

Swayam Moocs In Teacher Education: Assessing Awareness Among B.Ed. Trainees

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Abstract— The current study looks at how aware student teachers who are studying for their B.Ed. degree are of SWAYAM MOOCs. To do this the study used a survey. Got information from 200 student teachers. The study used a scale to measure how aware people are. What the study found out is that student teachers are fairly aware of SWAYAM MOOCs. It did not matter if the student teacher was a boy or a girl, where they were, from or what kind of family they had. The study did find that what the student teacher was studying to teach and what kind of institution they were at made a difference. The study shows that need to make student teachers more aware of SWAYAM MOOCs and help them use SWAYAM MOOCs in a way to improve their teaching skills. SWAYAM MOOCs can really help with the education of teachers.

Index Terms— SWAYAM MOOCs, Awareness, B.Ed. Student Teachers, Online Learning

I. INTRODUCTION

The way to teach and learn is changing fast because of new technology and new ways of teaching. In this change B.Ed. Teachers are very important because they help young people learn and grow. To be teachers they need to keep learning new things. One good thing that is happening is SWAYAM, which is started by the Government of India. SWAYAM gives B.Ed. Student teachers free access to online courses. This helps them learn more teach better and become better at teaching. Need to know how B.Ed. Student teachers know about SWAYAM so we can help them use it well and make teaching

Online courses are like classes on the internet that you can take on your computer or phone. They have parts like lectures, reading and assignments that you have to finish. You can take these classes at your pace or at a scheduled time. Big online courses, like the ones, on

SWAYAM are special because many people can take them and they are free. This means people can learn from schools without spending a lot of money and they can do it in a way that works for them. SWAYAM is a platform that wants to give education to everyone. It tries to bridge the gap between people who have access to things and those who do not. SWAYAM does this by giving people easy ways to learn. It is for all kinds of learners like students, teachers and working people. The courses on SWAYAM are good because they are free you can learn at your pace and there are many subjects to choose from. Good institutions make these courses so you can be sure the content is good. They help student teachers who are doing B.Ed. To learn ways of teaching make their classes better and become better professionals. They also help people get jobs and meet other people in their field.

To join SWAYAM you just have to go to their website make a profile pick a course and sign up after you read about the course. Awareness means knowing about something because you learned about it or experienced it. In this case awareness means how B.Ed. Student teachers know about SWAYAM, its courses and the good things it does. Need to know how aware they are so can find out what they do not know and help them use SWAYAM in a way. SWAYAM and its courses are important for student teachers so they should know about SWAYAM and what it offers. By knowing more, about SWAYAM student teachers can use it to improve their teaching and learning.

The study is important because it shows how aware B.Ed. Student teachers are about SWAYAM. This helps people who make policies and institutions create plans to promote SWAYAM. If people know more about SWAYAM they can teach better students can learn more. Researchers can study online learning and teacher education.

The study, which is called "Awareness of SWAYAM MOOCs among B.Ed. Student Teachers," looks at student teachers who are getting training.

II. OBJECTIVES

Here are the goals of the study:

- To see how B.Ed. Student teachers know about SWAYAM MOOCs.
- To check if female B.Ed. Student teachers know amounts about SWAYAM MOOCs.
- To check if B.Ed. Student teachers from urban areas know different amounts about SWAYAM MOOCs.
- To check if B.Ed. Student teachers from joint families know different amounts about SWAYAM MOOCs.
- To check if B.Ed. Student teachers who study arts and science subjects know amounts about SWAYAM MOOCs.
- To check if B.Ed. Student teachers, from government and self-finance colleges know amounts about SWAYAM MOOCs.

III. REVIEW OF RELATED LITERATURE

Reviewing what others have studied is a part of any research. It helps you understand what is already known about your topic. By looking at studies done in India and other countries you get an idea of how to ask questions choose the right methods create tools and make sense of data. This also helps you find out what hasn't been studied yet and why your study is important.

The term literature review means looking at and analyzing existing studies, theories and findings related to your research problem. It involves organizing and summarizing what is known in a way to show why your study matters. A good literature review builds on what's already known helps avoid repeating what others have done finds gaps in knowledge and guides future research. It makes your study more believable, by placing it in the context of research and helps create a solid research plan.

Several studies have looked into how aware and how much students and teachers use SWAYAM MOOCs. Santanu Patra, Arnab Kumar Dutta and Papiya Upadhyay in 2024 checked how learners in West Bengal join and complete MOOCs. They found that

not many learners join and complete SWAYAM MOOCs. The main reasons are that learners do not know about SWAYAM MOOCs and feel pressure from their studies. Deivam, N. Devaki and R. Nandhinidevi in 2024 studied teachers. These teachers know an amount about SWAYAM courses. But they face a problem. They do not have enough time. Anjali Shokeen in 2023 found that B.Ed. Students like SWAYAM MOOCs. They like that they can study at their pace and access the courses easily. Some problems remain, like learners do not interact much and do not get enough support. Rekha in 2023 studied student-teachers in Chennai. They know an amount about SWAYAM. The researchers found that it does not matter where the student-teachers are from or what their background's All of them know an amount, about SWAYAM MOOCs.

