

## Awareness of Swayam Courses among College Students: A Survey

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### ARTICLE DETAILS

**Research Paper**

**Keywords :**

*SWAYAM Courses, Awareness, Online Teaching, Initiative, Students*

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### ABSTRACT

The present study carried out to investigate the awareness towards SWAYAM courses among the college students. A sample of 112 college students was selected by purposive sampling. A self-constructed questionnaire in google form was send to the respondents. 112 college students responded to the questionnaire. The collected data were put in to statistical analysis to draw the findings of the study. The study concluded no significant difference among the college students towards their awareness on SWAYAM courses on the basis of locality and discipline but significant difference was found on the basis of their qualification and age groups.

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### INTRODUCTION

In Sanskrit SWAYAM means ‘self’. SWAYAM portal come up for learners based on the principle of self-learning. SWAYAM means Study Web of Active Learning for Young Inspiring Minds. It is a programme started by MHRD, Government of India aimed to achieve three prime principles of education i.e access, equity and quality. On the auspicious occasion of “Guru Purnima”, the Hon’ble President of India Shri Pranab Mukherjee launched Swayam on 9<sup>th</sup> July, 2017 with the aim to provide the quality education to the students of India (Press Information Burea Government of India, 2017). SWAYAM is a platform that offers free online courses from class 9 to post graduation that can be access by the learner anywhere at any time. India is a multi-lingual and multi-cultural country with diverse geographical areas which cannot be ignored (Ahmed & Baishya, 2019). SWAYAM is a mean to provide best quality higher education to all students at the minimum cost all over the country irrespective of geographical barriers (Pujar, 2021). The faculties from reputed institutions like IITs, IIMs and Central

Universities contributed to prepare these courses. A learner can choose any course from hundreds of courses specially designed in many fields like School, Teacher Education, Engineering and Technology, Design, Architect and Planning, Health Science, Humanities and Arts, Mathematics and Science, Management & Commerce and Law. Nine National Coordinators AICTE, NPTL, UGC, CEC, NCERT, NIOS, IGNOU, IIMB and NITTTR have been appointed to maintain the best quality of course content. SWAYAM follows four quadrant approaches. These quadrants are:

- **Quadrant- I is e-Tutorial**

e-Tutorial contains audio and videos content, animation, simulations, video demonstration and virtual laboratories.

- **Quadrant- II is e-Content**

e-Content contains e-books, research papers, journals, historical development of subject, pdf documents, presentations, case studies etc.



- **Quadrant- III is Assessment**

Assessment contains problems and solutions in term of MCQs, matching type, fill in the blanks, short answer, long answer, quizzes, assignments etc.

- **Quadrant- IV is Discussion**

The discussion clears the doubts by the course coordinator or subject expert raised by the learners.

## REVIEW OF RELATED LITERATURE

**Vijayakumar & Rekha (2023)** adopted survey method to study awareness of MOOC-SWAYAM courses among 240 prospective teachers and reported average level of awareness. The researchers concluded no significant difference according to their basic qualification, year of study and pedagogical subjects. **Sivakumar (2019)** investigated awareness of MOOCs/SWAYAM among 100 students of Annamalai University. The finding indicates that students don't have adequate awareness of MOOCs/SWAYAM. **Nayek (2018)** also conducted a study among Library and Information Science

