

# Are Teachers Aware Enough for SWAYAM Usage?

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## Abstract

Government’s initiative of SWAYAM as an online platform for teaching and learning is thought to spread wings in every nook and corner of the nation. Both teachers and students play a pivot role in taking SWAYAM to new heights. Teachers are the first steps of making it a source which can be used by all even at distant places. But, the question is, are the teachers themselves aware about its usage? What determines their awareness? The study has resulted into six major determinants for awareness of teachers regarding usage of SWAYAM. Further it gives the practical implications which can be adopted by the government which can enhance the usage of SWAYAM at teacher’s level.

Keywords: SWAYAM, Online Teaching, MOOCs, Usage, Awareness, Teachers

## Introduction

We all are aware of distance education which is in practice for many years. Previously, education is imparted through correspondence courses, and satellite classes through television and Radio (Ghosh, 2012). As a result of technology upgrading in education attracting topics of interest to the educational community and other professionals are Massive Open Online Courses (MOOC). MOOCs is a program under which no. courses are taught online to numerous students, with nominal participation of educator through short video lectures and ready study material, students complete assignments which are graded and at completion certificate is provided (Yu et al., 2017). In this way, a professor supports a course group with several participants (Wilson Jim, 2012).

MOOCs have to grab the attention of countless due to certain reasons; the biggest reason among them is a big difference in the ratio of teachers and students in each class, other reasons are the mounting demand for knowledge in the public and an educational platform which is handy to all at any stage of life (Paul & Jefferson, 2019). MOOCs are popular among the learner for their affordability as it offers low-cost courses to an infinite number of students and the learning material provided is prepared by top professors (Atiaja, & Proenza, 2016).

To solve the problem of quality education at low cost from any corner of the world, the Indian Government with many premier institutes such as IITs, IIMs IISC, and many more along with the governing bodies (UGC, AICTE, NPTEL, MHRD) are searching solution to cater educational need of the public by contributing toward the development of MOOC program in the nation. Considering various aspects and view Indian Education Ministry came up with the Initiative of MOOC- SWAYAM i.e. (*Study Webs of Active - Learning for Young Aspiring Minds*) on 15 Aug 2016 (Chauhan, & Goel, 2017).

Nagaraju, Thakur, & Singh (2020) No. of E-learning platforms are in the application in India, Government of India has started SWAYAM MOOCs but very low level of literacy found among the students, In terms of awareness and usage of these devices and platform they are lacking in knowledge. Literacy in the rural area and government schools was the very low government should necessarily implement some sort of program or curriculum which is compulsory to be taught through these programs. Chauhan, & Goel, (2016, August). Adoption of MOOC among learners: Since SWAYAM supports blended learning where after learning from the online courses the learner will also go to their college/institute. The learner will experience face-to-face learning along with online learning. So, the lack of oral communication is not a problem anymore. Also, due to the inclusion of traditional learning, the chances of feeling cut off or alone is reduced. Learners will avail all the benefits of a traditional learning environment such as lab access, and hands-on experiments (Curle, 1973).

Tamjidyamcholo, Gholipour, & Kazemi, (2020) indicated that perceived consequences including knowledge growth, social interaction, and compatibility have a considerable impact on the intention for the usage of MOOC.

According to the TRA (Ajzen & Fishbein, 1980) and TAM (Venkatesh & Bala, 2008), the intention to use or behavioral intention can accurately predict behavior. The intention to use could help figure out the strength of an individual's intention to commence behavior and illustrate an action. Almuhammad (2018) study asserted that MOOCs are widely used by Saudi participants, especially women, due to MOOC flexibility and their contribution to the development of educational cultures.

**Review on Usage for SWAYAM**

The role of e-governance in the education industry and its usage by the Indian govt. India under SWAYAM. the scheme is discussed in the study (Rangwani, 2019). SWAYAM as MOOCs are made available on an integrated IT platform however low internet range and weakness of communication emerge as a major challenge to India ( Muzafarova, & Kaya, 2015). Al-Hariri, & Al-Hattami (2017) found that in today's environment students rely on technology for their academic purpose and advised further studies should be conducted to monitor students' usage of technology and attitudes toward technology. The study was conducted with the data of 231 students in physiology courses, Damman University MOOCs is a program designed to provide the best teacher to the student it is a solution to fill the gap between urban and rural learning.

Mohan, Upadhyaya, & Pillai, (2020) examined factors that influence the behavioral intention toward the usage of MOOCs among students in a private university in India. 412 postgraduate students responded and Partial LeQ Squares-Structured Equation Modeling was applied to the collected data. This research identified barriers to using MOOCs, such as time constraints, minor effectiveness in comparison to traditional learning methods, technical problems and tediousness are barriers to less usage of MOOCs. Hew, & Cheung (2014) focused on the use of MOOCs by educators or students and to know motivations and challenges among them for using MOOCs, finding stated students use MOOCs due to certain reasons as they want to learn a new topic, due to curiosity about MOOCs, for personal development.

**Objective**

- To understand the usage of the SWAYAM Platform for learning by teachers.

