

Periodic Research

Awareness and Use of SWAYAM among Library Users: A Study of Punjabi University, Patiala

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Abstract

Purpose: Awareness and Use of SWAYAM among Library Users: A Study of Punjabi University, Patiala. **Design/Methodology/Approach:** A survey is conducted through questionnaire which is designed to collect the data from library users. **Findings:** Most of the 67.86% respondents were not aware of SWAYAM. 91.07% respondents were not enrolled in SWAYAM but only 08.93% enrolled in it. Only 01.79 % respondents were completed courses in SWAYAM. Majority of respondents revealed that library is not provided any information regarding SWAYAM on their website. The study recommended that library should provide information on website and organise a training programme regarding SWAYAM. **Research Limitations:** The study covers only library users as respondents. Out of total 70 respondents, 56 respondents returned questionnaires. **Practical Implications:** The findings of the study will help the library and its users to utilise SWAYAM.

Keywords: MOOCs, SWAYAM, E-learning, Library users, Awareness.

Introduction

In the present day, technology is playing crucial role in every sphere of life. Education also depends upon technology because many types of e-resources are available on the Internet. E-learning means electronic learning which also depends upon technology. With the advent of technology, e-learning can be taken at anywhere, anytime and by anyone. It can be provided online or offline via personal computer, laptop, mobile phone, TV and Internet. E-learning decreases the educational costs and it is more effective learning than traditional learning.

The Massive Open Online Course (MOOC) phenomenon started in 2008. The first MOOC was conducted by George Siemens, Stephen Downes and David Cormier. In India, Govt. of India took an initiative SWAYAM platform as Indian MOOCs to promote e-learning among the learners. The aim of this platform is to make learning assets to all. SWAYAM platform is created by Ministry of Human Resource Development (MHRD) and All India Council for Technical Education (AICTE) with the assistance of Microsoft. It is covering various courses that school, undergraduate and post-graduate.

Review of Literature

Gayan and Das (2017)¹ revealed that majority of respondents are aware of e-learning and SWAYAM. More than half of the total respondents are interested to attend course through SWAYAM. Most of respondents are aware of e-PG Pathshala. Majority of the respondents have not enrolled in any e-learning course. The study found results that will be a great helpful for the stakeholders of E-learning.

Pramanik (2018)² investigated that students were digitally literate and friendly in the cyber space and a few of them had access to MOOCs (3%). 36% of the respondents were not aware of SWAYAM and they show that the place and visibility of the teacher is still important in today's Higher Education. 65% of the total respondents have favoured the traditional education system and they don't prefer MOOCs over traditional University process. Majority of the respondents were strongly agree with that it is a good option for a retired professor, who can share his experience with the upcoming generation irrespective of place, time, and cost. Most of the respondents were interested in digital mode of education like MOOCs. 68% of the participants were strongly agreed with the fact that language and

cultural diversity stands as a major challenge for the extensive implementation of MOOCs.

Mishra and others (2019)³ found that majority of respondents understand E-learning which is very encouraged itself. The study also revealed that most of respondents are interested in registered e-learning in the near future. All of the respondents are connected with the e-learning sites and a maximum of them think that there is a good impact on the learning environment on the students' academic purpose.

Sahoo, Sahoo and Devi (2019)⁴ revealed that below average awareness of traditional regular course students towards MOOC (SWAYAM) programme. The students have expressed high positive reaction towards MOOC (SWAYAM) except one point i.e., the students are not self motivated to join MOOC (SWAYAM) programme. The online education programme of SWAYAM in different subject areas are very well appreciated by the user students. The participant students at course completion stage perceived the usefulness of MOOC programmes to a large extent. The study has indicated about appropriate steps to be taken for learners motivation and learners high participation in learning situations. Special emphasis is given on students orientation and teachers orientation at higher education institutions about implementation of MOOC programmes as an integral component of higher education.

Sangitha and Vignesh (2020)⁵ showed that most of students are aware of the SWAYAM courses and one third of total student prefer video lecture as most interesting teaching method. The researchers suggest that Government should take steps to create awareness among the school and college students. The study suggested that government can create more portals like these to educate the children in rural areas.

SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds)

It is a programme initiated by Government of India and designed to fulfil the three cardinal principles of Education Policy viz., access, equity and quality. Its main aim is to take the best teaching learning resources to all. It helps to bridge the digital divide for students. It hosts all the courses, taught in classrooms from Class 9 till post-graduation and can be accessed by anyone, anywhere at any time. All the courses are interactive, prepared by the best teachers in the country and are available, free of cost to any learner.

The courses hosted on SWAYAM are in 4 quadrants – (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. (SWAYAM, 2020)⁶.

In order to ensure that best quality content is produced and delivered, nine National Coordinators have been appointed. They are:

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 of the study

1. To identify the awareness of SWAYAM among library users.
2. To know enrolment ratio in SWAYAM among library users.
3. To find out problems regarding SWAYAM among library users.
4. To identify the role of Library to promote SWAYAM among library users.