students to enquire the awareness about SWAYAM. The researcher concluded that most of the students had registered in available LIS courses but number of courses in LIS subject is less. **Jrall & Gupta (2021)** reveals in their study that female teacher's educators are using more MOOCs resources in compare to male teachers' educators. The findings of **Subaveerapandiyam (2020)** suggested that respondents are aware of SWAYAM courses, 82% students usually spent 1 to 3 hours for SWAYAM courses and 74.73% students replied that their university provides orientation programmes on SWAYAM. **Ambadkar (2020)** concluded low awareness among commerce students about MOOCs and SWAYAM even the respondents have positive attitude towards MOOCs/SWAYAM. She also concluded lack of ICT skills, lack of classroom instruction and lack of individual interaction with teacher as main factors affecting utilization of these courses. **Undale (2021)** studied awareness about online courses among 100 respondents of age group 10 to 30 years and found that 93% respondents have no information about SWAYAM courses. **Balasubramanian (2021)** reported that 45.46 percent respondents possess high level of awareness about MOOCs/SWAYAM whereas 24.74 percent reported lower level of awareness. Further, it is concluded that male respondents had higher level of awareness than female respondents but did not conclude significant mean difference in relation to locality, age and discipline. **Riba & Vemula (2023)** found that 100 percent of students are familiar with the term online learning but only 11 percent students heard about SWAYAM courses. SWAYAM courses can be utilized by students to enhance their learning and deepened their knowledge and understanding of the subjects. Thus, this research aims to examine the awareness of college students about SWAYAM courses.

### **OBJECTIVES OF THE STUDY**

The main objective of the present study is to find out the significant mean difference among college students regarding awareness towards SWAYAM in relation to locality, qualification, discipline and age groups.

### **HYPOTHESES OF THE STUDY**

1. There is no significant mean difference in awareness towards SWAYAM courses among college students with respect to locality.
2. There is no significant mean difference in awareness towards SWAYAM courses among college students with respect to qualification.

3. There is no significant mean difference in awareness towards SWAYAM courses among college students with respect to discipline.
4. There is no significant mean difference in awareness towards SWAYAM courses among college students with respect to age groups.

**METHODOLOGY**

The present research is descriptive in nature. The purposive sampling technique was adopted to draw the sample of 112 college students. The data is collected by distributed a self-constructed questionnaire changed in to Google Form Link. This link is shared by WhatsApp Messenger in their respective WhatsApp class groups. Only 128 college students responded to it. 16 questionnaires having incomplete information were excluded. Thus, only 112 questionnaires were used for data analysis which was completed in all aspect.

**FINDINGS OF THE STUDY**

**HYPOTHESIS-1** There is no significant mean difference in awareness towards SWAYAM courses among college students with respect to locality.

The t test was used to find out difference in awareness towards SWAYAM courses between college students of urban locality and college students of rural locality. The result is presented in following table:

**Table - 1**

**Significance of difference between means of Score on Awareness towards SWAYAM Courses among College Students with respect to Locality**

Locality	N	Mean	SD	t	Level of Significance
Urban	93	6.83	3.27	0.626	0.05 (N.S)
Rural	19	6.32	3.13		

At 0.05 level

df=110

The table-1 reveals that the mean score of college students (N=93) belong to urban locality is 6.83 with standard deviation 3.27 and mean score of college students (N=19) belong to rural locality is 6.32 with standard deviation 3.13. The calculated t value is 0.626 which is less than table value of 1.96 at 5% level

of significance. It is concluded from the results ( $t=0.626 < 1.96$ ) that there exist no significant difference on awareness towards SWAYAM courses between college students belong to urban and rural localities.

**HYPOTHESIS-2** There is no significant mean difference in awareness towards SWAYAM courses among college students with respect to qualification.

The t test was used to find out difference in awareness towards SWAYAM courses between college students having qualification as graduation and post-graduation. The result is presented in following table:

**Table - 2**

**Significance of difference between means of Score on Awareness towards SWAYAM Courses among College Students with respect to Qualification**

Qualification	N	Mean	SD	t	Level of Significance
Graduation	71	7.21	3.14	2.05	0.05
Post-Graduation	41	7.59	3.28		

Significant

The table-2 reveals that the mean score of college students ( $N=71$ ) having graduation as qualification is 7.21 with standard deviation 3.14 and mean score of college students ( $N=41$ ) having post-graduation qualification is 7.59 with standard deviation 3.28. The calculated t value is 2.05 which is greater than table value of 1.96 at 5% level of significance. It is concluded from the results ( $t=2.05 > 1.96$ ) that there exist significant difference on awareness towards SWAYAM courses between college students having graduation as a qualification and college students having post-graduation as a qualification.