**Methodology, Data collection & Tools**

The data was collected from the population of teachers in India. The sample size was five hundred respondents. The individual teacher is the sample element. Non-probability sampling technique was used. The teachers were connected electronically for data filling via Whatsapp groups and email. Data was collected through a questionnaire designed by the author. PASW software was used to analyze the data. The reliability of the questionnaire was checked through the Cronbach alpha coefficient. Further, factors for usage of the SWAYAM Platform of learning by teachers were explored through exploratory factor analysis.

**Discussion of the Statistical Findings**

The data of responses on the variable was checked for internal consistency for the item to item correlation and further was checked for reliability in pasw 20 software. The reliability value of the questionnaire as measured by Cronbach alpha is .718

**Awareness of School Teachers for Usage of SWAYAM**

<b>Table 1: Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.718	19

Above Reliability Statistics in table 1, Cronbach's alpha reliability was found to be 0.718. Hence, it can be said that all the statements of the questionnaire are valid and the questionnaire can be treated as highly reliable

**Exploration of Factors of Awareness of School Teachers for Usage of SWAYAM**

Understanding what determined the awareness of usages of SWAYAM is important to be known for school teachers. The very first step towards it is seeing if the sample is adequate and then proceeding with exploration of factors.

The sample adequacy check results indicate the sample size is good enough for extracting factors (see the value of sampling adequacy measure in table 2).

**Table 2: Adequacy of Sample**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.743
Chi-Square@Significance	1143.807@.000

**Factor Description**

The method of Principal Component Factor analysis with Varimax rotation and Kaiser Normalization was applied it resulted in 6 factors and is described in table 3.

<b>Table: Factor Description (Madhya Pradesh School Teacher Awareness)</b>				
<b>Name_of_Factor</b>	<b>Total_Eigen_Value</b>	<b>%_of_Variance</b>	<b>Variables_Converged</b>	<b>_Loadings_</b>
F1(Learning and Understanding)	2.228	11.724	Q6	0.683
			Q7	0.544
			Q8	0.586
			Q9	0.633
			Q10	0.559
F2 (Interest and Way of Communication)	1.652	8.697	Q12	0.679
			Q17	0.663
F3 (Achievement)	1.622	8.538	Q5	0.541
			Q13	0.728
F4 ( Self Starter and relevant source)	1.486	7.82	Q2	0.633
			Q4	0.742
F5 ( Mode of Evaluation and Sluggish)	1.466	7.718	Q14	0.776
			Q16	0.784
F6 (Boost Learning)	1.283	6.752	Q15	0.654
			Q19	0.51

**Factor Description:****Learning and Understanding (2.228)**

The foremost factor explained 11.724 % of the variation, factors including Q6(.683), Q7(.544) Q8(0.586), Q9(.633), and Q10(0.559) SWAYAM platform should collaborate with classroom instruction, which also creates awareness of education management and administration, SWAYAM give quality input for self-study, helps to enhance skills, and one can obtain a sense of achievement, according to all of these assertions.

**Interest and Way of Communication (1.652)**

The second factor explained 8.697% of the variation, factors including Q12 (.679) & ACT17(.663) Statements revealed that SWAYAM can be used for expanding interest and also provide a discussion forum where one can communicate.

**Achievement (1.622)**

Third factor explained 8.538% of variation, factor includes Q5 (.541) & Q13 (.728).These words show that SWAYAM is committed to helping students improve their academic performance and make friends.

### **Self Starter and Relevant source (1.486)**

Fourth factor explained 7.82 % of variation, factor includes Q2 (.633) & Q4 (.742). These assertions demonstrate that the SWAYAM platform is self-motivated and ideal for open learning.

### **Mode of Evaluation and Sluggish (1.283)**

The fifth factor explained 7.718% of the variation, factor includes Q14(.776) and Q16(0.784). These Statements reflect a time constraint in terms of completing course assignments, and SWAYAM aids in the enhancement of learning through suitable evaluation methods.

### **Boost Learning (1.283)**

The seventh factor explained 6.752% of the variation, factor including Q15(.654) & Q19(.51) These observations imply the fact that many learners are unable to understand SWAYAM courses due to a lack of English proficiency, and that timely course start and end management helps to boost learning.

### **Conclusion**

Exploration of factors was done to achieve the goal of knowing the factors of school teacher awareness for SWAYAM usage, and six factors were discovered: Learning and Understanding, Interest and Way of Communication, Achievement, Self Starter, and Relevant Source, Mode of Evaluation, and Sluggish and Boost Learning. Although school teachers are familiar with the concept of SWAYAM, more education is needed to improve SWAYAM's use and value among its users. Teachers are well-informed, and they see SWAYAM as a game-changing tool for India's educational renaissance. They regard SWAYAM as an extension of existing teaching and are trying to increase course enrollment.

### **Implication**

SWAYAM is a revolutionary platform that, in the long run, will be one of the best widely used free online learning platforms. SWAYAM has been included in the degree program of many schools and universities as part of the New Education Policy, which goes beyond traditional education. Its use in a Choice-based credit system for evaluation will aid the CBCS system at educational institutions and will also assist teachers in receiving feedback on a wide range of courses in which students are actively engaged from various perspectives. The study will serve as a guide for policymakers in developing policies that take into account teachers' and students' perceptions of the beneficial use of SWAYAM.

SWAYAM system is extremely inspiring along with its attractive characteristics to studying from wherever, any course, at any time, which encourages the cardinal ideals of equality, availability, and effectiveness to the learners, according to research.

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