

# **SWAYAM E-Learning Utilization in Higher Education: A Case Study of Babasaheb Dr. B.R. Ambedkar Central Library, Bangalore University**

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## **ABSTRACT**

*This study aimed to understand the utilization of SWAYAM E-Learning MOOCs among the users of the BAC Library at Bangalore University. Primary data for this study was collected through an online questionnaire completed by P.G. students and research scholars at Bangalore University. The study found that 70.98% of respondents were aware of Swayam Moocs Courses through the faculty members, the university library, and social media. 48.17% of respondents are enrolled in between 1 to 5 courses, and 13.13% of them are enrolled in between 5 to 10 SWAYAM MOOC courses. 24.08% of respondents are enrolled in learning new skills in the SWAYAM MOOCs courses, followed by 21.16% of respondents who are enrolled in gaining new knowledge, and 20.80% of them who are enrolled in getting a certificate. 48.17% and 46.35% of respondents are highly satisfied with reading materials and video lectures, respectively. 93.78% of respondents said they need an awareness or orientation programme on SWAYAM MOOCs courses. The study also found that 33.57% of respondents faced a lack of time and slow internet connection/technical problems while pursuing the SWAYAM MOOCs courses. 33.01% of respondents did not take SWAYAM MOOCs courses due to a lack of facilities, time, and interest in taking SWAYAM MOOCs courses.*

**KEYWORDS:** SWAYAM, MOOCs, P.G. Students, Research Scholars, Bangalore University, Awareness, Utilization

## **1. INTRODUCTION**

This educational term 'Massive Open Online Learning' (MOOC) is considered novel in the educational technology world. This type of learning encourages long-life learning. Additionally, students can learn anywhere, at any time. Because MOOCs have drawn a lot of critical attention, students can now take a variety of free online courses.

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(Yousef Aljaraideh 2019). The following elements, which give significance to the components of a, are frequently included in these definitions: MOOC:

- **Massive:** designed for, in theory, an unlimited number of participants. This means that the course is designed so that all services' efforts do not increase significantly as the number of participants increases.
- **Open:** access to the course is free without entry qualifications.
- **Online:** the full course is available on the Internet.
- **Course:** The programme is a course, which means it provides a full educational experience, is organized around a set of learning objectives in a particular field of study, and includes course materials, quizzes, feedback, tests, and a certificate of accomplishment.

In India, most people in remote areas lack the financial means to obtain a good education; massive Open Online Courses (MOOCs) can be considered a game-changer. This cost-effective way of learning through online mediums possesses a promising future for India as the government won't have to spend money on building schools and colleges, and students do not have to travel long distances. One only needs to get a laptop or desktop and an internet connection. (Vijeta Banwari, 2018). India has also initiated a good number of MOOCs platforms. Some of the MOOCs available in India are shown in the Table.

**Table – 1** Comparisons of Major MOOCs Platforms Available in India :

Provider	Learning Model	Total Courses	No of Users	Platform Provided By	Web Site Link
NPTEL	online	2300	1.3 Billion + views	IITs, IISc	<a href="https://nptel.ac.in/">https://nptel.ac.in/</a>
MooKIT	Blended	60	2 Lakh	IIT Kanpur	<a href="https://mookit.co">https://mookit.co</a>
Ukrainian IITBX	Online	142	1.25 Million	IIT Bombay	<a href="https://iitbombayx">https://iitbombayx</a>
SWAYAM	Blended	699	10 Million	Minstry of Education	<a href="https://swayam.gov.in">https://swayam.gov.in</a>
IIMBX	Online	44	1.5 Million	IIM Bangalore	<a href="https://www.iimbx.edu.in">https://www.iimbx.edu.in</a>

Sources: <https://swayam.gov.in/>.