Further Jahara Mustafa Sakriwala said that people do not join MOOCs because they do not know about them do not have time and are not motivated. Amala A. Patwardhan and Akhilesh K.S. Yadav found that college teachers know about MOOCs and use them to improve their skills. Most do not finish them. Balasubramaniam found that some student-teachers know about MOOCs. Many do not have enough experience with SWAYAM. Geeta D. And Ambadkar reported that students do not know much about MOOCs. They have a positive attitude towards them. Sivakumar and Shaheen Altaf Shaikh concluded that student-teachers do not know enough about MOOCs. They use digital tools for learning. Recent studies from 2021 to 2026 show results.

Kumar and Singh found that people know more about online learning platforms after COVID-19. They do not use SWAYAM much because they do not get support from their institutions do not have good digital skills and are not motivated. Recent studies by Sharma and Gupta and Iyer highlight that if people get targeted awareness programs MOOCs are included in their curriculum and they get credits for completing MOOCs then more student-teachers join and finish MOOCs. Studies indicate that while awareness of online learning platforms has improved after COVID-19, effective use of SWAYAM remains limited due to lack of support insufficient digital skills and limited motivation. Findings highlight that targeted awareness programs, integration of MOOCs into curriculum and credit transfer systems significantly enhance

participation and completion rates, among student-teachers.

In the end looking at what other people have said about MOOCs and SWAYAM it is clear that more people are starting to know about them and accept them. Student teachers who are studying for their B.Ed. Degree do not know much about MOOCs and SWAYAM. There are also things that stop student teachers from using MOOCs and SWAYAM. This information helps the person doing this study to choose what to look at make some ideas about what they might find and pick a way to do the study.

IV. METHOD OF THE STUDY

If a study is going to work the person doing it has to pick the way to do it. They have to plan it carefully and make sure they understand what they are doing. The way they do the study has to be right, for the problem they are trying to solve. The information they need to solve it. For this study the person is using a survey. They are asking people questions to find out what they think about MOOCs and SWAYAM.

V. POPULATION AND SAMPLE

The sample comprised 200 B.Ed. trainees chosen from four B.Ed colleges through simple random sampling techniques. Out of the participants 61 males, and 139 females. The sample includes various types of private colleges to add diversity to the study.

VI. TOOLS USED IN THE STUDY

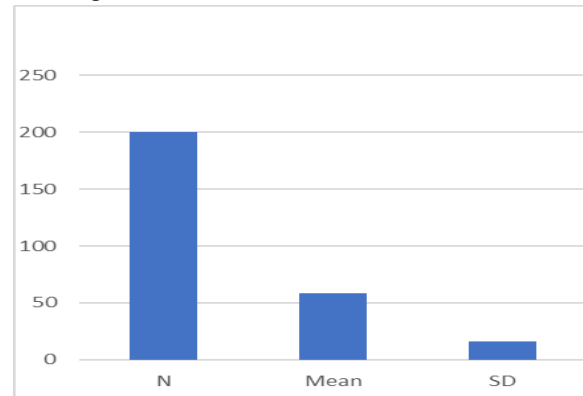
The investigator decided to adopt Awareness of Swayam MOOCs Scale, Standardised and developed by Balasubramaniam (2022) to assess the awareness of Swayam MOOCs among B.Ed. student teachers.

VII. STATISTICAL TECHNIQUES USED

Both descriptive and inferential statistical techniques were used for data analysis in the present study. Descriptive statistics like mean, and standard deviation were used and describe the nature of the data. Inferential statistical techniques like t- test were employed to test the difference between the groups.

