A PROJECT REPORT ON

"A STUDY ON IMPACT OF EDUCATIONAL LEARNING APPS ON HIGHER EDUCATION STUDENTS "

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF

MASTER OF BUSINESS ADMINISTRATION

OF

BANGALORE CENTRAL UNIVERSITY

BY

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REG NO: MB206251

UNDER THE GUIDANCE OF

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DECLARATION BY THE STUDENT

I hereby declare that **"IMPACT OF EDUCATIONAL LEARNING APPS ON HIGHER EDUCATION STUDENTS"** is the result of the project work carried out by me under the guidance of **MRS RIZWANA KHANUM** in partial fulfilment of the award of **"MASTER OF BUSINESS ADMINISTRATION"** by **"BANGALORE CENTRAL UNIUNIVERSITY".**

I also declare that this project is the outcome of my own efforts and that it has not been submitted to any other university or Institute for the award of any other degree or Diploma or certificate.

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GUIDE CERTIFICATE

This is to certify that the Project Report title **"A STUDY ON IMPACT OF EDUCATIONAL LEARNING APPS ON HIGHER EDUCATION STUDENTS"** Submitted by **MISS.SHAZIYA SULTHANA** bearing Reg.no **MB206251** is an original work of the student and is being submitted in partial fulfilments of the requirement for the award of degree of **"MASTER OF BUSINESS ADMINISTRATION" (MBA)** of **"BANGALORECENTRAL UNIVERSITY"** under the guidance of **MRS.RIZWANA KHANUM** this report has not submitted earlier either to this university/ institution for the fulfilments of the requirement of a course of study.

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This is to certify that freelance project report is submitted by **MISS SHAZIYA SULTHANA** is an original work of students and is submitted in partial fulfilment of the requirements for the award of **"MASTER OF BUSINESS ADMINISTRATION"** of **"BANGALORE CENTRAL UNIVERSITY"** under the guidance of **MR. DEEPAK SINGH MC.** This report has not submitted earlier either to this university/institution for the fulfilment of the requirement of the Course study.

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The report has not been submitted earlier either to this university or other institution for the fulfilment of the requirement of a course of study and is guided by **Mrs. RIZWANA KHANNUM** who is faculty Guide as per the regulations of Bangalore central university.

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WORKDONE DIARY

Weeks	Date of Meeting	Topic Discussed	Progress as on Date	Signature ofGuide
I WEEK	10/11/21	Education system	11/11/21	Mrs rizwana khannum
II WEEK	15/11/21	Learning apps	17/11/21	Mrs rizwana khannum
III WEEK	22/11/21	Mc kinsey 7's model	23/11/21	Mrs rizwana khannum
IV WEEK	29/11/21	Outcomes	30/11/21	Mrs rizwana khannum

A study on impact of Educational learning apps on higher Education students.

CHAPTER 1

INTRODUCTION

Education system

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Taxila was the earliest recorded centre of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded a university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj.

In India, education is administered by both the Union Government and the states, with the Union assuming some duties and the states having autonomy in others. The Indian Constitution emphasizes education as a fundamental right in numerous provisions. In India, the Union or Legislatures control the majority of universities.

India has made efforts in boosting elementary school attendance and expanding literacy to almost two-thirds of the population. India's better educational system is frequently recognized as one of the primary drivers of the growth of the economy. Various public institutions have been credited with much of the development, especially in higher education and scientific research. In terms of value, the private education market in India is still just 5% of the total, but it is estimated to be worth $40 billion in 2008 and $68–70 billion by 2012.

India, on either side, continues to face significant challenges. Despite the increasing investment in education, 25% of the population is still illiterate; only 15% of Indian students graduate high school, and only 7% graduate. When compared to major emerging nations, the quality of education, whether primary or secondary, is much lower. As of 2008, India's post-secondary schools could only accommodate 7% of the country's college-age population, 25% of teaching posts nationally were unfilled, and 57% of college professors lacked either a master's or a Ph.D.

1. History of Education

Brahmin gurus provided instruction to pupils and their guardians by begging rather than demanding fees or cash. Temples later became educational institutions. Although religious instruction was required, secular subjects were also included. Students have to be brahmacharis or celibates in order to attend. The information in these hierarchies was frequently linked to the duties that a certain segment of society had to do.

Secular institutions cropped up along with Hindu temples, Mutts and Buddhist monasteries. The knowledge in these orders was often related to the tasks a section of the society had to perform. The priest class, the Brahmins, were imparted knowledge of religion, philosophy, and other ancillary branches while the warrior class, the Kshatriya, were trained in the various aspects of warfare. The business class, Vaishya, were taught their trade and the working class of the Shudras was generally deprived of educational advantages. The book of laws, the Manuscript, and the treatise on statecraft the arthashastra were among the influential works of the era which reflect the outlook and understanding of the world at the time.

Modern European education entered India with the establishment of the British Raj. Because it was not in their interests, the British Raj was hesitant to implement a public education system. The colonial educational programme was designed to minimise indigenous culture and religion, a strategy that became known as Macaulayism. This has a significant impact on the educational system as a whole. Because the language in which they were educated had become obsolete, educated individuals were unable to find work. Following Independence of India in 1947, the first

prime minister, Jawaharlal Nehru, is credited with promoting public education. Maulana Azad, India's first education minister, envisioned a strong central government control of education across the country, as well as a unified educational system. Due of India's cultural and linguistic diversity, the central government only had control over higher education that dealt with science and technology. The government also had the authority to formulate national educational policy and to control some elements of education across India.

