

Analytical Study of SWAYAM

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Received: June 27, 2018

Accepted: July 10, 2018

ABSTRACT SWAYAM is a MOOCs compatible open and distance education environment which is available through the Information and Communication Technology (ICT). SWAYAM has opened a new gateway of teaching learning. SWAYAM is now being offered study of the courses in different subject domains. This paper aims to explore how this new mode of education can bring opportunities to learners from all section of society to participate in the education set up. The learner enrolls in different courses of SWAYAM to meet their educational thrust. This paper has been studied by the researcher to identify different subject domain and enrollment of learners in those subjects to assess their interest in SWAYAM. The scope of this study has been limited to few subject fields where courses are already completed, and to explain how this new mode of open education can bring opportunities to society.

Keywords: SWAYAM, MOOCs, Open and Distance Learning, ICT based learning

Introduction

'Open Learning' and 'Distance Education' known as Open and Distance Learning (ODL). ODL is a term which accepts the philosophy of "openness" and uses the "distance mode" of learning. ODL is one of the most rapidly growing fields of education, and its potential impact on education systems has been greatly noticeable through the development of internet-based information communication technologies, particular the World Wide Web (Samanta, 2017). Open and Distance Learning (ODL) is a system, where teachers and learners need not necessarily be present either at same place or same time. ODL is flexible in regard to a particular method or procedure and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. ODL is becoming more and more significant for continuing education, skill updating of in-service personnel, lifelong learning and for quality education of relevance to learners located at educationally disadvantageous locations.

'Massive Open Online Courses' (MOOCs) is web based open educational platform aimed to unlimited learner participation all over the world (Barak, 2016). The term MOOCs was coined by Dave Cormier in the year 2008. The idea behind the term is described by its originators as simple and idealistic as creating an open and distributed learning experience (Levy, 2014). MOOCs is a model that provides online learning content to learner without any physical presence in the classroom. MOOCs is designed such a way that "massive" number of learners can able to enroll; it is "open" to anyone; available "online" via internet; and "courses" are not only referring content delivery but includes other aspects (lecture, forums, peer-to-peer interaction, quizzes, exams, and credentials) associated with courses (Fischer, 2018).

'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) is an initiative by Ministry of Human Resource Development (MHRD), Government of India to provide an integral teaching learning platform in online mode. SWAYAM is web and mobile based interactive open education interface where courses are available from high school to university level and skill development purposes (GOI, 2015). SWAYAM involves development of MOOCs compliant learning resources in different form and formats. Learning in SAWYAM has four quadrant approaches.

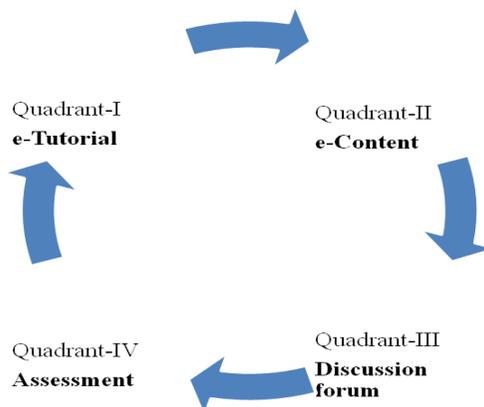


Figure 1: Four Quadrant Approach Cycle in SWAYAM

<p style="text-align: center;">Quadrant-I</p> <p>e-Tutorial: Video and Audio Content in an organised form, Animation, Simulations, video demonstrations, Virtual Labs.</p>	<p style="text-align: center;">Quadrant-II</p> <p>e-Content: PDF, Text, e-Books, illustrations, video demonstrations, documents and Interactive simulations, self instructional material, e-Books, illustrations, case studies, presentations etc, and Related Links, Wikipedia Development of Course, Open source Content on Internet, Case Studies, books including e-books, research papers & journals, Anecdotal information, Historical development of the subject, Articles.</p>
<p style="text-align: center;">Quadrant-IV</p> <p>Assessment: Problems and Solutions, which could be in the form of Multiple Choice Questions, Fill in the blanks, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, Assignments and solutions, Discussion forum topics and setting up the FAQs, Clarifications on general misconceptions.</p>	<p style="text-align: center;">Quadrant-III</p> <p>Discussion forum: raising of doubts and clarifying them on a near real time basis by the Course Coordinator or his team.</p>