VIII. STATISTICAL APPLICATION OF DATA

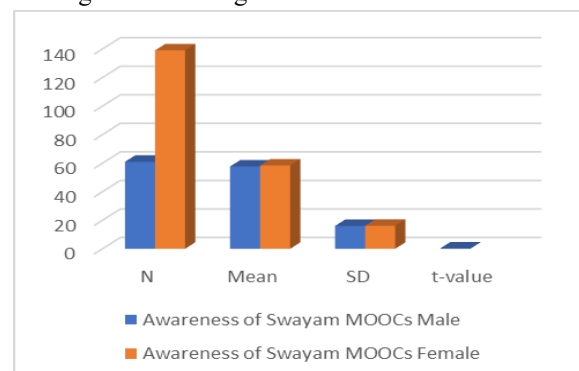
Figure 1 Awareness of SWAYAM MOOCs



Interpretation

The figure shows that B.Ed. Student teachers have an idea about SWAYAM MOOCs. This means that student teachers know a bit about SWAYAM courses. They understand what SWAYAM courses are for what is good about them and how they can help student teachers become professionals. The findings also show that not all student teachers know the same amount about SWAYAM MOOCs. Some student teachers know a lot about SWAYAM. Others do not know much. So, need to help student teachers learn more about SWAYAM MOOCs. Can do this by having programmes, workshops and, by giving them support at their institutions. This will help student teachers learn more about SWAYAM MOOCs.

Figure 2 Showing 't' test for based on Gender

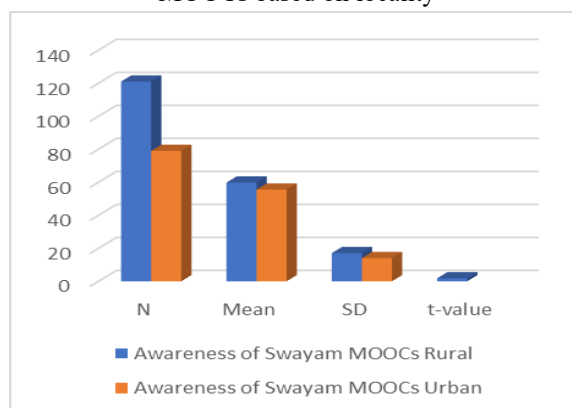


Interpretation

The figure shows us that female B.Ed. Student teachers are basically aware of SWAYAM MOOCs to the extent. If we look at the scores of male B.Ed. Student. Female B.Ed. Student teachers we can see

that they are much the same. This tells us that both B.Ed. Student. Female B.Ed. Student teachers have an understanding of SWAYAM MOOCs. The t-value we got does not really mean anything so we can say that being a male or a female B.Ed. Student teacher does not make a difference in how aware you're of SWAYAM MOOCs. So, when it comes to knowing about SWAYAM courses, male B.Ed. Student. Female B.Ed. Student teachers are, on the page.

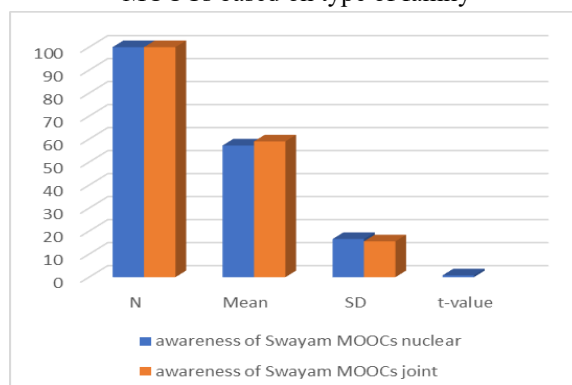
Figure: 3 Showing 't' test for awareness of Swayam MOOCs based on locality



Interpretation

The figure shows that urban B.Ed. Student teachers have the same awareness of SWAYAM MOOCs. Rural students seem to know a bit more, about SWAYAM MOOCs than students. This difference is not big enough to be considered important. This means that where a student teacher lives either in an urban area does not really affect how much they know about SWAYAM MOOCs. Both rural and urban student teachers have an understanding of SWAYAM MOOCs.

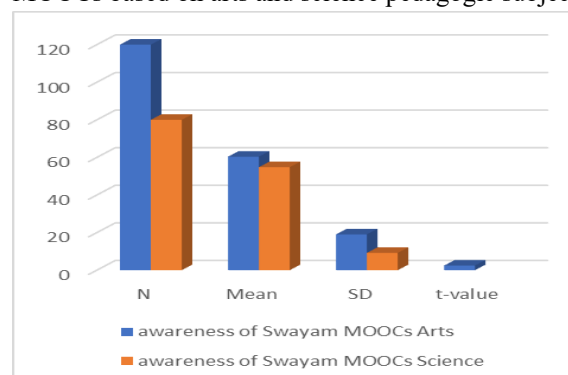
Figure: 4 Showing 't' test for awareness of Swayam MOOCs based on type of family



Interpretation

The figure above clearly indicates that there is an equal level of awareness for B.Ed. students hailing from either joint families or nuclear families with regard to SWAYAM MOOCs. Though there is a little more awareness among students belonging to joint families compared to those who belong to nuclear families, the difference between the two groups is negligible. Hence, family type is immaterial with respect to awareness regarding SWAYAM MOOCs.