1 dOverview

India's education system is divided into different levels such as Pre-primary, primary, elementary, secondary, undergraduate, and postgraduate lev'els of education are all available. The national education council of educational research and training is the apex bcdy for the curriculum related matters for school education in India. The NCERT provides support and technical help to a number of Indian schools, as well as supervising many aspects of education pnlicy enforcement. The following are the different curricular bodies that control India's school education system:

- The majorit y of Indian pupils are enrolled in state government boards, as well as the Central Board of Secondary Education (CBSE).
- The All-India Secondary School Examination, or AlSSE (Class/Grade 10) is administered by the C BSE.
- AlSSCE stands for All India Senior School Certificate Examination (Class/Grade 1 2).
- The Council for the Indian School Certificate Examinations (C lSCE) is a brxly that oversees the examinations for Indian students (ClSCE). ClSC E is a non-profit organisation that performs research.
- The Indian Certificate of Secondary Education (lCSE - Class/ lCSE - Class/ lCSE - Class/ lCSE - Class/ lCSE - Class/ lCSE — Class

The Indian School Certificate (ISC - Class/ Grade 1 2), the Indian School Certificate (ISC - Class/ Grade 10), and the Certificate in Class/Grade 1 2 Vocational Education (CVE).

- The National Institute of Open Schooling (NIOS) is a non-profit organisation that promotes open education.
- International schools that participate in the International Baccalaureate Program and/or Cambridge International Examinations.
- Islamic Madrasah schools that are either independent or associated with Darul U loom Deoband, and whose boards are supervised by local state governments.

- Woodstock School, The Sri Aurobindo international center of education puducherry,aurville,patha bhavan,and ananda marga gurukula are examples of autonomous schools.

2. primary education system in India

The Indian government lays emphasis to primary education up to the age of fourteen years. The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all the recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the county.

However, due to shortage of resources and lack of political will, this system suffers from massive gaps including high pupil to teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,81,673 elementary school teachers in India. As of march 2012 there were 2,127,000 secondary school teachers in India. Education has also been made free for children for 6 to 14 years of age or up to class 8 under the right of children to free and compulsory education act 2009.

There have been several efforts to enhance quality made by the government. The district education revitalization programme was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system.85% of the DERP was funded by the central government and the remaining15 percent was funded by the states. The DERP, which had opened 160000 new schools including 84000 alternatives education schools delivering alternative education to approximately3.5 millions of children, was also supported by UNICEF and other international programmes.

This primary education scheme has also shown a high gross enrolment ratio of 93-95% for the last 3 years in some states. Significant improvement in staffing and enrolment of girls has also been made as a part of this scheme. The current scheme for universalization of education for all is the sarva shiksha which is one of the largest education initiatives in the world. Enrolment has been enhanced, but the levels of quality remain low.

3. secondary education system in India

Environment awareness, science and technology education, and the inclusion of traditional components such as yoga into the Indian secondary school system are all part of the 1986 national

policy on education. According to the census of 2001, secondary education covers youngsters aged 14 to 18, a total of 88.5 million children. However, only 31 millions of these Childrens were enrolled in school in 2001-02, implying that two third of the population remained unschooled.

The emphasis on inclusion of disadvantaged parts of society is a prominent aspect of India's secondary school system. Professionals from well-known institutions are frequently enlisted to assist with vocational training. Another distinguishing element of India's secondary school system is its emphasis on profession-based vocational instruction to assist students in developing the skills necessary to find a career of their choice. The extension of SSA to secondary education in the shape of the Madhyamik Shiksha Abhiyan is a key new aspect.

In 1974, a unique integrated education for disabled children programme with a focus on primary education was established. However, in the secondary level, it was transformed in to inclusion education. Another significant special initiative is the kendriya Vidyalaya project, which was created for central government of India employees who are dispersed around the country. In 1965, the government launched the kendriya Vidyalaya programme to provide consistent education in institutions that followed the same syllabus and progressed at the same rate, regardless of where the employee's family was relocated.

4. Higher education system in India

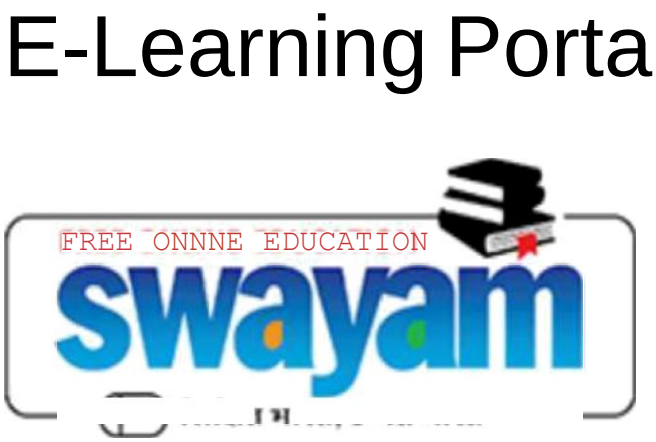
Indias higher education is the third largest in the world, after China and United states. India has the world's third-largest publicly supported higher education system, after the United States and

China. The University Grants Commission is the major regulating organisation at the tertiar y level, and it enforces its standards, advises the government, and helps ccinrdinate between the centre and the states. The University Grants Commission ox'ersees accreditation for higher education through 15 independent institutions (UGC). Students may enrol in general degree programmes such as bachelor's degrees in arts, business, or science, or professional graduate degrees such as engineering, law, or medicine, after passing the higher secondary exams. According to the 20I I Census, around 8.15 percent of Indians (98.615 million) are graduates, with the Union Territories of Chandigarh and Delhi leading the list with 24.65 percent and 22.56 percent of their populations, respectively. In the decade from 2000—0I to 2010—11, India's higher education system grew at a rapid pace, adding approximately 20,000 colleges and more than 8 million students. India will have over 1000 universities by 2020, with 54 central universities, 416 state universities, 125 deemed universities, 36I private universities, and 159 Institutes of National Importance, such as AllMS, llMs, lllTs, llSERs, llTs, and NlTs. According to the MHRD, there are 52,627 colleges operating under these universities, including government degree colleges, private colleges, freestanding institutes, and post-graduate research institutions. Colleges can be autonomous, meaning they can examine their own degrees up to the doctoral level in some cases, or non-autonomous, meaning their examinations are overseen by the university with which they are affiliated; in either case, degrees are awarded in the university's name rather than the college's. Science and technology are prioritised at the postsecondar y level of schooling. By 2004, there were numerous technology institutes in India's educational institutions. The Distance Education Council is responsible for distance learning and open education in the Indian higher education system. With about 3.5 million students worldwide, Indira Gandhi National Open Universit y (IGNOU) is the world's largest university by number of students. In terms of accessibilit y, Indian higher education is revolutionary, and it requires dramatic adjustments in terms of qualit y, value, and pacing. A fcicus on streamlining and maintaining higher standards of curriculum with the help of international academic publishers for transparency, making the vocational and doctoral education pipeline value-oriented and innovative, personalization of the sector for students to gain immediate and valid transferable credentials at their own pace, empowering students to enter the workforce through exit and re-entry options with necessar y building blocks of knowledge. The rise of international centres and conglomerates of educational leadership has given these leading institutions and publishers a constitutive role in determining what is considered legitimate