**Table – 2** Comparisons of Specific MOOCs Platforms available in India

Provider	Learning Model	Total Courses	No of Users	Types of Courses offered	Web Site Link
Shikshit India	Online tutoring sessions	58	500	Photography, Business and Technology	<a href="https://www.shikshitindia.co.in/">https://www.shikshitindia.co.in/</a>
Vskills	Online	441	2.5 million	Banking and Finance	<a href="https://www.vskills.in/">https://www.vskills.in/</a>
Apna Course	Online	214	1,00,000	Data analytics	<a href="https://www.apnacourse.com/">https://www.apnacourse.com/</a>
UpGrad	Online	12	20,000	Machine learning	<a href="https://www.upgrad.com/">https://www.upgrad.com/</a>

Sources: <https://swayam.gov.in/>.

## **2. ABOUT SWAYAM**

SWAYAM is the world's largest initiative of its kind taken by any government to consolidate the education governing bodies under one umbrella and make quality education accessible to all in the country free of cost. The SWAYAM platform was developed by the Ministry of Education and All India Council for Technical Education (AICTE) with Microsoft as a technology partner. Microsoft was awarded a contract by the Ministry of Education in June 2016 for the development of SWAYAM; The SWAYAM portal was successfully launched on July 9, 2017. As of 2021, the Swayam portal shows a total of 124 courses being offered for U.G. and P.G. courses and a few new courses are added in every cycle of the MOOCs scheduled in the January and July sessions. Any learner can access all of the interactive courses for free. They were created by the greatest professors in the nation. These courses were developed by more than 1,000 faculty members and instructors who were carefully selected from across the nation. (Ambedkar, R. S. 2020 ).

### **2.1. SWAYAM courses are offered in 4 quadrants**

- Video lecture
- Specially prepared reading material that can be downloaded/printed
- Self-assessment tests through tests and quizzes and
- Online discussion forum for clearing the doubts.

## **3. OBJECTIVES OF THE STUDY**

- To ascertain P.G. students' and researchers' awareness of SWAYAM courses.
- To find out the sources of knowledge about the SWAYAM courses.
- To know the purpose and the enrolment Level of the SWAYAM Course by Bangalore University P.G. Students & Research Scholars.
- To know the satisfaction level of P.G. students and research scholars about SWAYAM teaching methods.
- To find out the problems faced by P.G. students and research scholars while pursuing the SWAYAM courses.

## **4. METHODOLOGY & SCOPE OF THE STUDY**

For this study, the primary data was collected by P.G. students and research scholars from various departments of Bangalore University. The study used an online questionnaire. An online questionnaire was designed, keeping in mind the primary objectives of the present study. The questionnaire was prepared in Google Forms and distributed through WhatsApp groups, email, forums, etc. A total of more than 386 respondents completed the online questionnaire. The collected data converted into the latest version of MS Excel is analyzed for proper statistical analysis and description.

## **5. DATA ANALYSIS AND INTERPRETATION:**

Data collection and findings of the study: Data collected through online questionnaires was analyzed using the tabulated frequency count and percentage. The findings were presented in the form of tables and graphs.

**Table - 3:** Demographic Characteristics of Respondents.

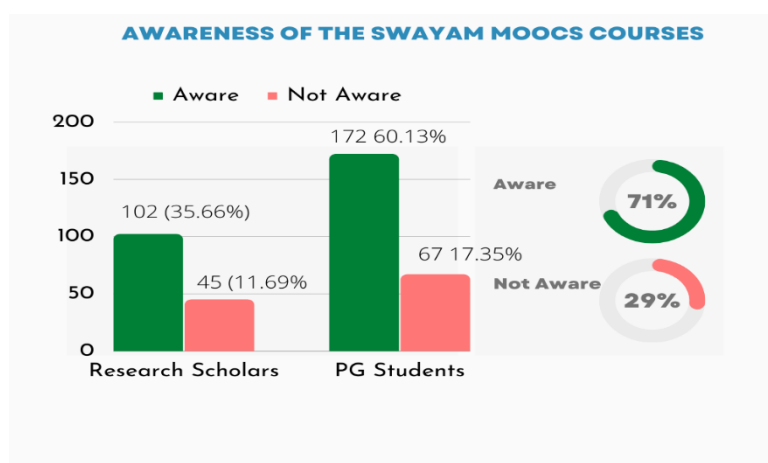
Demography Information		(n=386)	
		No. of respondents	%
Gender	Male	152	39.37
	Female	234	60.62
	Research Scholars	156	40.41
	PG Students	230	59.58
Departments	Arts	94	24.35
	Science	82	21.24
	Commerce	63	16.32
	Education	37	9.58
	Law	46	11.91
	Engineering	64	16.58