**HYPOTHESIS-3** There is no significant mean difference in awareness towards SWAYAM courses among college students with respect to discipline.

Descriptive statistics is used to analyze scores of college students on Awareness towards SWAYAM Courses according to their discipline. Further, One Way ANOVA is used to find out difference among scores of college students on Awareness towards SWAYAM Courses.

**Table –3**

**Descriptive Statistics of Scores on Awareness towards SWAYAM Courses among College Students with respect to Discipline**

S.No.	Discipline	N	Mean	S.D.
1	Arts	53	6.32	3.22
2	Commerce	31	6.61	3.73
3	Science	28	7.68	2.49

The table-3 indicates that the college students of science discipline scored higher mean value 7.68 with standard deviation 2.49 whereas the college students of Commerce and Arts disciplines scored approximate similar means i.e. 6.61 and 6.32 with standard deviation of 3.73 and 3.22 respectively.

**Table 3.1**

**One way ANOVA for analyzing the Scores on Awareness towards SWAYAM Courses among College Students with respect to Discipline**

ANOVA				
Source of Variance	Sum of Squares	df	Mean Squares	F
Between Groups	34.4819	2	17.241	1.66453
Within Groups	1129.0092	109	10.3579	
Total	1163.4911	111		

The data presented in table-3.1 shows that no significant difference exist between various groups of college students formed on the basis of discipline on awareness towards SWAYAM courses i.e.  $[F_{(2-109)} = 1.664, p > .05]$ . Therefore, null hypothesis is accepted.

**HYPOTHESIS-4** There is no significant mean difference in awareness towards SWAYAM courses among college students with respect to age groups.

Descriptive statistics is used to analyze scores of college students on Awareness towards SWAYAM Courses according to their age groups. Further, One Way ANOVA is used to find out difference among scores of college students on awareness towards SWAYAM Courses.

**Table –4**

**Descriptive Statistics of Scores on Awareness towards SWAYAM Courses among College Students with respect to Age Group**

S.No.	Age Group	N	Mean	S.D.
1	Below 25 Years	10	9.4	3.02
2	22-25 Years	69	7.28	3.09
3	Above 25 Years	33	4.97	2.77

The table-4 indicates that college students below age 25 years have scored higher mean value 9.4 with standard deviation of 3.02 and college students above age 25 years scored lower mean value 4.97 with standard deviation of 2.77.

**Table 4.1**

**One way ANOVA for analyzing the Scores on Awareness towards SWAYAM Courses among College Students with respect to Age Group**

ANOVA				
Source of Variance	Sum of Squares	df	Mean Squares	F
Between Groups	193.7193	2	96.8597	10.80472*
Within Groups	977.1378	109	8.9646	
Total	1170.8571	111		

\*p<0.01

The data presented in table-4.1 shows that one or more groups of college students statistically found significant formed on the basis of age on awareness towards SWAYAM courses. Therefore, null hypothesis is rejected.

### MAJOR FINDINGS OF THE STUDY

The present study focused to investigate the awareness of college students towards SWAYAM courses. The major findings of the study are:

1. There is no significant difference exist among the college students towards their awareness on SWAYAM courses on the basis of their locality.
2. The college students having qualification of post-graduation are more aware towards SWAYAM courses as compared to college students having graduation as qualification.
3. There is no significant difference exist among the college students towards their awareness on SWAYAM courses on the basis of their discipline (Arts, Commerce and Science).

4. There exist significant difference among the college students towards their awareness on SWAYAM courses on the basis of their age groups (Below 25 years, 25-30 years and Above 30 years).

## CONCLUSION

SWAYAM provides a vital platform for online courses in many subjects by using Information and Communication Technology to ensure that every learner get benefits from these (Ministry of Human Resource Development, 2017). The SWAYAM is in its initial stage but by this initiative The Skill India Dream can be achieved successfully (Kumar, 2020). It is essential to motivate students to adopt SWAYAM courses as learning resources. The Government of India should promote SWAYAM by promoting advertisement on radio, television, social networking sites and other platforms (Nayek, 2018).

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