knowledge from a Foucauldian 'regime of truth' perspective, and thus maintaining international competency necessitates ties with international sources of legitirnacy. The surge in interest in the lT sector and engineering education in India has filled students' heads with information, limiting their abilit y to explore and develop their passions through modern educational features such as co-operative education, work-based training, and so on. Furthermore, by the end of the four-year programme, the majorit y of what students learned in the first years has become irrelevant or is prone to knowledge deterioration.

Learning applications

1. SWAYAM



SWAYAM (short for "Study Webs of Active-Learning for Young Aspiring Minds") is a Sanskrit acronym that stands for "Stud y Webs of Active-Learning for Young Aspiring Minds." lt's a MOOC (massix'e open online course) platform based in India. Under Digital India, the Ministry of Human Resource Development (M.H.R.D.) (now Ministry of Education) of the Government of India announced the SW AY AM project to provide a coordinated stage and free access to web courses including all advanced education, high school, and skill sector courses. The Honorable President of India launched it on I uly 9, 20 l7.

With the support of Microsoft, the MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) collaborated to build SWAYAM, which is capable of facilitating 2,000 courses. Everyone has free access to the site, which hosts courses from 9th grade to post-graduation. It allows academics and faculty at government-funded institutions such as IITs, IIMs, and IISERs to teach students.according to sawyam there are 203 partnering Institute ,2748 completed course,12541992 students enrollment, 915538 exam reggistrations,and 654664 successful certificates.

Learning in SWAYAM has four parts:e-tutorial,e-content, disussion forums,assessment.the first quadrant is direct teaching means not much of extra work by students,it would include teaching video,animation,powerpoint prensentation,podcast and so on.all these depend on what the subject is and what the strategy adopted by the teacher to teach the students.

The second quadrant is an e-content which could include e-books,illustrations,case studies,open source content,reference link,further reading source and so on.

The third quadrant is about clearing students queries.discussion forum is part of it means students can interact with other students and faculty to clarify their doubts. The discussion forum is like a doubt counter where any students or faculty can answer the question of a students.

SWAYAM is an indian government programme providing educational opportunities for a vast number of university and college learners.the fourth quadrant is self-assessment to check what a students have studied and whether he\she is eligible to get certificate.it could be tests in the form of multiple choice questions or quiz or short answer questions,long answer questions,etc.the fourth quadrant also has frequently asked questions and their answers to clarify common misconceptions among students.university grants commission considers that universities should play a key role in disseminating and popularizing SWAYAM courses among their learners and the university,enabling them to gain from massive open online courses on a more extensive and broader footing.

National coordinators

- The course content will be managed by nine national coordinators. Each coordinator is in charge of a certain maintenance area.
- The Ministry of Human Resource Development (MHRD) has selected the All India Council for Technical Education (AICTE) as the National Coordinator for self-paced and foreign courses.

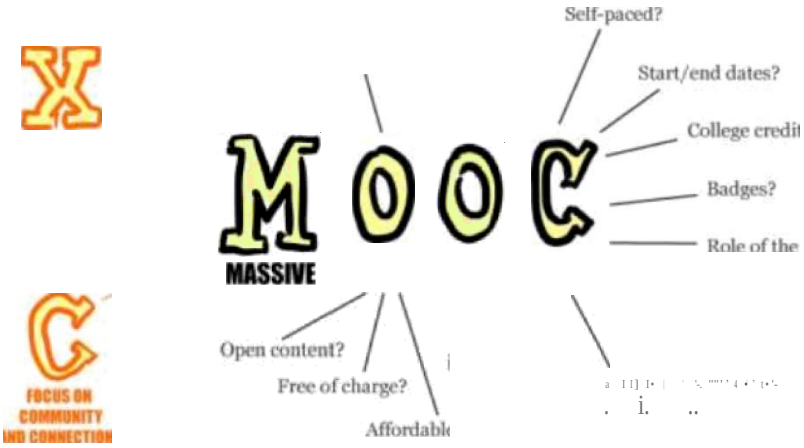
- The National Programme on Technology Enhanced Learning (N PTEL) has been named National Coordinator for engineering sector courses by the Ministry of Human Resources and Development (MHRD).
- The MHRD has selected the University Grants Commission (UGC) as the national coordinator for non-technical post-graduate education.
- The MHRD has named the Consortium for Educational Coinmunication (CEC) as the national coordinator for undergraduate education.
- The National Council of Educational Research and Training (NCERT) has been named National Coordinator for School Education by the Ministry of Human Resources and Development (MHRD).
- The MHRD has named the National Institute of Open Schooling (NIOS) as the national coordinator for school education.
- The MHRD has named Indira Gandhi National Open University (IGNOU) as the national coordinator for out-of-school students.
- The MHRD has named the Indian Institute of Management, Bangalore (HM B) as the national coordinator for management studies.
- The MHRD has named the National Institute of Technical Teachers Training and Research (NITTTR) as the program's national coordinator.

