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MOOCS – SWAYAM: AWARENESS AND CHALLENGES IN UNDERGRADUATE STUDENTS

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ABSTRACT
To achieve the learning objectives, the education system needs to integrate, enhance with innovative and sustainable activities. E-learning and Massive Open Online Course(MOOCs) are the practices. One of the MOOCs-SWAYAM is taken for the study. In this study many factors from the perspective of the learner are discussed. Awareness, self-motivating factors, time commitment, time flexibility, credit transfer to academic record are the basic hurdles in enrollment in SWAYAM. Successful students showed their interest in future enrollment but still appreciate YouTube the most for the subject learning. Primary data has been collected from the undergraduate students of SIES Nerul college of Arts, Science and Commerce by circulating google form.

Keywords: *MOOCs, SWAYAM, enrollment, quality, e-content*

INTRODUCTION

Government of India initiated the SWAYAM programme to achieve goals of Education Policy. Access, quality and equity are the major concerned factors for developing this. The main objective of the SWAYAM is to give a platform to best teaching-learning resources to all learners with hunger of knowledge to beat challenges of time, distance, traveling, and inability to enroll in full time courses. It provides best course instructors from supreme institutions of India. Swayam provides courses from class 9 to post graduation. It follows four quadrant for the courses it hosting:

1. Video lectures by the instructors
2. Study material
3. Topic wise Tests and Quizzes
4. Online Discussion, doubt solving sessions

Without compromise in quality production and delivery of content of courses nine National Coordinators have been appointed by the authorities. They are as follows:

1. AICTE (All India Council for Technical Education) for self-paced and international courses
2. NPTEL (National Programme on Technology Enhanced Learning) for Engineering
3. UGC (University Grants Commission) for non-technical post-graduation education
4. CEC (Consortium for Educational Communication) for under-graduate education
5. NCERT (National Council of Educational Research and Training) for school education
6. NIOS (National Institute of Open Schooling) for school education
7. IGNOU (Indira Gandhi National Open University) for out-of-school students
8. IIMB (Indian Institute of Management, Bangalore) for management studies
9. NITTTR (National Institute of Technical Teachers Training and Research) for Teacher Training programme

OBJECTIVES

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- Drop out ratio after enrollment, being aware of its importance is high .
- Successful students are highly satisfied and show willingness to enroll in the future.

LITERATURE REVIEW

MOOCs are supplementary to the traditional education system to overcome the unsustainable cost in education and prevent malpractices of unmanageable student debt is discussed by Dennis, M.(2012). How innovative tools in MOOCs can engage students to associate more with their abilities and skills is described by Carrera, J., & Ramírez-Hernández, D. (2018). Castillo, N. M., Lee, J., Zahra, F. T., & Wagner, D. A. (2015) demonstrated how MOOCs have potential to deliver high quality education to the learner, even to remote places. According to Li, Y. (2019, May), MOOCs have injected more quality and vitality to higher education. It is beneficial to both learners to access high quality courses and the course coordinator can get a large number of learners. Liu, C. (2020) discussed how discussions are important between teacher and learner for effective outcomes. Author took data of Chinese students who experienced e-learning with cloud meetings and MOOCs without live conversations. Students preferred the first one over the second method.

Research Analysis Tools

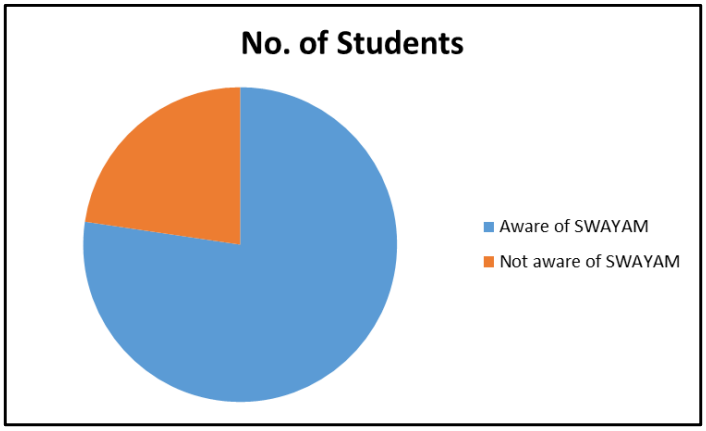
Google form was circulated amongst students of SIES Nerul college of Arts, Science and Commerce. The data was analyzed in Microsoft Excel in a data analysis tool. Graphs and tables have been drawn in Microsoft Excel.

Findings and Data Analysis

582 students responded to the Google form circulated. 450(77.38%) were aware and 132 (22.62%) students were not aware about SWAYAM, as shown in Table1.