Table 1: Four Quadrant Approach in SWAYAM

Nine national coordinators have been appointed to manage the courses in SWAYAM. They are AICTE for self-paced courses, NPTEL for engineering, UGC for post-graduation education, CEC for under-graduate education, NCERT & NIOS for school education, IGNOU for out of the school students and, IIMB for management studies (SWAYAM, 2018).

Learners enroll in the SWAYAM to study different courses in different subject categories. Enrollment in the different courses shows learners attitude towards study the new mode of open and distance learning.

Objectives of the Study:

- 1) To find out the gross enrollment in SWAYAM.
- 2) To find out the enrollment in different learning paths.
- 3) To find out the different types of certificates for a course.

Delimitation of the Study

This study is restricting in the SWAYAM on the Education and Library & Information Science (LIS) category. In these two categories same number (12) of courses completed up to June-2018.

Methodology

Data collected from the SWAYAM interface. The courses which are completed upto June 2018. These two categories are Education and LIS which has been considered for the study where same numbers of courses were completed. Courses under these two categories were identified and data has been collected from the different courses about the total enrollment, duration of the course, course type and different types of certification available for the courses. Collected data was plotted in an Excel.

Analysis and Interpretation of Data

Education: In this category total 12 courses completed. 1 course found which was started in 2016 and ended in 2017.

- i) EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP IN SCHOOL EDUCATION: This course was Post Graduate (PG), no student was admitted, and also the certificate type was not available for the course. Course length was less than 4 months.

4 courses started in 2017 and ended in 2017.

- i) DESIGN AND FACILITATION OF E-LEARNING COURSES: Under Graduate (UG) course was 2 months course, total 560 learners enrolled and participation certificate available for the course.
- ii) HEALTH PSYCHOLOGY: This UG course was 4 months course and total 1022 learners enrolled. Credit certificate was given for the course.

- iii) EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP IN SCHOOL EDUCATION: This was PG course. Course was 5 months length. 2115 learners enrolled for the course. Participation and credit certificates were given for the course.
 - iv) SECONDARY MATHEMATICS: It was school learning course. Which were 6 months course and 2215 learners were enrolled for the course. Certificate type was not available for the course.
- 4 courses stated in 2017 and ended 2018. 3 courses were diploma and 4 months length course and 1 certificate course was less than 4 months.
- i) LEARNING LANGUAGES AT ELEMENTARY LEVEL: It was a diploma course under elementary education. Enrollment was 581172. 4 months length course. No certificate type was available for this course.
 - ii) PEDAGOGIC PROCESSES IN ELEMENTARY SCHOOLS: It was a diploma course under elementary education. Enrollment was 591174. 4 months length course. No certificate type was available for this course.
 - iii) ELEMENTARY EDUCATION IN INDIA: A SOCIO- CULTURAL PERSPEC: It was a diploma course under elementary education. Enrollment was 714329. 4 months length course. No certificate type was available for this course.
 - iv) COMMUNICATION TECHNOLOGIES IN EDUCATION: It was a certificate course; total enrollment was 7604. Participation & credit certificate was available for the course.
- 3 courses started in 2018 and ended 2018 and their duration 2-3 months.
- i) QUALITY ASSURANCE IN ENGINEERING EDUCATION: It was 3 months course on UG. 34 students were enrolled in the course and participation and credit certificate ware available for the course.
 - ii) E-CONTENT DEVELOPMENT: Course was certificate course, duration almost 2 months. Credit certificate available. Enrollment in this course was 120.
 - iii) COMPUTER APPLICATION FOR MASS MEDIA: Course was certificate course, duration almost 2 months and credit certificate available. 2670 learners were enrolled.

