



## Research Article

# Awareness of Undergraduate Students on SWAYAM as a Platform of Digital Education

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Abstract	Manuscript Information
<p>SWAYAM is a digital platform launched by the Government of India to carry out the goals of the education policy <i>i.e.</i> access, equity, and quality. The main goal of the initiatives is to make teaching-learning excellence by providing tools available for everyone particularly the most disadvantaged. It aims to bridge the digital gap for students who have been left out of the digital revolution and are unable to participate in the knowledge economy. The study was carried out to ascertain the awareness of undergraduate students on SWAYAM as a digital education platform. For the present study, the investigators employed a descriptive survey method, and a total of 52 students of the Science stream were randomly selected from Nagaon, Assam. A self-made questionnaire was prepared having two choices as Yes/ No with 18 items through Google Forms. The data was gathered by sending the Google form to the students' email addresses and WhatsApp groups. The data were analyzed through descriptive statistics and graphically represented as per the objectives of the study. The study indicates that more than 50 percent of students were not aware of the SWAYAM irrespective of gender.</p>	<ul style="list-style-type: none"> <li>▪ <b>ISSN No:</b> 2583-7397</li> <li>▪ <b>Received:</b> 29-07-2024</li> <li>▪ <b>Accepted:</b> 13-09-2024</li> <li>▪ <b>Published:</b> 28-10-2024</li> <li>▪ <b>IJCRM:</b>3(5); 2024: 210-213</li> <li>▪ <b>©2024, All Rights Reserved</b></li> <li>▪ <b>Plagiarism Checked:</b> Yes</li> <li>▪ <b>Peer Review Process:</b> Yes</li> </ul> <p><b>How to Cite this Manuscript</b></p> <p>Dibakar Bordoloi, Dipalee Haflongber. Awareness of Undergraduate Students on SWAYAM as a Platform of Digital Education. International Journal of Contemporary Research in Multidisciplinary.2024; 3(5):210-213.</p>

**KEYWORDS:** SWAYAM, digital education, awareness, digital gap, teaching-learning.

## 1. INTRODUCTION

Study Webs of Active-learning for Young Aspiring Minds (SWAYAM) is the largest digital platform of Indian Massive Open Online Course based on Open edX which provides a lifelong opportunity for learning launched on 9<sup>th</sup> July, 2017. SWAYAM is an initiative of the Government of India to provide learning facilities through the principles of access, equity, and quality.(Mohile, 2021) <sup>[5]</sup> SWAYAM offers a comprehensive platform and gateway for online courses, utilizing information and communication technology (ICT) to encompass a wide range of topics and skill sector courses from high school to higher education.(Nayek, 2018) <sup>[6]</sup> Its primary objective is to guarantee

that all students may access and benefit from educational materials delivered through ICT (Vijayashekaranyaka, 2020) <sup>[10]</sup>. Over two thousand classes have been made available on the platform as of the end of the year 2022, and each one is led by a knowledgeable educator.(Sikarwar *et al.*, 2022).<sup>[7]</sup> The nine National Coordinators are responsible for the meticulous organizing, production, and delivery of these courses. The organizations are- NPTEL, AICTE, UGC, NCERT, NIOS, IGNOU, IIM-B, and CEC. There are no hidden costs or fees associated with gaining access to SWAYAM MOOC courses for education (Kumar & Mahendraprabu, 2021)(Singh, 2019).<sup>[4][8]</sup> In addition, participants have the opportunity to earn a SWAYAM

certificate following successful completion of the training program and subsequent testing at one of the authorized locations. (Subaveerapandiyam & H, 2020).<sup>[9]</sup>

Likewise, a wide variety of other organizations are actively working on new forms of digital content. The Ministry of Human Resource Development (MHRD) has launched 32 Direct-To-Home (DTH) educational TV channels called "SWAYAM Prabha" transmitting educational material 24x7, and the content created under SWAYAM will be used for transmission in SWAYAM Prabha (SP) DTH channels (Jrall & Gupta, 2021).<sup>[3]</sup>

### Scope of SWAYAM

According to the (UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016)<sup>[1]</sup> SWAYAM shall cover the following:

**i) Curriculum-based course contents:** In the realm of higher education, covering a wide range of fields and subjects, including the arts, sciences, commerce, performing arts, social sciences and humanities studies, engineering, technology, law, medicine, agriculture, and so on.

**ii) School education (9-12 levels) modules:** To provide training for teachers as well as teaching and learning aids to the children of India, with the goals of improving the children's subject comprehension and assisting them in better preparing for the competitive tests required for entrance to professional degree programs.

**iii) Skill-based courses:** The curriculum of skill-based courses encompasses both post-secondary school skills traditionally offered by polytechnics and industry skills accredited by sector skill councils under different Ministries.

**iv) Advanced curriculum and professional certification:** Advanced curriculum and professional certification in higher education under a uniform framework that can be adjusted to India's undergraduate choice-based credit system (CBCS).