### 5.1. Demographic Characteristics of Respondents:

The data summarised in Table 3 demonstrates the demographic characteristics of respondents. It shows that out of 386 respondents, 39.37% are male respondents, and 60.62% are female respondents selected from the subject disciplines of Arts, Science, Commerce, Education, Law, and Engineering at Bangalore University.

**Table-4:** Awareness of the SWAYAM MOOCs Courses

Respondents	(n=386)	
	Aware	Not Aware
Research Scholars	102(35.66%)	45(11.69%)
P.G. Students	172(60.13%)	67(17.35%)
Total	<b>274( 70.98%)</b>	<b>112 (29.01%)</b>



**Figure -1**

**5.2. Aware of the SWAYAM MOOCs Courses among the respondents:**

Table 4 shows the awareness of the Swayam Moocs Courses among P.G. students and research scholars. It is clear from the Table that 70.98% of respondents are aware of Swayam Moocs Courses, but 29.01% of respondents are not aware of Swayam Moocs Courses.

**Table-5:** Sources of knowledge about SWAYAM MOOCs courses by respondents

Sources	(n=274)	
	No of respondents	%
Through University Library	76	27.73
Through Social Media	62	22.62
Through Faculty Members	87	31.75
Through Friends	49	17.88

**5.3. Sources of knowledge about SWAYAM MOOCs courses among the respondents:**

Table 5 indicates the sources of knowledge about SWAYAM MOOCs courses among the respondents. The analysis shows that 31.75% of respondents were taught by faculty members, followed by 27.73% of respondents who had knowledge about SWAYAM MOOCs courses through the university library, 22.62% of them through social media, and 17.88% of respondents through friends got knowledge about SWAYAM MOOCs courses.

**Table-6:** Enrolled in the SWAYAM MOOCs' courses among the respondents

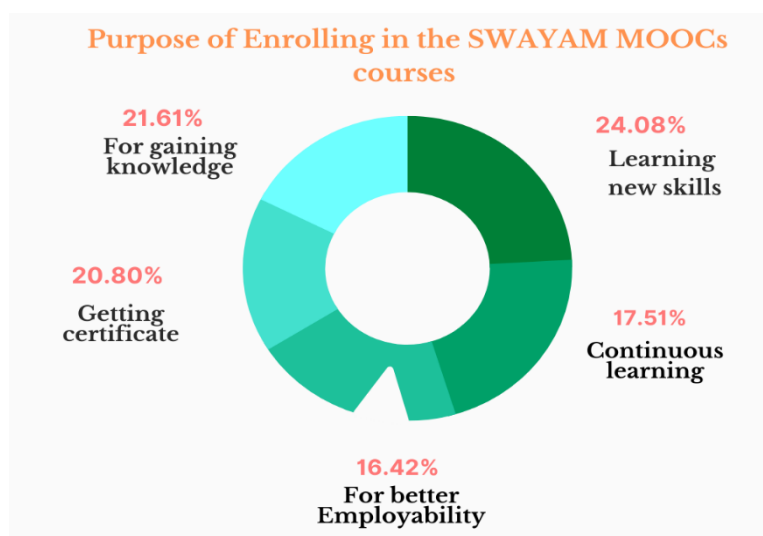
Courses	(n=274)	
	No of respondents	%
5 to 10	36	13.13
1 to 5	132	48.17
0	106	38.68

**5.4. Enrolled in the SWAYAM MOOCs' courses among the respondents:**

Table 4 shows that 48.17% of respondents are enrolled in between 1 to 5 SWAYAM MOOC courses, and 13.13% of them are enrolled in between 5 to 10 courses, but 38% of respondents are not enrolled in any kind of SWAYAM MOOC courses.

