labs project is an initiative of the Ministry of Human Resources Development (MHRD) under the auspices of the National Mission on Education through Information and Communication Technology (NMEICT). The project is a consortium activity of 12 participating institutions, with IIT Delhi as the coordinating agency. This is a paradigm shift in education using ICT. For the first time such an initiative has been featured in a remote experiment. As part of the Virtual Lab Project, over 100 virtual labs comprising over 700 web-enabled experiments are designed for remote control and viewing. (www.vlab.co.in)

LITERATURE REVIEW:

Reza Ghanei Gheshlagh (2022) - This study examines e-learning challenges from a student's perspective. We used the 6-step Q method to systematically predict different perspectives of students. The challenges identified reflect the areas interventions need to focus on for successful implementation of the e-learning tasks.

M L H Khan[1] and A Setiawan[2] (2019) -In this study, e-learning was first implicated as a network to emotionally support individualized learning. The outcome of this study is e-learning to improve student cognition, communication, educational quality, critical thinking, and self-learning, and to examine the impact of teacher responsibility and student satisfaction in higher education.

Mohammed Ali et.al (2018) - In this study, in order to analyze the effectiveness of e-learning in universities and identify the factors influencing e-learning, a questionnaire model was used to collect data and Cronbach's alpha test was used to measure reliability measure. We use sample t-tests performed to test the hypotheses. The survey results show that e-learning is effective, cost-effective, time-saving, independent work, and improves e-learning quality. Prove it.

Nurul Islam, Martin Beer (2015) -This survey highlights some of the research on the limitations of e-learning technology, categorizes them into five challenges facing teachers, and offers suggestions for successful e-learning outcomes. It also covers the use of e-learning technology and some of the challenges students face.

Safiyeh Rajaee Harandi (2015) - This study describes how to effectively improve student motivation and how to identify the influencing factors for e-learning. The primary motivation for this study is to examine the strength of the relationship between e-learning and the use of student motivational, questionnaires for data collection and Pearson's tool correlation statistics for data analysis. Research results help to develop the e-learning effectiveness.

Amal Rhema and Iwona Miliszewska (2014) - In this study, student attitudes and beliefs about e-learning and student satisfaction with technology and previous e-learning experiences are considered success factors for future e-learning initiatives. Analyze the relationship between student attitudes towards e-learning and their demographics, access to technology, use of technology for learning, technology skills, and satisfaction with technology. These research findings may be of interest to academics, managers, and policy makers. Decision makers involved in planning, developing and implementing future e-learning strategies.

James O uhomoibhi1, Jose palma2 , et.al (2011) - This research concerns the development of e-learning systems on current digital technologies, this process of measuring and evaluating system behavior, and improving student education using online tools and technologies. This study identifies the influencing factors, a major problem is the face-to-face communication, and we use new tools and technologies to find solutions, mitigate problems, and improve and develop e-learning for next generations.

Hamid Mohammad Azimi (2010) - The purpose of this research study was to clearly identify key gaps and needs of E-learning components for students. Use sampling techniques to identify student needs in learning e-learning components. It examines the needs of e-learning components, Internet tools, and video streaming at the highest level, and educational theory and mobile technology at the lowest level.

Weimin Ge and Yuefeng Chao (2005) - In this study, about e-learning system. Web-based courses provide learners with clear benefits, as they can access educational resources anytime, anywhere. The learning design of this e-learning platform mainly relies on different types of users to meet their needs. Based on the above philosophy, his four modules have been developed: student module, teacher module, education management module and system management module.

Objective of the study:

1. To identify the e- learning style & requirement of the students.

2. To study the satisfaction level of students utilizing the e-learning system.

3. To identify the factors that influences the e-learning system.

4. To find out the issues encountered by the students in the usage e-learning system.

Scope of the study:

E-learning system educates people of all different ages. It's allows learners to quickly and more easily complete their training and improve performance and great productivity. This study is also helps to find out the needs of students for future study.

Research Methodology:

A Research design is one that minimizes bias and maximizes the reliability of data. It also yields maximum information, gives minimum experimental error, and provides different aspects of a single problem. A research design depends on the purpose and nature of the research problem. Thus one single design cannot be used to solve all types of research problem, i.e., a particular design is suitable for a particular problem.

Descriptive study:

The descriptive analysis is used for this research design. The descriptive study is one in which information is collected without changing environment i.e., nothing is manipulated.

Sample Design:

The sample for the study was collected only in the Trichy region. The sample design is convenience sampling. The places choose for this study is university. The sample is collected from all types of students unbiased from age, gender, education qualification, occupation
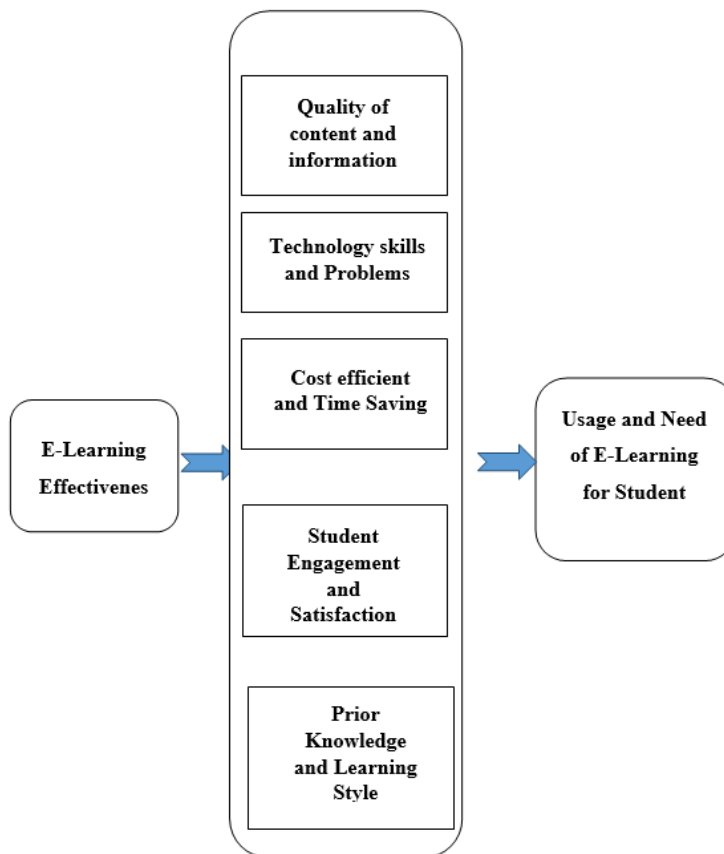
Area of the study:

Tiruchirappalli, also known as Trichy, is a second largest city in the State of Tamilnadu and the administrative headquarters of Tiruchirappalli District. Trichy is the fourth largest urban integration in the state.

Methods of Data Collection:

The data is collected from primary data. Primary data are collected from students through personal interview.

FRAMEWORK:

CONCLUSION:

This study shows that e-learning is effective regardless of the student's background. However, the learning effect varies from student to student. The study highlights several variables that explain the effectiveness of e-learning. In fact, the existence of some variables seems to suggest that e-learning is beneficial for some students, but even for these variables alone, e-learning is not for other students. It may not be as beneficial. A limited number of variables are considered in this study. Covering a wide range of variables allows further research to continue. Survey results show that students find e-learning to be faster, easier to use, and cheaper. It is not shown how much time and money eLearning saves. Another important point is that students' self-efficacy is also very important to gain privileges from e-learning. Students who are well versed in technology can see the benefits better than those who are not. However, this work did not solve this problem. Further research can be conducted to analyze the impact of student skills and perceptions on the effective use of e-learning.

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