Credit transl'er

SWA YAM's courses have all been approved by the Indian government. All of the courses are recognised throughout the country, and the UGC published "Credit Framework for Online Learning Courses through SWAYAM" Regulations, 201 6 in the Indian Gazette on July 19, 201 6, defining credit transfer for SWAYAM courses. According to the UGC regulation, universities must amend their rules and regulations to include provisions for credit mobilit y and MOOC courses on the SWAYAM platform. Certificates of degrees and diplomas will be awarded if the course requirements have been met, and the certificate will serve as a credit mobility for academic credits. Only 20°/c of the courses for a degree-level programme are now constrained by UGC guidelines.

2. MOOC

A massive open online course is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials,such as flimed lectures Jeadings,and problem sets,many metrics provide interactive courses with user forums or social media discussions to support communit y interactive among students,professors, and teaching assistants,as well as immediate feedback to quick quizzes and assignments.MOOCS are widel y researched development in distance education,first introduced in 2008,that emerged as a popular rncde of learning in 2012.



Early moocs often emphasized open-access features,such as open licensing of content,stucture and learning goals,to promote the reuse and mixing of resources.some later MOOC S use closed licenses for their course materials while maintaining free access for students.

Many colleges, as well as more established online education service providers like Blackboard Inc, raced to get in on the "next big thing," in what has been dubbed a "stampede." Several colleges in Canada, Mexico, Europe, and Asia have announced collaborations with major American MOOC providers. B y early 2013, there were concerns that academia had been "MOOC'd out." This pattern was further validated in follow-up research.

The Bill and Melinda Gates Foundation, the MacArthur Foundation, the National Science Foundation, and the American Council on Education are among the bigger non-profit organisations. Stanford, Harvard, MIT, the University of Pennsylvania, Caltech, the University of Texas at Austin, the University of California at Berkeley, and San Jose State Univ'ersity are among

the university pioneers. Gr›ngle and Pearson PLC, a publisher of educational materials, are both investing in MOOCs. Kleiner Perkins Caufield & B yers, New Enterprise Asscciates, and Andreessen Horowitz are among the venture capital firms.

Stanford University announced three new courses in the fall of 2011. Sebastian Thrun and Peter Norvig launched the first of these courses, Introduction to Al. The number of pupils enrolled swiftly grew to I 60,000. Within weeks following the announcement, Andrew Ng and Jennifer Widom announced the opening of two more MOOCs. Following the positive press and large enrollment figures for these courses, Thrun founded Udacit y, and Daphne Koller and Andrew Ng founded Coursera. EdX had 94 courses from 29 colleges around the world by November 20 13. Coursera offered roughly 325 courses during its first 13 months of operation (ending March 2013), with 30°/c in the sciences, 28°/c in the arts and humanities, 23°/c in information technology, I3°/c in business, and 6°/c in mathematics. There were 26 courses available on Udacit y. Since then, the number of courses available has exploded: Edx now has 820 courses, Coursera has 1580, and Udacit y has over 1 20. The British Council's Understanding IELTS: Techniques for English Language Tests, according to Future Learn, has over 440,000 students enrolled.

Emergence of'innovative courses

Early cMOOCs, including CCK08 and ds106, featured innovative pedagogy (Connectivism), with distributed learning resources rather than video lectures, with a focus on education and learning, as well as digital storytelling. Following the launch of three Stanford xMOOCs in 2011, including Sebastian Thrun and Peter Norvig's Introduction to Al, a number of other interesting courses have developed. More than 900 MOOCs are provided by US institutions and colleges as of May 2014. MOOCs were linked with dozens of universities as of Februar y 20 13, including major foreign institutions. Furthermore, some corporations, such as Google's Power Search, provide their own MOOCs.

There are a variety of courses available; "There was a serious issue about whether this would work for humanities and scicial science," Ng remarked. Courses in psychology and philosophy, on the other hand, are among the most popular on Coursera. Even though the completion rates are lower, student feedback and completion rates imply that they are as successful as math and scientific courses. The University of Helsinki started a Finnish MOOC on programming in January 20 1 2. The MOOC is utilised to give high schools with the opportunit y to deliver programming classes to their students, even if no local facilities or faculty are available to do so. The course is offered on a

regular basis, and the top students are accepted into the University of Helsinki's Computer Science BSc and MSc programmes. Jaakko Kurhila, Head of Studies for the University of Helsinki's Department of Computer Science, said at a seminar on E-Learning and MOOCs that their MOOCs had had over 8000 participants to date.

3. Course era

Andrew Ng with Daphne Koller, both computer science professors at Stanford University, created Coursera in 2012 as a huge open online course provider. Coursera collaborates with universities and other organizations to provide online courses, certificates, and degrees in a wide range of topics. In 2021, it was predicted that Coursera would offer and over 4,000 courses from 150 colleges.

Andrew Ng and Daphne Koller, both computer science professors at Stanford University, launched Coursera in 2012. In the fall of 2011, Ng and Koller began providing their Stanford classes online, and shortly after, they left Stanford to found Coursera. The first universities to offer content on the platform were Princeton, Stanford, the University of Michigan, and the University of Pennsylvania. Specializations - groupings of courses that teach skills in a certain

field – have now been added, as well as degrees and a workforce development product for employers and government agencies.

Finances

Revenues for Coursera increased from $184 million in 2019 to $294 million in 2020. Coursera has never turned a profit. In 2020, the corporation lost $66 million as it increased its marketing and advertising efforts. Coursera reported sales of $88.4 million in the first quarter of 2021, up 64 percent annualized, with a significant deficit of $18.7 million, or $13.4 million on a non-GAAP basis. Consumer revenue increased by 61 percent to $51.9 million, while enterprise revenue increased by 63 percent to $24.5 million, and degree programs revenue increased by 81 percent to $12 million.

Courses

Coursera courses are four to twelve weeks long and consist of one to two hours of video lectures every week. Quizzes, weekly exercises, peer-graded and reviewed assignments, an optional Honors assignment, and occasionally a final project or test round out these courses. On-demand courses are also accessible, allowing customers to finish the course through their own pace with all of the materials available at once. Coursera had 104 on-demand courses as of May 2015. They also provide guided tasks, which are short projects that may be completed at home in 2-3 hours.