**Table-7:** The purpose of enrolling in the SWAYAM MOOCs courses by respondents

Purpose	(n=274)	
	No of respondents	%
Learning new skills	66	24.08
For gaining knowledge	58	21.16
Getting certificate	57	20.80
For better Employability	45	16.42
Continuous learning	48	17.51



**Figure -2**

### 5.5. The purpose of enrolling in the SWAYAM MOOCs courses by respondents:

One of the essential research questions was to explore the purpose for which they are enrolled in the Swayam Moocs Courses. 24.08% of respondents are enrolled in learning new skills in the SWAYAM MOOCs courses, followed by 21.16% of respondents are enrolled in gaining new knowledge, 20.80% of them are enrolled in getting a certificate, and 16.42% of respondents are enrolled in better employability in the SWAYAM MOOCs courses (Table 7).

**Table-8:** Problems faced by respondents while pursuing the SWAYAM MOOCs courses

Problems	(n=274)	
	No of respondents	%
Poor audio/video quality	48	17.51
Ineffective discussion forums	52	18.97
Lack of time	92	33.57
Slow internet connection /technical problems	78	28.46

### 5.6. Problems faced by respondents while pursuing the SWAYAM MOOCs courses

Table 8 shows the problems faced by respondents while pursuing the SWAYAM MOOCs courses. A majority of 33.57% of respondents faced problems with lack of time while pursuing the SWAYAM MOOCs courses, followed by 28.46% of them facing slow internet connection/technical problems, and 18.97% of respondents facing ineffective discussion forms while pursuing the SWAYAM MOOCs courses. 17.51% of respondents faced poor audio/video quality while pursuing the SWAYAM MOOCs courses.

**Table-9:** Reasons for not taking SWAYAM MOOCs courses by respondents:

Reasons	(n=106)	
	No of respondents	%
Not aware of Courses	18	16.98
Lack of Facilities	35	33.01
Not Interested	28	26.41
Lack of time	27	25.47

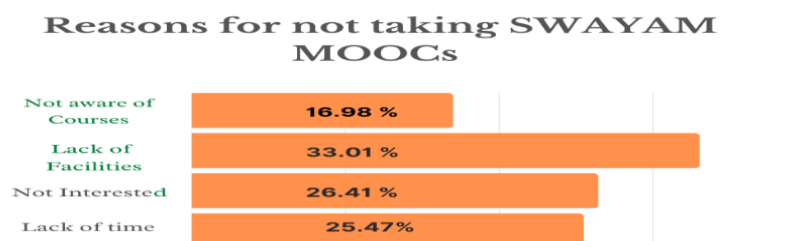


Figure -3

### 5.7. Reasons for not taking SWAYAM MOOCs courses by Respondents

Table 9 points out the reason for not enrolling in SWAYAM courses. It was found that 33.01% of respondents did not take SWAYAM MOOCs courses due to lack of facilities; 26.41% of them were not interested in taking SWAYAM MOOCs courses; 25.47% of them did not have time to take SWAYAM MOOCs courses. 16.98% of respondents were unaware that Swayam courses were available to take SWAYAM MOOCs courses.

**Table-10:** The satisfaction level of SWAYAM Teaching Methods among the respondents:

N=274				
Teaching Methods	Highly Satisfied	Satisfied	Neutral	Not Satisfied
Videos lecture	127(46.35%)	95(34.67%)	50 (18.24%)	2 (0.72%)
Reading Materials	132(48.17%)	86(31.38%)	42 (15.32%)	14(5.10%)
Mock Test	82 (29.92%)	134 (48.90%)	37 (13.50%)	21( 7.66%)
Assignments	84 ( 30.65%)	128 ( 46.71%)	52 ( 18.97%)	10 ( 3.64%)

### 5.8. The satisfaction level of SWAYAM Teaching Methods among the respondents

Table 10 indicates the satisfaction of SWAYAM teaching methods among the P.G. students and research scholars of Bangalore University. It is revealed that 48.17% and 46.35% of respondents are highly satisfied with SWAYAM Teaching Methods of reading materials and video lectures. 48.90% and 46.71% of respondents are satisfied with SWAYAM Teaching Methods of Mock Tests and Assignments. Only 5.10% and 7.66% of respondents are not satisfied with SWAYAM Teaching Methods of reading materials and assignments.