Interpretation of Education Data:

PG course EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP IN SCHOOL EDUCATION was repeated. First time stated in 2016, again stated in 2017. In the first time no student was admitted but in the second time 2115 student enrolled for the course and also first time no participation certificate was available but second time participation and credit certificates were given for the course.



Figure 2: Enrollement in 2017 in Education

In 2017 total four courses were started and completed, total enrollment was 5912. In two UG courses total enrollment 1582, in one PG course total enrollment 2115 and in one school learning course total enrollment 2215.



Figure 3: Enrollement in 2017-2018 in Education

Four courses were started in 2017 and ended in 2018, out of these four courses three courses were diploma course in the elementary education field and one course was certificate course. Total 1886675 learners were enrolled for the diploma courses, which was very large amount. In one certificate course total enrollment was 7604.

There were three courses started in 2018 and ended in 2018. Total 2824 learners were enrolled during this duration. UG enrollment was 34 in one course, and 2790 in other two certificate course.

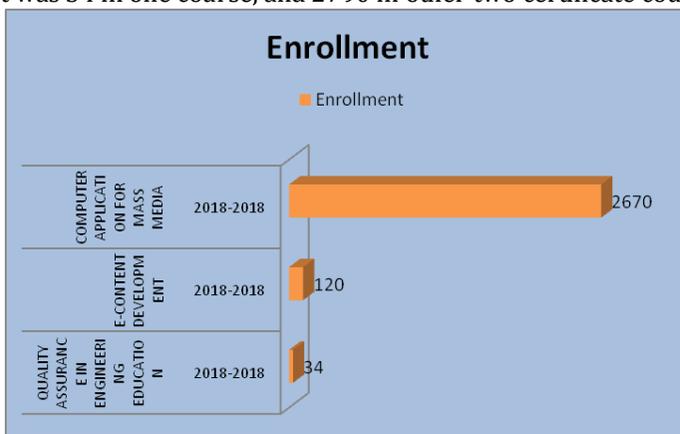


Figure 4: Enrollement in 2018 in education

Library and Information Science: In this category 12 courses completed. 2 courses were stated in 2016 and ended in 2017.

- i) MANAGEMENT OF LIBRARIES AND INFORMATION CENTRES AND KNOWLEDGE CENTRES: Course length was almost 4 months, no student was admitted, and also the certificate type was not available for the course. It was PG course.
 - ii) DIGITAL LIBRARIES: It was also almost 4 months course with 680 enrollments, no certificate type was available for the course. It was a PG course.
- 10 courses stated in 2017 and ended in 2017. These 10 courses were
- i) LIBRARY AUTOMATION AND DIGITISATION: duration of course was 3 months, it was certificate course, 2821 students enrolled, participation certificate was available for the course.
 - ii) ADVERTISING AND PUBLIC RELATIONS: It was UG course. 4870 enrolled for the course. Course duration was more than three months. Participation & credit certificate was available for the course.
 - iii) INFORMATION SOURCES AND LIBRARY SERVICES: It was certificate course. 1424 enrolled for the course. Duration of course was 4 months. Certification type was not available for the course.
 - iv) DIGITAL LIBRARY: It was PG course. 2122 enrolled for the course. Course duration was more than four months. Participation & credit certificate was available for the course.

- v) SCIENTOMETRICS: It was PG course. 298 enrolled for the course. Course duration was more than two months. Credit certificate was available for the course.
- vi) INFORMATION STORAGE AND RETRIEVAL: It was PG course. 339 enrolled for the course. Course duration was less than three months. Participation & credit was available for the course.
- vii) KNOWLEDGE SOCIETY: It was PG course. 331 enrolled for the course. Course duration was less than four months. Participation certificate was available for the course.
- viii) INFORMATION AND COMMUNICATION TECHNOLOGY FOR LIBRARIES: It was PG course. 710 enrolled for the course. Course duration was more than four months. Participation & credit certificate was available for the course.
- ix) INFORMATION SOURCES SYSTEM AND SERVICES: It was PG course. 447 enrolled for the course. Course duration was more than four months. Participation & credit certificate was available for the course.
- x) MANAGEMENT OF LIBRARIES AND INFORMATION CENTRES & KNOWLEDGE CENTRES: It was PG course. 540 enrolled for the course. Course duration was more than four months. Participation & credit certificate was available for the course.