Contact tracing, digital marketing, project management, Python programming, and social psychology were the top five most popular Coursera courses, according to the 'Coursera Impact Report 2020.'

Coursera now provides whole master's degrees. They began by offering HEC Paris' Master of Innovation and Entrepreneurship (OMIE) and the University of Illinois' Master of Accounting (iMSA), but have since expanded to include the University of Illinois' Master of Computer Science in Data Science and Master of Business Administration (iMBA). [48] There are also other courses offered independently as part of their MBA programmes that are included in the curriculum of specific MBAs when enrolling in classes such as their digital marketing courses.

It reported in September 2013 that the selling of certified certificates that validate successful course completion had brought in $1 million in income. In 2013, Coursera launched a series of fee-based course alternatives that included verified completion credentials. The company had raised a total of $146.1 million in venture funding as of October 2015. Coursera began charging fees to gain grades and assessments for "the vast majority of courses that are part of

Specializations" in January 201 6. Financial Aid is available to those who demonstrate a need. Coursera for Business, the company's enterprise solution, was released in July 20 1 6. The company "exposed itself to extra income from the lucrative corporate e-learning industry, which some reports suggest was worth $1 2 billion in the US alone," according to TechC runch. L'Oréal, Boston Consulting Group, and Axis Bank are among the Coursera for Business customers.

Degree

Coursera now provides whole master's degrees. They began by offering HEC Paris' Master of Innovation and Entrepreneurship (OMIE) and the University of Illinois' Master of Accounting (iMSA), but have since expanded to include the University of Illinois' Master of Computer Science in Data Science and Master of Business Administration (iMBA) - 1 48 j There are also other courses offered independentl y as part of their MBA programmes that are included in the curriculum of specific MB As when enrolling in classes such as their digital marketing courses.

4.Harvard business school

Harvard Business School Online

Harvard Business School (HBS) is Harvard University's graduate business school in Boston, Massachusetts. lt is consistentl y recognised as one of the world's best business schools, including a substantial full-time MBA programme, management-related graduate degrees, and numerous executive education programmes. Harvard Business Publishing, which prr›duces business books, leadership pieces, case studies, and the Harvard Business Review on a monthly basis, is owned by the company. The Baker Library/Bloomberg Center is also placed there.

The school first opened its doors in 1908. lt was formed by the humanities faculty in 1910 and was given independent status in 1910 before becoming a separate administrative body in 1913. Edwin

Francis Gay (1867—1946), a historian, was the first dean. The original concept is presented by Yogev (200 I):

On the paradigm of the French Ecole des Sciences Politiques, this school of business and public administration was originally conceived as a school for diplomacy and government service. The idea was to establish an institution that would offer a Master of Arts degree in the humanities with a business specialization. During curriculum discussion, it was suggested that students focus on specific business themes such as banks, railroads, and so on... According to Professor Lowell, the school will produce qualified public managers who the government will be forced to hire, resulting in a better public administration... Harvard was breaking new ground by preparing students for careers in business, much as its medical school and law faculty had done previously.

The business school was a precursor in the introduction of the case method of instruction, drawing inspiration from Harvard Law School's approach to legal education. Cases are usually descriptions of real-life incidents in businesses. Students are cast in the role of managers, and they are given challenges to analyze and make recommendations on.

At the time of its creation, the academy solely accepted male pupils. The Training Course in Personnel Administration, which began in 1937 at Radcliffe College, was the first business schrx›l for women at Harvard. In 1954, HBS took over the degree administration from Radcliffe. Alumnae of the one-year department (then known as the Harvard-Radcliffe Program in Business Administration) were allowed to apply as second-year students to the HBS Degree program in 1959. The facult y voted in December 1962 to enable women to enter the MBA programme directly. In September 1963, the first woman to apply directly to the Degree program matriculated.

MBA program

On campus, HBS students can join over 80 different clubs and fraternities, and sororities. The Student Association (SA) serves as the primary link between MBA students and faculty/administration. The Harvard Graduate Council also represents the HBS student body at the university level.

Advance management program

The Advanced Management Program (AMP) is a residential seven-week training for senior executives with the declared goal of "Making preparations for the Highest Level of Leadership." After suspending its Master's degree from 1943 to 1946 to train military leadership in its six wartime schools, AMP emerged in 1945 as HBS' civilian senior leadership curriculum, based on

the Army Air Forces Statistical School. AMP is now held twice a year, with approximately 170 senior executives attending each session. Unlike the MBA program, there are no official qualifications required for the AMP program. Admission to AMP is competitive and dependent on a candidate's previous experience as a senior executive and recommendations. Participants in the AMP are initiated into the HBS alumni group once they have completed the program.

Harvard business school online

HBS Online, formerly HBX, is a Harvard Business School online learning initiative that launched in April 2014 to host online university-level courses. The Credential of Readiness (CORe) and Clayton C hristensen's Disruptive Strategy are the first two programs. Mihir A. Desai's class, Leading with Finance, was introduced to the catalog in August 201 6. HBX Live, a virtual classroom headquartered at WGBH in Boston, was also produced by HBS Online. The HBS Standard Online CORE course takes 10 to 12 weeks to complete.

MC Kinsey 7s frame work model

Organizational effectiveness models come and go, but the McKinse y 7-S framework has been around for a long time.