**Table-11:** SWAYAM MOOCs courses require an awareness or orientation program:

Require an awareness or orientation program	(n=386)	
	No of respondents	%
Yes	362	93.78
NO	24	6.2

### 5.9. SWAYAM MOOCs courses require an awareness or orientation program

The question has been raised regarding the need for an awareness or orientation programme regarding SWAYM among P.G. students and research scholars of Bangalore University. Table 11 shows that 93.78% of respondents

said yes, they need to require an awareness or orientation program on SWAYAM MOOCs courses. Only 6.2% of them said no, they did not require an awareness or orientation program on SWAYAM MOOCs courses.

## **6. FINDINGS & SUGGESTIONS**

- 70.98% of respondents are aware of Swayam Moocs Courses, but 29.01% of respondents are not aware of Swayam Moocs Courses.
- 31.75% of respondents were taught by faculty members, followed by 27.73% of respondents who got knowledge about SWAYAM MOOCs courses through the university library, 22.62% of them through social media, and 17.88% of respondents through friends got knowledge about SWAYAM MOOCs courses.
- 48.17% of respondents are enrolled in between 1 to 5 SWAYAM MOOC courses, and 13.13% of them are enrolled in between 5 to 10 courses, but 38% of respondents are not enrolled in any kind of SWAYAM MOOC courses.
- 24.08% of respondents are enrolled in learning new skills in the SWAYAM MOOCs courses, followed by 21.16% of respondents are enrolled in gaining new knowledge, and 20.80% of them are enrolled in getting a certificate.
- 33.57% of respondents faced problems with lack of time while pursuing the SWAYAM MOOCs courses, followed by 28.46% of them facing slow internet connection/technical problems.
- 33.01% of respondents did not take SWAYAM MOOCs courses due to lack of facilities; 26.41% of them were not interested in taking SWAYAM MOOCs courses; 25.47% of them did not lack time to take SWAYAM MOOCs courses.
- 48.17% and 46.35% of respondents are highly satisfied with SWAYAM Teaching Methods of reading materials and video lectures. 48.90% and 46.71% of respondents are satisfied with SWAYAM Teaching Methods of Mock Tests and Assignments.
- Only 5.10% and 7.66% of respondents are not satisfied with SWAYAM Teaching Methods of reading materials and assignments.
- 93.78% of respondents said yes, they need to require an awareness or orientation programme on SWAYAM MOOCs courses

### **6.1. Suggestion and recommendations**

- The study recommends that there is a need to encourage academicians to adopt MOOCs as a learning resource.
- This will require a collaborative effort between all national coordinators of SWAYAM, universities, and industry-academia interactions to promote the acceptability of certification provided by SWAYAM in the job market.
- It is suggested that MHRD should take steps to advertise SWAYAM courses through T.V. channels, radio and other social networking sites.
- Some educational institutions and universities in India are also displaying them on their websites. For a broader reach, it is suggested that all universities post a list of SWAYAM courses offered each semester in their faculties and departments ahead of time.



## **CONCLUSION**

as a result of technology, the way of teaching and learning is changing. Today, many universities, colleges, and other institutions in the world offer courses without cost or at a minimum cost over the Internet, and millions of participants are enrolled in such courses. The Government of India initiated SWAYAM courses to provide easy access, equity, and quality education to all. It is created for the benefit of young minds who have the right to free access to learning resources and the enhancement of their skills in the required field. It is understood that the awareness of Swayam Moocs courses among the students and scholars is very high at Bangalore University and that the maximum number of students and scholars are enrolling in Swayam MOOCs courses. The majority of them were asked to conduct an awareness or orientation programme on SWAYAM MOOCs courses. The study also found that some of them are facing a lack of time and slow internet connection/technical problems while pursuing the SWAYAM MOOCs courses. To address these issues, the study suggests that state and federal governments focus on raising awareness among students and research scholars in universities and colleges about their open online course swayam.

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