

Chapter 2

Evaluation of the Efficiency of Online Learning Programs in Higher Education

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ABSTRACT

Online education helps students from different economic and social backgrounds, places, and times by avoiding distance and cost. An essential scientific and practical question that will be studied for a long time is how well students learn. All the communication channels make it easier for students to talk to their teachers and other people. The playing field is more level, making it easier for people to talk to each other, and for everyone in the class can participate. When students think about how many online courses are available, distance education's value also increases. Budgets being reduced for the government and private sector and decreased college enrollment are favourable trends. The efficiency of online learning courses in higher education is investigated using the SEM method. According to the e learning survey for the higher education students' e-learning classes, cloud meetings are better for learning than live conversations. Students are showing more interest towards the online courses with cloud meetings if they think e-learning with cloud meetings is better.

1. INTRODUCTION

Aulkemeier et al. (2019) talked about “digital collaboration platforms” that could help the social innovation process by letting people share information, work together, and connect. The Deloitte research (2019) indicates that online education tools in the IT field increase productivity, the quality of interaction, class morale, and output, all of which are important in business and education today.

Heggart & Yoo (2018) discussed how to use Google Classroom for primary school educators teach kids and improve their teaching methods for future use and improvement. The research showed that

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Google Classroom got students more interested in learning and helped them learn more. It made the classroom environment better.

Under the auspices of the Digital India initiative, Nedungadi et al. (2018) stated that rural people benefitted due to the inclusion of a digital literacy framework, financial literacy, and e-safety. The cell phone helps a lot for online curriculum and flexible learning method and guide the students in practical classes, motivation, attitude building and creating subject interest through online video lectures, videos.

Online instruction provides a better learning environment for students, teachers, and others in a better way (Dogbey et al., 2017). Kaliisa and Picard (2017) examine how much cellphone devices can help students in higher education. They found that students and teachers work together more when using mobile devices.

Annamdevula and Bellamkonda (2016) say that online services help university administrators to set aside the right amount of money to improve educational services, such as support services and facilities.

Brahimi & Sarirete (2015) criticize online technology that higher education today is moving towards commercialization instead of pedagogical enhancement via MOOCs. Chatterjee and Nath (2015) stated that the lack of digital literacy in India had been a problem for MOOCs over the past 20 years. However, membership is still relatively high, demonstrating distant regions' need and thirst for information, particularly in HEI.

Sooryanarayan and Gupta (2015) investigated the influence of several motivating variables on Indian students' motivation to use MOOCs. Cremona et al. (2015) analyze the contributing aspects while focusing on the framework of the digital platform.

Fletcher and Bullock (2015) examine how existing digital behaviours may impact the future development of teaching methodologies for education systems. Multiple factors influence flipped learning at institutions of higher education where collaborative and communicative education are required.

In digital learning for HEI, social presence is a critical construct that, along with other characteristics that support discourse-based learning, should be given substantial weight. The framework enables students, increases their potential, boosts their well-being, and decreases the danger of exploitation and further focused on a teaching technique in which internet-based social interaction among students facilitates learning.

El Massah and Fadly (2017) found participants' leading causes of learning efficacy were personal and social qualities.

Scheerens (2016) says that a school's learning effectiveness is determined by how well it meets its goals. Its significance is acknowledged globally as a crucial factor in growth. Researchers used the symbolic cognition perspective to find that personal and social factors affect how well people learn.

Using the representational cognition theory, researchers found that personal and social factors affect how well people learn. Researchers developed three aspects: absorptive ability, knowledge acquisition initiative, and learning orientation. Network links, how well groups did, and pro-sharing norms were identified as social factors.

Research shows that individual motivations are essential for improving learning efficacy because they help make goals relevant. Higher education institutions (HEIs) worldwide have used e-learning as a major one after the COVID 19.

In India (Swayam, NPTEL) and worldwide (Edraak, Coursera, Udacity, Open 2 Study, Future Study, FUN, and Iversity) for commercial purposes, students have benefited from learning at their speed and from remote locations. Students who wished to update their resumes by enrolling in a few courses or increasing their skill set embraced MOOCs in India in recent years. The popularity of e-learning may also

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