



Enhancing Digital Learning Experiences in Higher Education: A Conceptual Framework for Evaluating the Service Quality of SWAYAM e-Tutorials

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Abstract:

Digital transformation has significantly reshaped higher education by promoting technology-enabled teaching and learning practices. Massive Open Online Courses (MOOCs) have emerged as a key innovation for expanding access to quality education, fostering lifelong learning, and supporting flexible instructional delivery. In India, the Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) serves as the national MOOC platform that provides learners with structured digital courses through four instructional quadrants. Among these, the e-Tutorial component plays a central role in delivering video-based instruction and facilitating self-paced learning. Despite the rapid growth of digital learning platforms, ensuring high service quality remains essential for improving learner satisfaction, engagement, and educational effectiveness. This conceptual paper proposes a framework for evaluating the service quality of SWAYAM e-Tutorials by integrating the SERVQUAL dimensions of reliability, responsiveness, assurance, empathy, and tangibility within the broader context of digital transformation in higher education. The paper discusses the importance of learnercentred quality assurance, identifies major challenges affecting online learning environments, and presents a conceptual model that can guide future empirical investigations. The proposed framework provides practical insights for policymakers, instructional designers, higher education institutions, and digital learning providers seeking to strengthen national online education initiatives and improve the overall learner experience.

Keywords:

Digital Transformation, Higher Education, MOOCs, Service Quality, SERVQUAL, SWAYAM, e-Tutorials.