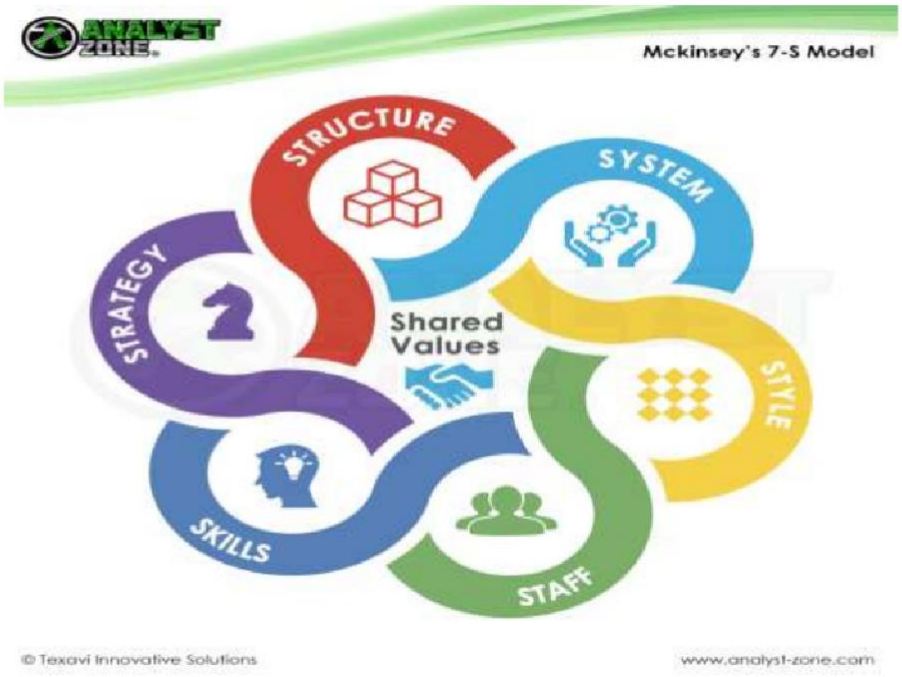
Former McKinsey & Company consultants Tom Peters and Robert Waterman created the concept in the late 1970s. They identified seven internal organisational factors that must be in sync for a company to be successful.

When to use the mc Kinsey 7-s model

The 7-S model can be applied to a variety of circumstances in which it is beneficial to study how various component s of your business interact.

lt can, for example, assist you in improving your organization's performance or determining the best way to implement a particular strategy.

The framework can be used to assess the potential impact of future organisational changes or to align departments and processes during a merger or acquisition. The McKinse y 7-S model can also be applied to team or project aspects.



7-S Framework's Seven Elements

1. Strategy: An e-learning strategy is a systematic and complete plan of action for ensuring the success of a broad-based e-learning effort that provides value to the business in ways that are both supportable and sustainable. As a result, it appears that the e-Learning strategy is nourished by the learning strategy, which is in turn profoundly rooted in the organisational strategy. Furthermore, the learning approach must be clearly linked to the organization's objective and vision.

- **Vision:** The e-Learning system must have a distinct vision and objective. The necessity of having a vision and a clear action plan to guide the direction of project execution throughout the life cycle of the e-learning system has been stressed (Rosario), and should be a project-related need.
- **Goals\objectives:** A goal is a broad objective that aligns with the company's mission. Any project should start with a conception of the goals and viable approaches to achieving them. As a result, if learning is to be effective in all circumstances, these goals must be met.

2. Structure: when it comes to implementing e-learning systems, the structure of a company is critical. "Structural dimensions give names for identifying an organization's inherent properties," says Daft. Centralization, specialisation, standardisation, formalisation, hierarchical levels, and

span of control are some of the most typically mentioned structural features. Specific dimensions were utilised by different academics depending on their study goals; for example, in examining technology-structure links, specialisation, scale, hierarchy, complex it y, centralization, and formalisation were used. Furthermore, it was recommended (Rajo & Radhakrishnan) that the current university structure be "changeable" in order to incorporate e-learning courses. The authors of this study concentrated on the features of centralization, specialisation, and formalisation, which are thought to be appropriate for evaluating technology-structure interactions.

3 **System:** One of the most crucial conditions for an e-learning system's success. Because e-learning requires a computer and connection to the Internet and/or Intranet, technology is a key predictor ofe-learning preparedness. Employees must have simple and quick access to the network where the e-learning content is hosted if the benefits of e-learning are to be realised. This implies that learners should have access to computers, and the hosting network should be capable of delivering information at the speed, securit y, and dependabilit y required for the organization's e-learning strategy.

4 **Styles:** Many researchers have claimed that organisational culture might produce mismatch difficulties throughout the e-learning system implementation process, and cultural traits are considered as one of the most significant elements impacting e-learning system projects. According to some experts, effective technological breakthroughs need both the alignment of technology with the organization's culture and the reshaping of the culture to meet the demands of the new technology. As a result , e-learning readiness is influenced by a supportive culture. The company must determine whether learning is supported and encouraged; whether learners are given time and opportunities to learn; whether employees and managers have a positive attitude toward training and learning in general; and whether e-learning is supported by top management and linked to broader organisational goals. according to reports, Company culture in the context of e-learning emphasises the importance of a culture of knowledge generation and sharing, mutual assistance, and the attainment of organisational goals. To minimise possible conflict, it's critical to adapt organisational culture to e-learning system solutions while creating and implementing them. To create an e-learning environment, organisational culture brings together content, technologists, specialists, and workers. Organizational culture is also linked to a Learning culture, a shift in study habits, and helping individuals understand how to use e-learning, according to the survey.

5. **Stall':** Staffs refers to people/human resources related issues.

- **Sul'licient manpower:** lt's critical for businesses to use suitable procedures to recruit and retain talented employees, as well as to nurture and sustain good staff morale and motivation. As a result, it can be deduced that the majorit y of respondents stated that having enough people to administer e-learning programmes in their particular Colleges and Deanships is critical.
- **Project** team: Another popular e-learning System Readiness Assessment involves project team competencies. The effectiveness of the e-learning system is dependent on teamwork and composition, and the team must be made up of the most efficient employees in the firm. Building a cross-functional team is essential for success, since it requires both business and technological understanding.