**v) Curricula and courses:** These may serve the demands of Indian people living in India and elsewhere who want to continue their education.

**vi. Independent courses:** Independent courses that may not be a part of any defined curriculum and that could be given as part of a continuing education program, as awareness courses, or to teach a particular skill.

### Approaches of SWAYAM

As per the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016 following are the approaches of SWAYAM-

**Quadrant-I** consists of an e-Tutorial that encompasses various educational resources such as video and audio content, organized in a structured manner, as well as animation, simulations, and virtual labs.

**Quadrant II** encompasses e-content, which includes various forms of digital resources such as PDFs, e-books, illustrations, video demonstrations, papers, and interactive simulations as deemed necessary.

**Quadrant III** refers to the category of Web Resources, which encompasses many types of information such as Related Links,

Open Content on the Internet, and Case Studies. The topic of Articles has seen significant historical evolution throughout time.

**Quadrant IV** refers to self-assessment and encompasses many components such as multiple-choice questions (MCQs), problem sets, quizzes, assignments with answers, discussion forums, the establishment of a frequently asked questions (FAQ) section, and the provision of clarifications on common misunderstandings.

### Rational of the study

In recent times online learning platforms have been used by students and teachers to make teaching learning digitalized. National Education Policy 2020 also gives importance to the same. Rapid technological change in the field of education changed the scenario of education all over the world. The UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 had given importance to offering the courses through the SWAYAM platform as per the academic requirement and shall transfer the credit of the course and also mentioned that 20% of the total course should be offered through SWAYAM platform. After COVID-19 it seems the needs of online education in India. There are various online platforms for online education but the students, teachers, and other stakeholders of the educational institutions are not aware of and are confused about the courses and their certification process. Nowadays online learning is a part and parcel of the courses of study. Therefore, the investigators seek to know whether the undergraduate students are aware of the SWAYAM and its courses of study, evaluation process, certification, etc.

## 2. OBJECTIVES

- I. To investigate the awareness of undergraduate students toward SWAYAM.
- II. To compare the awareness of undergraduate students towards SWAYAM about gender i.e. boys and girls.

### Hypothesis

**H<sub>0</sub>** There is no significant difference between the awareness of undergraduate students towards SWAYAM about gender i.e. boys and girls.

### Delimitation of the study

The present study is delimited to the 1st-semester undergraduate students of the Science stream of Nowgong College (Autonomous) only. The data obtained from the students was only gathered via the use of questionnaires, without using interviews or any other kind of direct observation method. The questionnaire only consists of closed-ended questions, limiting the opportunity for the presentation of other thoughts.

## 3. RELATED LITERATURE

Nayek, (2018)<sup>[6]</sup> in his report explores the awareness of library professionals and students about SWAYAM. A survey was administered online to 125 respondents in the field of Library and Information Science (LIS), including professionals and students, to evaluate their level of familiarity with SWAYAM.

The findings also indicated a noteworthy level of interest among professionals and students in SWAYAM, as seen by a considerable number of registrations for the various LIS courses on the site.

Subaveerapandiyam & H, (2020) [9] studied to explore the awareness of library science students toward the uses of SWAYAM courses. The investigators collected the required data from Annamalai University through a self-structured questionnaire by employing the survey method. Major findings were, that 74.73 percent of students are aware through the orientation program provided by the teachers and about 82 percent of students spend 1 to 3 hours on SWAYAM. The study also reveals that a smaller number of students did not complete the courses due to some reasons.

Bhgyalakshmi & Karthika, (2020) [2] carried out a study to investigate the awareness and impact of MOOCs –SWAYAM. The researcher used a questionnaire to collect the data by applying convenience random sampling from 50 college students in the area of Chennai. Mean, standard deviation, and covariance together with the percentage technique were used to analyze the respective data. The study found that among the factors, "Cost-effective" was found to have the highest mean value of 4.76 and the least coefficient of variance, suggesting a strong influence on learning outcomes of the courses of SWAYAM.

Kumar & Mahendraprabu, (2021) [4] carried out research to assess the extent of open educational practices among research academics at Tamilnadu state universities. The investigators employed a descriptive survey method and collected the data from 300 students through a simple random sample technique. The findings of the study reveal that the practice of open educational resources provides insight and direction in their research. Sikarwar *et al.*, (2022) [7] conducted a study to find out the perception of students and teachers on SWAYAM courses. The investigators employed a descriptive survey method to collect the data by using a non-probability convenient sample technique through a self-made standardized questionnaire. According to the results, more than 70% of respondent are taking advantage of SWAYAM courses and finding them beneficial to their education. Users praise the platform's adaptability, originality, interactivity, and user-friendliness. SWAYAM, however, has been criticized for its potential complexity and lack of employment benefits.