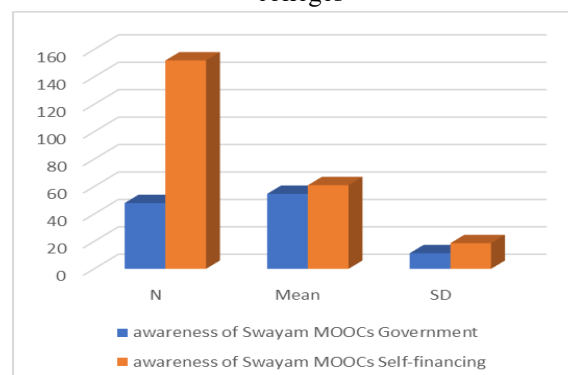
Figure 5. Showing 't' test for awareness of Swayam MOOCs based on arts and science pedagogic subjects



Interpretation

The figure indicates a significant difference in the awareness of SWAYAM MOOCs between B.Ed. student teachers belonging to Arts and Science pedagogic subjects. The mean scores show that Arts students have higher awareness compared to science students. Since the obtained t-value is significant, it can be inferred that the subject of study has a meaningful influence on the awareness level of SWAYAM MOOCs.

Figure 6. Showing 't' test for awareness of Swayam MOOCs based on Government and self-financing colleges



Interpretation

The figure reveals a significant difference in the awareness of SWAYAM MOOCs between B.Ed. student teachers from Government and Self-financing colleges. The mean scores indicate that students from Self-financing colleges have higher awareness compared to those from Government colleges. Since the obtained t-value is significant, it can be concluded that the type of institution has a meaningful influence on the awareness of SWAYAM MOOCs.

IX. IMPORTANT FINDINGS

- The extent of awareness regarding SWAYAM MOOCs is average among the B.Ed. student teachers.
- There is no significant difference in terms of gender among the B.Ed. student teachers' awareness of SWAYAM MOOCs.
- There is no significant difference among the rural and urban B.Ed. student teachers' awareness of SWAYAM MOOCs.
- There is no significant difference among the B.Ed. student teachers of nuclear and joint families regarding their awareness of SWAYAM MOOCs.
- There is a significant difference among the B.Ed. student teachers of Arts and Science pedagogic subjects regarding their awareness of SWAYAM MOOCs.
- There is a significant difference between B.Ed. student teachers of government and self-financing colleges in terms of their awareness of SWAYAM MOOCs.

X. EDUCATIONAL IMPLICATIONS

- There is need for organizing orientation programmes, workshops, and integrating SWAYAM courses into the B.Ed. curriculum.
- Suggests the institutional efforts are more important than personal background in improving awareness.
- There can have equal academic exposure and subject-specific guidance.
- There is need for uniform institutional support, resources, and encouragement across all colleges.

XI. SUGGESTIONS

The following suggestions are given for the further study.

- The study on awareness of SWAYAM MOOCs can be conducted at different levels of education.
- Similar studies can be conducted to examine awareness of SWAYAM MOOCs among student teachers along with the challenges they face.
- Further studies can be undertaken to identify effective strategies for developing awareness of SWAYAM MOOCs.
- The present study can be extended to investigate the utilization of SWAYAM MOOCs among student teachers.
- A similar study can be conducted among school teachers.

XII. CONCLUSION

From the above-presented findings, it can be inferred that the awareness of SWAYAM MOOCs in the context of B.Ed. student teachers is quite prevalent and significant in today's world where rapid changes are taking place regarding technology and educational methods. Therefore, initiatives like SWAYAM are highly significant as far as the continuous professional development of future teachers is concerned.

As per the results of the above study, B.Ed. student teachers have awareness about SWAYAM MOOCs at an average level. This suggests that there are some student teachers who have fair knowledge of these MOOCs, but a considerable portion of the student population lacks proper knowledge and awareness regarding this topic. In addition to that, it can be seen that the variable of gender, locality, and type of family does not play a significant role in influencing awareness levels in this regard. On the other hand, significant differences have been seen in the case of pedagogic subjects and type of institution.

These results highlight the significance of applying a particular type of structured approach that would help to increase awareness and encourage effective utilization of SWAYAM MOOCs by the B.Ed. students. It should be stated that teacher education institutions should introduce an orientation program for the students who use this educational platform for distance learning. The introduction of SWAYAM MOOCs into the curricula would ensure higher levels of participation by the students in such courses.

In general, the current study shows the significance of increasing awareness about SWAYAM MOOCs in order to provide the students with information regarding modern teaching strategies. Increasing awareness among B.Ed. students would assist the latter in improving their teaching skills in the future as well as motivate them to apply an online platform for distance learning. Apart from that, this particular research could be used as a basis for further investigation, thus making a contribution to education.

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