4. **Skills:** Skills are unique skills and what the company excels at. E-learning systems are sophisticated technology that needs specific knowledge. Several studies have demonstrated that having talented personnel on board is critical to a project's success. Management, lT staff, top management, consultants, vendors, lT consultants, and end-users are the seven main members of the e-learning project implementation team, according to Tadinen (2005). This categorization was used to investigate the situation of skill dimension here.

- Management **skills:** According to studies, management talents include political and interpersonal skills, communication, and team-building abilities.
- **Students' skills:** When the system's development began, it was important to examine the students' information technology abilities in order to determine their suitabilit y for the new system. To do so, the students were given a questionnaire comprising questions abnut whether or not they possess computers and how they use computers in general.

4zhared values: The phrase relates to the degree to which a project team embraces and believes the project goals in e-learning programmes.

- **Shared beliefs:** refers to a view regarding the system's overall influence on the organisation in terms of its benefits. lt is a widely held view among employees and management that the e-learning system has sex'eral advantages. Employees that have a common understanding of why a technology is being introduced are more likely to build trust and collaboration, which may lead to successful adoption.

- **E-learning champion:** Someone who promotes and directly implements pedagogic innovation, although not from a formal administrative or management role. We made a recommendation. the proposal of champions' roles, which include:
- Create a university-wide e-learning plan.
- Collect and distribute good e-learning practise. Contribute to e-learning-related research and publications. In addition, the goal was to establish a local power base by giving authority, support, and resources.

TITLE OF THE STUDY

"A study on impact of educational learning apps on higher Education students."

To study the availability of educational learning apps for higher education students.

STATEMENT OF THE PROBLEM

The study found out that the use of e-learning system shows how positive influence on studtens learnings.most instructor utilized e-learnings system as presentation and preparation in tool in teachings and learning. Evidently,most instructors positively confirm that e-learnings supports teaching and learning effectively implemented. Hence the study is under taken.

NEED OF THE STUDY

1. Greater access,benefits for students beyond boundaries.
2. Save time and money.
3. Better results,benefits in information retention.
4. Cost-effectiveness.
5. Quick and effective learning anytime.
6. Customized course structure.

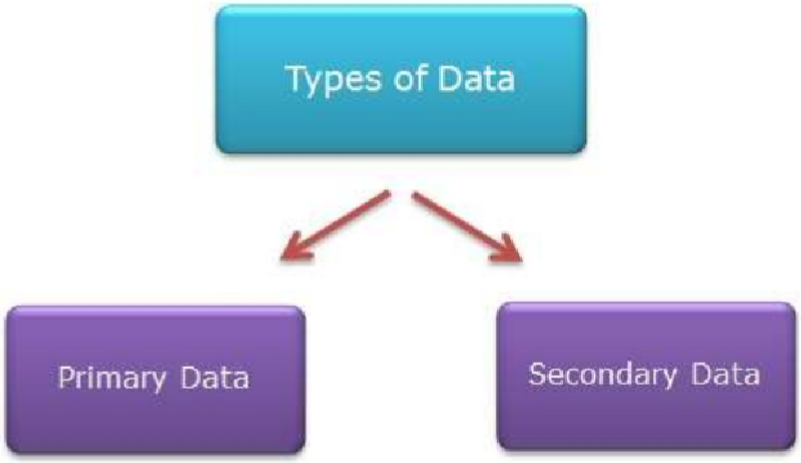
CHAPTER 2

OBJECTIVES OF STUDY

The main objectives for the study are as follows

- To study the impact of availability of educational learning apps for higher education students.

TOOLS FOR COLLECTION OF DATA



1. **PRIMARY DATA:** The primary data was collected with the help of the observation and discussion with students and teachers in education institution.
2. **SECONDARY DATA:** The secondary data was collected through the secondary sources like periodicals, magazines, journals, books,internet, and newspapers.

DISCUSSION {INTERVIEW METHOD}

The collected data was discussed keeping in view the objectives of the study and suggestion and conclusion are drawn.

LIMITATIONS

1. Might be bias in information collected.
2. The study is conducted in Bangalore city.
3. The project is carried out mainly using secondary data.

CHAPTER 3

SWOC ANALYSIS

WHAT IS SWOC ANALYSIS?

SWOC analysis is a strategic planning technique for investigating external and internal elements that influence a company's success and growth. SWOC analysis is used by businesses to determine their firms, products', and competitors' strengths, weaknesses, opportunities, and challenges.

HOW SWOC ANALYSIS IS USEFUL?

- Identifying an organization's most effective areas.

- Identifying places where you can improve.
- Creating a strategic plan and a set of objectives.
- Considering the new initiative's viability.
- Understanding how to put the new technology into practice.

STRENGTH	WEAKNESSES
OPPORTUNITIES	CHALLENGES

STRENGTH

- Exposure to global standard of education
- Access from anywhere that has internet connection.
- Students are typically older, often have families and full time employment so flexibility is essential to
- Ability to work and attend online class at the same time.
- Independent, flexible, self-directed, convenient learning.
- Reduces cost of transportation/commuting
- Promotes retention of learning as one can see the recordings again and again.

WEAKNESSES

- Inability to function in isolation, lack of discipline and management skills.
- Poor IT skills.
- Dependent on electricity.
- During online learning students may not be attentive.
- Create chaos with large number of students.
- Hinders social life.
- Student's assessment and feedback is limited.

- Education to all category of pupil.

OPPORTUNITIES

- Online learning is best suited option during lockdown like situation.
- Easy access to enrollment throughout the year.
- Frequent meetings are possible online.
- Gives opportunit y to students to contact teachers as and when need arises.
- New technologies allow for greater choice in subject matters.
- Gamification and VR provide new and exciting ways of learning.

CHALLENGES

- Risk of cyber crime.
- Some online courses may lack the right accreditation and appears less credible.
- Makes students lethargic
- Parents may be unwilling to pay for online courses when faced with expensive private university tuition.
- Affects student's eyes and overall health.
- Securit y and authorization issues.
- Lack of uniqueness and consistency.