Table1

	No. of Students
Aware of SWAYAM	450
Not aware of SWAYAM	132



Out of 450(77.38%) who were aware about SWAYAM, 278(60%), students were aware about it via orientation conducted on MOOCs and constantly told by a teacher in the institute. Students who missed the orientation came to know about it through their friends (126, 28%). The Role of social media is comparatively less which is 8.44%. This is shown in table 1.

Table 1

		No. of Students

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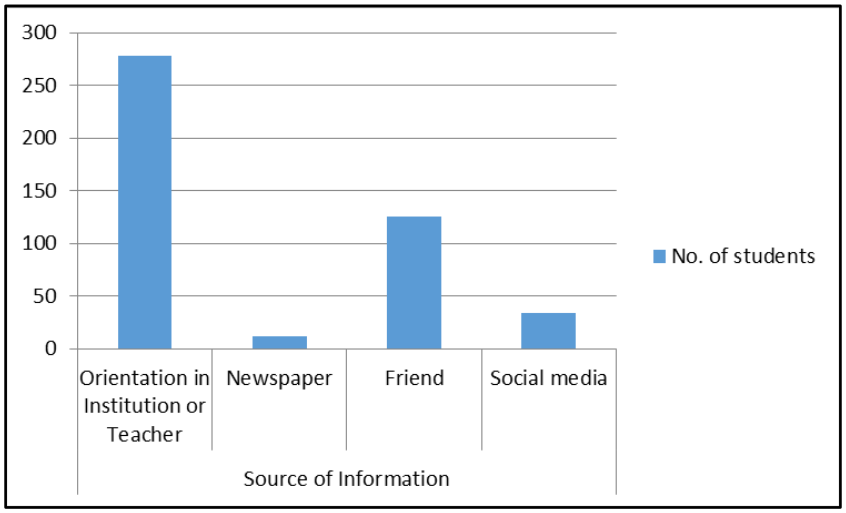
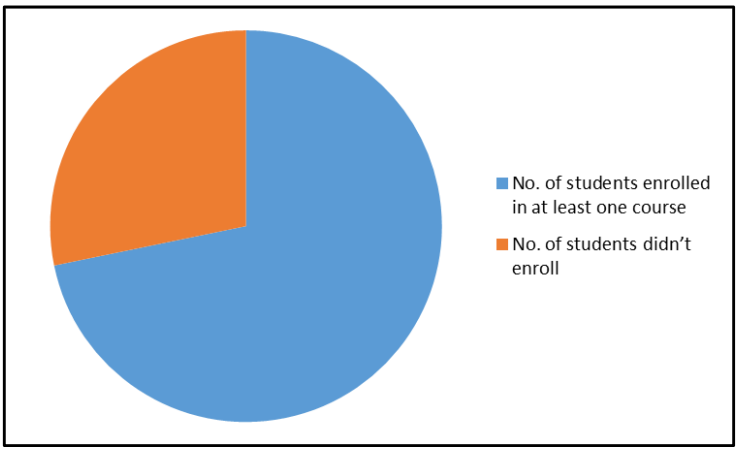
Source of Information	Orientation in Institution or Teacher	278
	Newspaper	12
	Friend	126
	Social media	34



In table 2, 323(71.78%) students out of 450 students who had an idea about SWAYAM, enrolled in at least one course is shown.

Table 2

No. of students enrolled in at least one course	No. of students didn't enroll
323 (71.78%)	127 (28.22%)



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Out of 323 students who enrolled in at least one course only 35(10.84%) of them completed the course successfully. 95 (29.75%) started but didn't finish the course as they failed to submit all the assignments and quizzes. 193(59.75%) of the students, which is significantly high, did not complete at least one assignment which is shown in table 3.a. It (p=0.000287) states that though students are enrolling in the course but not able to finish it successfully.

Table 3.a

	Observed Value			
	Enrolled Students			
	Finished the course	Drop in between	Didn't complete at least one assignment	Total
Male	11	56	130	197(83.19%)
Female	24	39	63	126(39%)
Total	35 (10.84%)	95(29.41%)	193(59.75%)	323

Table 3.b

Expected Value				
	Enrolled Students			
	Finished the course	Drop in between	Didn't complete at least one assignment	Total
Male	21.34674923	57.94117647	117.7120743	197
Female	13.65325077	37.05882353	75.2879257	126
Total	35	95	193	323

