

An Attitude Towards Swayam Learning Among Teacher Educators Working in Teacher Training Colleges

Mrs. M. Raja Gowsalya¹, Dr. A.R. Anandha Krishnaveni²

¹Master of Education in Computer Science, Arulmigu Kalasalingam College of Education, Krishnankovil.

²Principal, Arulmigu Kalasalingam College of Education, Krishnankovil.

Abstract—SWAYAM is an online learning platform introduced by the Government of India to provide free and quality education to learners across the country. With the growing importance of digital platforms in teacher education, it is important to understand how Teacher Educators view and use such resources. To study this, a survey was conducted among Teacher Educators Working in Teacher Training Colleges Located in Virudhunagar District. This district was selected because it has students from both rural and urban areas, which helps in understanding different perspectives about online learning platforms. The survey results showed that most Teacher Educators were aware of SWAYAM and understood its usefulness for self-paced and lifelong learning. Many respondents believed that the platform is especially helpful for learners in rural and remote areas because it provides access to quality video lectures and reading materials. Teacher Educators also showed willingness to recommend SWAYAM to their colleagues, which indicates a positive attitude toward the platform. The findings suggest that digital initiatives like SWAYAM can play an important role in improving teacher education. However, the study also highlights the need for more awareness programs and training so that Teacher Educators can use the platform more effectively in their learning and teaching process.

Key Words—SWAYAM, MOOC, Attitude, Teacher Educators Training Colleges, etc.,

I. INTRODUCTION

"ATTITUDE TOWARDS SWAYAM LEARNING AMONG TEACHER EDUCATORS WORKING IN TEACHER TRAINING COLLEGES LOCATED IN VIRUDHUNAGAR DISTRICT" is the research topic covered in this journal. In the 2017 Budget Speech, the Indian government suggested using information technology to introduce the SWAYAM platform, which would offer at least 350 online courses. On July 9, 2017, the Honourable

President of India introduced SWAYAM, an indigenous platform of the Government of India that aims to fulfil the three pillars of education policy: quality, equity, and access. The government's ground-breaking SWAYAM program aims to give many students enrolled in our universities and colleges a high-quality education. With SWAYAM's MOOCs (Massive Open Online Courses), students can virtually attend classes given by top instructors, access excellent reading materials, engage in discussion boards, take exams, and receive academic marks. It is intended to help students; instructors, researchers, and lifelong learners use multimedia at any time and from any location to gain information and skills. According to UGC, universities can be crucial in spreading and popularising SWAYAM courses among their students and the academic community in general, making it possible for more students to take advantage of MOOCs. The university-nominated SWAYAM coordinators would serve as a Single Point of Contact (SPOC) for their university in order to further the SWAYAM initiative and encourage an increasing number of HEIs to embrace the MOOC courses on SWAYAM. Studying the online (Swayam) course at this level is therefore necessary. As a result, the researcher conducted a study under this heading.

II. STATEMENT OF THE PROBLEM

Digital learning platforms are becoming increasingly important in the field of education. Platforms such as SWAYAM provide free and quality online education to learners. However, there is limited understanding of the awareness, attitude, and usage of this platform among Teacher Educators. Therefore, the major problem of this study is to examine the awareness and perceptions

of Teacher Educators Working in Teacher Training Colleges Located in Virudhunagar District, regarding SWAYAM.

ASSUMPTION OF THE STUDY

On online (swayam) classes, it is considered that students may have a minimal degree of attitude. Compared to pupils in rural areas, urban students may have a more positive attitude toward Swayam courses. Students may generally lack sufficient understanding of their open online courses

- The most fascinating SWAYAM teaching method.
- Suggestions for enhancing SWAYAM
- To ascertain how students and teachers feel about swayam classes.
- To determine students' attitudes with Swayam courses at the level of teachers and educators.
- To investigate any factors that may have an impact on students' attitudes toward swayam courses at instructors.