CHAPTER 4

ANALYSIS /OUTCOME

- **Create simple and quick interaction :**

The capacity to provide access to learning content beyond the class time is known as mobile learning. This could be implemented with the aid of mobile learning management systems. Mobile learning content is also generated leveraging design principles to promote qualified interactions.

- **Contribute to learning experience using the characteristics and constraints of mobile devices :**

Several research has found that mobile learning facilitates learning. Ozan (2013) came to the conclusion that mobile learning enables a more permanent learning environment. Furthermore, adopting social media and mobile technologies has a good impact on students academic performance. Mobile learning is more effective and educational than books, as well as more supporting in learning, according to the authors.

- **Ability to advance a career:**

The biggest motivation for furthering one's education, according with Emeritus study, was to advance one's career. This is also true in general when it comes to online education. Upskilling or reskilling, receiving a promotion or wage raise, or transferring occupational sectors are all examples of career growth. Working professionals like online learning since it is a flexible option.

- **Affordability:**

Overall, the cost of an interactive educational varies, but with a greater diversity of offers and types of credentials comes a greater variety of price ranges. You can select an online curriculum that not only satisfies your professional requirements but also falls within your budget. In general, you'll save money that would have been spent on lodging and daily commutes to campus. If your program matches with your current or future responsibility, your company may be prepared to pay for your education or reimburse you for tuition.

- Use mobile technology as a learning l’acilitators,not just a means mm disseminating learning information:

Study findings of the researches, mobile learning offers benefits such as quick access to information for students, diverse ways of learning, contextual learning, control ox’er own learning, supporting and encouraging learning, increased participation in the course, will to use in the course, and positive meaningful differences in academic achievement.

- Online learning requires sell’-discipline:

lf a student does not believe they are receiving proper instruction, they may lack the self-discipline to properl y ccinperate in the classes. lt is more accountable to transition to virtual, real-time classes rather than only online courses.

- Online learning requires additional training l’or instructors:

To construct a successful online course, teachers must go through an initial learning curve and put in the extra effort. To avoid simply reproducing the physical school environment and missing out on all of the extra benefits and tools that eLearning and blended learning have to offer, instructors must gain a thorough awareness of the various methods to teaching and learning.

- Online learning means more screen time:

ln 202 I , it would almost certainly be inevitable, yet we do spend an awful amount of time in front of screens. U nfortunately, online learning contributes to this issue. Excessive screen time can cause a variet y of physical problems, such as bad posture and headaches. Nonetheless, for children who have difficult y learning from or focusing on screens, it might be a personal issue. Especiall y when the internet is designed to divert students' attention away from the learning material by promoting social media and entertainment just a click away. The best online learning platforms and software include a variety of tools and features to keep students focused and engaged.

Create material with a learner-centred perspective.

Learning is enhanced by the usage of native applications on mobile devices. Additionally, because the students had their mobile dex’ices during the research, they were able to customise them. lt is seen to be critical to introduce pre-service teachers to mobile learning settings. This study is expected to provide a contribution to empirical and theoretical studies.

CHAPTER 5

LEARNING OUTCOMES

The learning experience of this study is as follows:

- Students expressed the desire for more mobile learnings opportunities,such as performing home work on mobile device,participating in more activities on tablet computers,and creating animations on tablets.
- In order to develop positive attitude ,mobile learning can be used in course that students do not like or do not have interest.
- Students should develop animations via mobile devices and that is suggested to be examined in future research.

SUGGESTIONS

- Educational Apps can become more adaptable and valuable to students if Educational apps is used on a daily basis to help them excel in their studies.
- Most of students are accidentally forgetful due to the slew of activities; by putting and providing notification on educational apps's before the deadline, this can serve as a reminder; and ultimately, by providing personalization to Educational apps that is adequate and much more refreshing, this can make the student's working process much smoother.
- Educational applications that are available for various skill levels and will fundamentally stimulate learning through a range of teaching methods such as Q&A's, video tutorials, and even educational games may really improve and be more relevant in their school activities.
- Educational apps that are interactive are excellent for stimulating a student's thinking. By getting more interested in what the learner is trying to master, will become a new and unique approach to learning.
- Educational apps such as library and book search applications can help students improve their academic performance in reference to their English, Science, and Mathematics course subjects. These programs make it simple for students to find relevant study materials in a mobile application, possible to gain an advantage and strengthen their onto to subject.

- However, there were some technical challenges with software and hardware. The problems were a sluggish Internet connection and the mobile learning management system's notification constraints.

CONCLUSION

The effects of digital learning apps on undergraduate students' academic performance, attitudes about mobile learning, and animation development levels ln this study, mobile learning has a considerably positive impact on academic accomplishment when compared to traditional learning.Mobile learning, on the other hand, not only captures students' involvement but also improves their effectiveness. On the other side, because to cognitive overload and prior learning design, mobile learning has a negative impact on academic progress. Students are passionate in mobile learning. According to the findings of this research, bnth groups had gocd opinions regarding mobile learning, which was consistent with earlier studies. Because both categories are "digital natives," the scenario was thought to be reasonable. The students that took part in this study were digitally knowledgeable and were studying ICT related to their department.

mobile devices have a good impact on student performance. According to student interviews, quick access to information, anywhere and anytime learning, scicializing with peers, and encouraging learning are all crucial aspects of mobile learning.Mobile learning applications strengthen the effectiveness of learning and the learning process. Students expressed a desire for more mobile learning opportunities, such as performing homework on mobile devices, participation in more activities on tablet computers, and creating animations on tablets. However, there were some technical challenges with software and hardware. The concerns were a sluggish Internet connection and the mobile learning management system's notification restrictions.

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Book Name	Author	Publication	Year	Edition
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Strategic management	Mason a.carpenter Wm.gerard sanders Prashant salwan	Dorling kindersley publication	201 2	2"‘ Edition

Security analysis and portfolio management	Punithavathy pandian	Vikas publication of house	2017	2“ edition

WEBSITE

www.ejel.org

https://swayam.gov.in

https://www.mooc.org/es/

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