**4. METHODOLOGY**

The researcher determined the descriptive study for this inquiry because it is focused on empirical evidence. Data for the study was collected from Nagaon, Assam. The method of selecting the sample was carried out by the investigator using a disproportionate stratified random sampling approach i.e. 52 students where 40 boys and 12 girls. In this particular investigation, the researchers made use of a self-structured and standardized questionnaire. Initially, 22 items related to the awareness of SWAYAM were included; after testing the reliability of the items, it was reduced to 18 items. Cronbach's alpha of the test item was calculated in SPSS and found 0.841 and considered as very high and acceptable. As well as the

scoring levels of the questionnaire were also designed by using SPSS as 0 to 3 lower level, 4 to 9 average and 10 to above as higher level.

**5. RESULTS AND DISCUSSION**

In the present investigation, the researchers analyzed the data with the use of statistical techniques such as percentage, mean, standard deviation, and t-test for the statistical difference between the means of boys' and girls' students' awareness on SWAYAM.

**Objective 1:** To investigate the awareness of undergraduate students toward SWAYAM

Figure 1 shows the distribution of awareness toward SWAYAM scores of 52 undergraduate students.

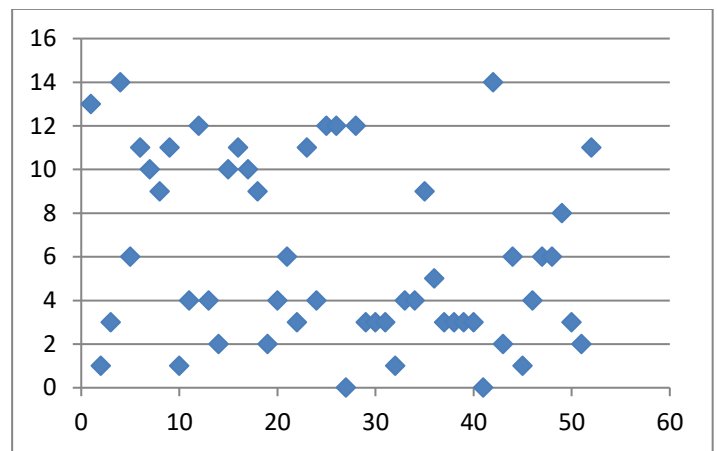


Table 1 shows the levels of awareness of undergraduate science students towards SWAYAM

N	Levels of Awareness		
	Lower	Average	Higher
52	20	17	15
	38.4 %	32.69%	28.85 %

Source: Primary data

Table 1 reveals the awareness level of science undergraduate students toward SWYAM as 20 students (34.4 percent) showed a lower level of awareness, 17 students (32.69 percent) showed an average, and 15 students (28.85 percent) showed higher levels of awareness.

**Objective 2:** To compare the awareness of undergraduate students towards SWAYAM about gender.

**H<sub>0</sub>** There is no significant difference between the awareness of undergraduate students towards SWAYAM about gender.

Category	N	Mean	SD	df	't' value	Remarks
Boys	40	5.95	4.21	18	0.78	Not Significant
Girls	12	6.33	4.14			

According to Table 2, the t ratio of male to female undergraduate students is 0.78, which is lower than 2.10 at the 0.05 level of significance. This indicates that the difference is not statistically significant; as a result, the null hypothesis is accepted at the 0.05 level of significance. It indicates that there is not a substantial gap between the levels of knowledge of SWAYAM among the pupils in the boys' and girls' classes. It is evidence that pupils of both genders have comparable degrees of knowledge of the SWAYAM program.

### Findings of the study

The findings of the study are as follows-

- i) It has been found that 38.4 percent of 1<sup>st</sup>-semester undergraduate science students of Nagaon have a lower level of awareness toward the SWAYAM platform and the courses offered for the benefit of students.
- ii) It has been also found that the girls and boys do not differ significantly in their levels of awareness toward SWAYAM. The data demonstrates that students of both genders possess similar levels of understanding regarding the SWAYAM program.

### RECOMMENDATIONS

- i) An awareness program should be organized on how to access the courses in the SWAYAM platform and obtain the certificate.
- ii) Courses in Swayam will be made available to graduate students
- iii) Students should be aware of the causes Local Chapter of their college in the SWAYAM platform.
- iv) The college authority should make sure the registration of every student in the SWAYAM platform is an alternative way to provide quality education.
- v) The investigation was limited to the Science undergraduate students of Nagaon, Assam due to time constraints. A total of 52 respondents participated in the study. Further investigation may be conducted with additional disciplines and all the semester students to further understand the level of awareness surrounding SWAYAM as an online educational platform.

### 6. CONCLUSION

SWAYAM, as a digital project of the Government of India, aims to enhance accessibility to education and bridge the gap by delivering high-quality educational resources to all individuals. Currently, the SWAYAM program has become an integral component of educational institutions at a widespread level. However, the level of knowledge among undergraduate students on their subject-related SWAYAM courses is insufficient. The government and the entities associated with the SWAYAM platform must ensure the provision of courses that align with the disciplines offered by students' respective educational institutions.

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