III. OBJECTIVES OF THE STUDY

The following are the current investigation's goals:

- The primary goal of this effort is to evaluate the increasing global popularity of MOOCs and to offer the most advanced MOOCs (SWAYAM), an Indian online learning platform. The study's scope is restricted to the following goals.
- SWAYAM's popularity to evaluate the growth of academic MOOC literature.
- To demonstrate the major MOOC platforms and subject-based courses.
- To give a thorough explanation of MOOC (SWAYAM) in terms of its unique characteristics, such as the number of courses offered under each learning path, learning paths, and stakeholders.
- To display the MOOC (SWAYAM) LIS courses.
- To display MOOC utilisation patterns (SWAYAM).
- The mind-set of students and LIS professionals regarding SWAYAM

IV. METHODOLOGY

The examination depends on both essential and optional information. The primary data have been collected from Teacher Educators Working in Teacher Training Colleges Located in Virudhunagar District with the help of pre-tested interview schedule and questionnaire respectively. The secondary data have been collected from the records of teacher training colleges, published and unpublished books, journals, reports, and circulars and through web sites.

SAMPLE AND SAMPLING TECHNIQUES

"The process of choosing a sample from the population is known as the sampling method." The method used to choose a sample from the population is called simple random sampling. The sample for this investigation was chosen using basic random sampling. Using a straightforward random sampling technique, 150 Teacher Educators Working in Teacher Training Colleges Located in Virudhunagar District were chosen as the study's sample. The sample distribution is displayed in the following table.

Table – 1

Name of the Colleges	Departments	Sample
Teacher Educators Working in Teacher Training Colleges Located in Virudhunagar District	Computer Science	25
	Commerce	25
	Tamil	25
	English	25
	History	25
	Mathematics	25
Total		150

V. REVIEW OF LITERATURE

1. Kaveri (2016) state that "the strength of SWAYAM lays in its qualitative evaluation

systems as well as recognition of credits, equity of access, and affordability." When it comes to long-term effects on citizen and society development and shaping individual

- perspectives, traditional HEIs have a distinct advantage over global MOOCs and SWAYAM.
2. Kanjlal (2016) asserts that "mainstreaming the SWAYAM initiative with the formal education system will go a long way in realizing the nation's dream in universal access to education." SWAYAM can be a key component of the Indian government's Digital India and Skill India initiatives with the right preparation and execution.
 3. Bharti (2014) states that "SWAYAM is a platform for new India where quality education is affordable and self-learning is fruitful not only for enrolled but also for professionals and dropouts." SWAYAM will give Indian students a fantastic opportunity to learn without worrying about failing thanks to its excellent content, top-notch online lectures, lively debates, and insightful evaluation tests.
 4. Mr. Rahul Hire Math (2017) asserts that India faces a difficulty in terms of education quality. The MOOC is a high-quality educational instrument available today that can educate a large number of people at the lowest possible cost and effort. The Government of India (MHRD) is working to create SWAYAM, an online national portal for high-quality education that uses ICT based on the edX platform to provide online courses at no cost or at a minimal cost to all students in the country. The caliber of the course material, the content

producers, and the students determine the caliber of SWAYAM. It will support the country's skill development program, which generates skilled labor and jobs. The government and national organizations like SWAYAM are essential to its success. It will support the country's skill development program, which generates skilled labor and jobs. The government, national organizations like UGC, NPTEL, IGNOU, and CBSE NCERT & NIOS, as well as the best universities in the nation, are essential to SWAYAM's success.

Analysis data for basic information: (Teacher Educators)

Frequency and Mean Score Distribution of Respondent Demographic Profile

VARIABLES OF THE STUDY

The present study includes the following demographic variable.

1. Gender
2. Subject
3. Locality
4. Family Type
5. Family Income
6. Parental Mathematics

The following table shows the sample as per the variables

Table - 2

S.No.	Type of Sample	Sub Sample	Size of Sample	Percentage
1.	Gender	Male	30	20%
		Female	120	80%
2.	Subject	Computer Science	25	16.7%
		Commerce	25	16.7%
		Tamil	25	16.7%
		English	25	16.7%
		History	25	16.7%
		Mathematics	25	16.7%
3.	Locality	Rural	84	56%
		Urban	66	44%
4.	Family Type	Nuclear	121	80.7%
		Joint	29	19.3%
5.	Family Income	Below 50000	104	69.3%
		Above 50000	46	30.7%