Methodology

In the study, questionnaire was used as a data collection tool. A structured questionnaire was designed and distributed among 70 respondents and total of 56 responses received. All the collected responses from respondents were analysed.

Results and Discussions

Out of the total 70 respondents, 56 respondents responded to the survey.

6.1 Gender wise distribution of sample population Table-1

S. No.	Gender	No. of Respondents	Percentage
1.	Male	48	85.71
2.	Female	08	14.29
	Total	56	100

Table 1 shows the gender wise distribution of the sample and it reveals that out of 56 respondents, 48 (85.71%) were male and 08 (14.29%) were female.

6.2 Awareness of MOOCs platform SWAYAM Table 2

Sr. No.	Response	Number of respondents	Percentage
1.	Yes	18	32.14
2.	No	38	67.86
	Total	56	100

Table 2 reveals the awareness of MOOCs platform SWAYAM. Out of total number of 18 (32.14%) respondents were aware of SWAYAM and 38 (67.86%) were not aware of it.

6.3 Number of respondents enrolled in SWAYAM Table 3

Sr. No.	Response	Number of respondents	Percentage
1.	Yes	05	08.93
2.	No	51	91.07
	Total	56	100

Table 3 reveals that out of 56 respondents, only 05 (08.93%) respondents were enrolled in

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SWAYAM and 51 (91.07%) respondents were not enrolled in it.

Number of respondents completed courses in SWAYAM

Table 4

Sr. No.	Response	Number of respondents	Percentage
1.	Yes	01	1.79
2.	No	55	98.21
	Total	56	100

Table 4 shows that out of total 56, only 01 (1.79%) respondents were completed course in SWAYAM and 55 (98.21%) were not completed it.

Problems regarding not enrolled and completed courses in SWAYAM

Table 5

Sr. No.	Reasons	Number of respondents	Percentage
1.	Lack of awareness	38	67.86
2.	Lack of skills	08	14.28
3.	Lack of time	03	05.35
4.	Speed of Internet is slow	01	01.79
5.	Language problem	05	08.93
6.	Quality of content is low	00	00
7.	No problem	01	01.79
	Total	56	100

Table 5 states that out of total number, 38 (67.86%) respondents faced problem of lack of awareness, 08 (14.28%) respondent faced problem of lack of skills, 03 (05.35%) respondents problem is lack of time, only one respondent problem is slow internet speed, 05 (08.93%) respondents problem is language problem, no one said quality of content is problem and only one said no problem.

Information about SWAYAM provided on Library website

Table 6

Sr. No.	Response	Number of respondents	Percentage
1.	Yes	00	00
2.	No	43	76.79
3.	Don't know	13	23.21
	Total	56	100

Table 6 reveals that no one respondent has said that library website provides information and 43 (76.79%) respondents have said that library website does not provide any information and 13 (23.21%) respondents says that they don't know library website provides information about SWAYAM.

Library organised workshop or seminar on SWAYAM

Table 7

Sr. No.	Response	Number of respondents	Percentage
1.	Yes	00	00
2.	No	13	23.21
3.	Don't know	43	76.79
	Total	56	100

Table 7 depicts that no one respondent has said that library organise a workshop or seminar on SWAYAM, 13 (23.21%) respondents have said no and 43 (76.79%) respondents have said that they don't know about it.

Respondents want library should organise workshop or seminar on SWAYAM

Table 8

Sr. No.	Response	Number of respondents	Percentage
1.	Yes	49	87.50
2.	No	07	12.50
	Total	56	100

From above Table 8, out of total 49 (87.50%) respondents have said that library should organise a workshop or seminar on SWAYAM and 07 (12.50%) respondents have responded that library should not organise a workshop or seminar on SWAYAM.

Findings

- 85.71% respondents belong to male category.
- Most of the 67.86% respondents were not aware of SWAYAM.
- 91.07% respondents were not enrolled in SWAYAM but only 08.93% enrolled in it.
- Only 01.79 % respondents were completed courses in SWAYAM.
- Majority of respondents revealed that library is not provided any information regarding SWAYAM on their website.
- Majority of respondents stated that they don't know about a workshop or seminar on SWAYAM conducted by library.
- Most of the respondents showed that library should organise a workshop or seminar on SWAYAM.

Suggestions

- It is suggested that library should provide information about SWAYAM on their website.
- Library should organise a workshop or seminar on SWAYAM so that awareness of SWAYAM can be increased among the library users.
- Library should conduct a training programme on SWAYAM so that library users can utilize it.

Conclusion

The study explored the awareness and use of SWAYAM among the library users. The study revealed that there is lack of awareness of SWAYAM among the library users. So library should play important role to enrich the awareness and use of SWAYAM among the library users. Library should provide information regarding SWAYAM on their website and organise a training programme for better utilization of it. So that library users can utilize the courses available on the SWAYAM.

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