Table 3.c

X square value	
p- value=	0.000287

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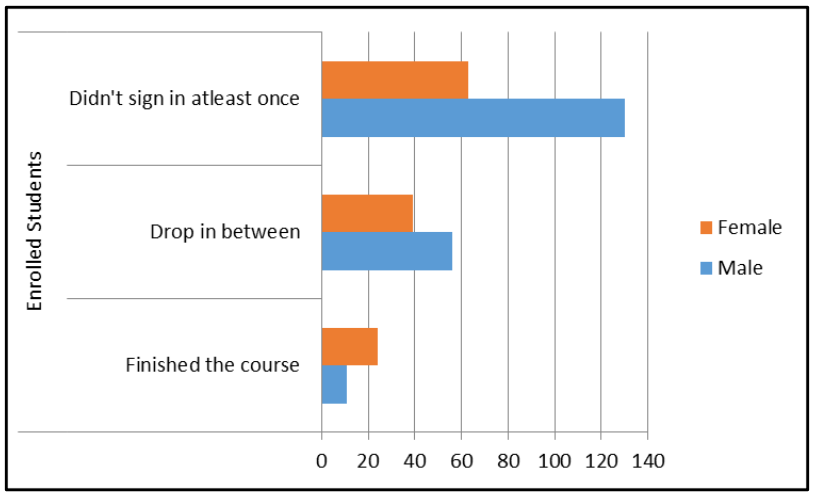
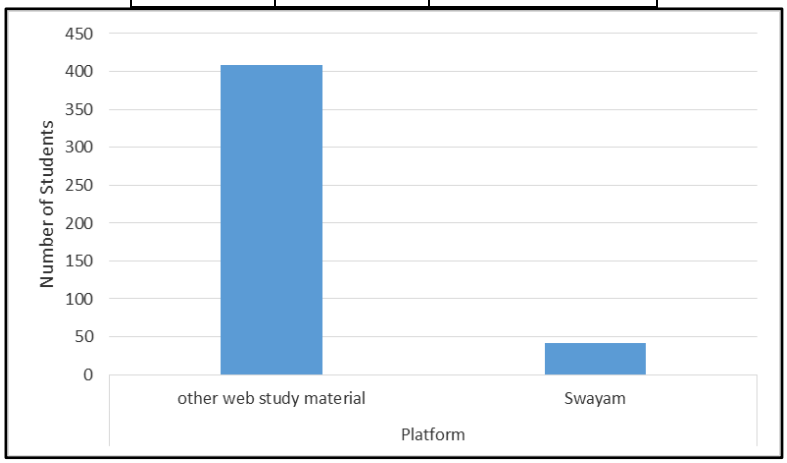


308(96.25%) students out of 323 who have enrolled in SWAYAM responded that other web based videos, presentations, pdfs like you tube, SlideShare etc. are more preferred.

Table 4

		No. of students
Platform	Swayam	15
	other web study material	308



LIMITATIONS

- Credit transfer to the academic record of the student for all the institutes.
- For MOOCs development and implementation cost is higher
- High time commitment is needed.
- Other e-learning platforms like you tube and other web based study materials, google slides, pdf etc. are easily available at any time.

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- In this study only SWAYAM is considered, similar platforms like MOOCs eg. Coursera, EdX etc. needed to be studied.

DISCUSSION

MOOCs have been proving their importance for many years. More awareness, orientation programmes can be arranged at the institution level. Also in future if credit transfer mechanism is applicable to all the institutes, then more students can be motivated to enroll and successfully complete the course, also for elective courses SWAYAM can be beneficial as it will serve the need of extra knowledgeable teachers and infrastructure. For weak students as remedial lectures, completion of learning from video content and good scores in assignments can be suggested as good practice.

MOOCs is asynchronous learning where the trainer prepares the courseware material in advance before the course takes place and the learner can decide when he wants to learn the courseware. Four quadrant structure makes SWAYAM more competitive and complete. Proctoral examination at the allocated centers makes its grading system more transparent. Students who successfully completed the course, they seem from head to toe SWAYAM is easy to handle. It's a source to their skill development, lifelong learning and sharpening their knowledge. Courses on it are more structured and learning oriented compared to other web based study materials.

Only at the stipulated times of the year registration can be done, where other web based sources are available according to convenience at any time. Due to commitment of time and lack of self-motivation many students, though they were knowing about MOOCs, did not enroll in it, enrolled but could not keep track of the submission of assignments.

CONCLUSION

Institutions, teacher should encourage the students to benefit. Examination and certificate is completely optional which costs money. To improve the subject knowledge without certification, enrollment in the course, video lectures and assignments are totally free of cost. overall implementation of MOOCs is totally complementary and must to the existing education system.

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