6.	Parental Mathematics	Below SSLC	72	48%
		SSLC – HSC	52	34.7%
		UG	11	7.3%
		PG	15	10%

The table presents the distribution of respondents based on various demographic variables. Out of the total sample of 150 respondents, 30 (20%) are male and 120 (80%) are female, indicating that the majority of respondents are female. With regard to subject specialization, the respondents are equally distributed among six subjects—Computer Science, Commerce, Tamil, English, History, and Mathematics—with 25 respondents (16.7%) in each category, showing equal representation across disciplines. In terms of locality, 84 respondents (56%) belong to rural areas, while 66 respondents (44%) are from urban areas, indicating that a higher proportion of respondents come from rural backgrounds. Regarding family type, the majority of respondents, 121 (80.7%), belong to nuclear

families, whereas only 29 respondents (19.3%) belong to joint families. Considering family income, 104 respondents (69.3%) have a monthly family income below ₹30,000, while 46 respondents (30.7%) have an income above ₹30,000, showing that most respondents come from lower-income groups. With respect to parental education, 72 respondents (48%) have parents with education below SSLC, 52 respondents (34.7%) have parents educated up to SSLC/HSC level, 11 respondents (7.3%) have parents with undergraduate degrees, and 15 respondents (10%) have parents with postgraduate qualifications. This indicates that most respondents come from families with relatively lower levels of parental education.

PURPOSE OF AWARENESS AND UTILIZATION OF SWAYAM COURSES –

A Garrett Ranking Approach

S. No	Reasons	1	2	3	4	5	6	7	8	Total
1.	Do you know about “SWAYAM”?	45	11	38	13	19	9	3	12	150
2.	Are you doing any course at present on “SWAYAM”?	15	22	21	19	15	30	21	7	150
3.	Do you know any other online course providing website?	25	34	16	16	14	24	13	8	150
4.	Do you think that “SWAYAM” programme increases literacy rate of our country?	15	9	12	13	37	13	24	27	150
5.	Do you ever visit SWAYAM portal?	12	16	25	32	18	17	24	6	150
6.	Do you ever done any course in “SWAYAM”?	7	34	22	21	14	22	13	17	150
7.	Have you received any certificate from “SWAYAM”?	24	10	14	14	20	18	33	17	150
8.	Are you interested in joining any course in “SWAYAM”?	7	13	2	21	14	16	20	57	150
	TOTAL	150	150	150	150	150	150	150	150	

The above table highlights that the majority of respondents are aware of the SWAYAM platform, as it has received the highest responses. The second highest response is related to knowledge about other online course websites, indicating that respondents are also familiar with alternative learning platforms. The third position is occupied by interest in joining courses in SWAYAM, which shows a moderate level of willingness among respondents.

Further, visiting the SWAYAM portal occupies the fourth position, indicating that fewer respondents actively access the platform. The fifth position is given to respondents currently doing courses in SWAYAM, showing limited participation. The sixth position is assigned to respondents who have completed courses in SWAYAM, reflecting low course completion rates.

Moreover, receiving certificates from SWAYAM is placed in the seventh position, indicating that only a small number of respondents have obtained certification. Finally, the least response is recorded for the opinion that SWAYAM increases the literacy rate, suggesting comparatively lower perception regarding its impact.

VI. CONCLUSION

As a result, the researcher examined a number of earlier studies on personality traits and interpersonal conflict in adolescents. Every study is connected to pertinent ideas. Certain research are partially, but not entirely, related to the current hypothetical variables. Which are covered by the research? The quality of the courses that SWAYAM offers to the general public, as well as the applicants' success and relevancy, are what determine its success. The significance and application of these courses will only become clear with time. Students who wish to take these courses should have their own arrangements at every educational institution. The learner can benefit from the current advancements in the telecommunications industry, which have made internet connection extremely affordable. SWAYAM is one of the efforts the government is taking to provide high-quality education throughout the country. The national ideal of providing high-quality education to the general public through SWAYAM will either be realized or not. The government, national organizations like UGC, NPTEL, IGNOU, and CBSE NCERT & NIOS, as

well as the best institutions in the nation, will determine how the SWAYAM develops as it is still a young state.

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