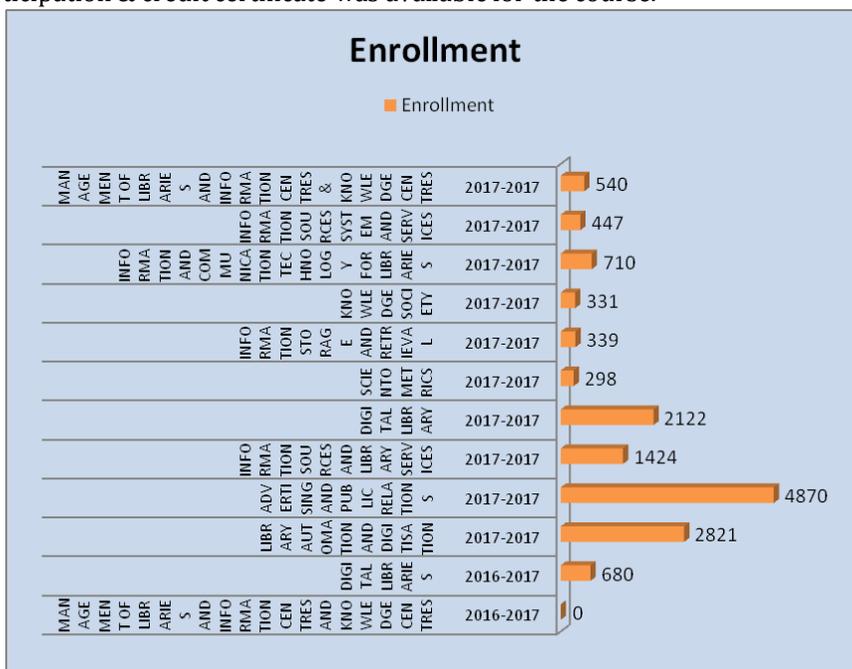


Figure 5: Enrollement in LIS

Interpretation of LIS Data:

Two PG courses in 2016-2017 duration total enrollment was 680. In one course no enrollment was made and it was PG course on MANAGEMENT OF LIBRARIES AND INFORMATION CENTRES AND KNOWLEDGE CENTRES. This course again started in 2017 and 540 learners were enrolled for the course. In 2016 no Participation & credit certificate was available for the course but in 2017 it was available. In 2017 total ten courses was started and ended, total enrollment was 13902. Out of the ten courses, seven courses were PG course and enrollment in PG course was 4787, enrollment in two certificate courses were 4245, and enrollment in one UG course was 4870.

Discussion:

From above analysis and interpretation, it has been found that in 2016-2017 one course started in Education category no enrollment has made, certification type not available and the course is PG. In LIS Category two courses started both courses are PG course, in one PG course no enrollment has made, another PG course 680 enrollments has made. Certification type is not available for the both courses. In 2017 four courses has started and ended in Education category total enrollment is 5912. Two courses are UG, one is PG and other one is school learning course. Certificates are available for UG and PG courses but for no certificate are available for school learning course. In LIS category ten courses has started and ended, total enrollment is 13902. Seven courses are PG course, one is UG course, and two is certificate course. Certification type is available for nine courses; in one certificate course no certification type is available.

In 2017-2018, No course is stated and ended in LIS category. In Education category four courses stated, three are diploma and one is certificate. Total enrollment is 1894279. No certification type is available for diploma courses; Certificate type is available for certificate course.

In Jan 2018-June 2018, No course is stated and ended in LIS category. In Education category three started and ended, two are certificate course and one is UG course. Total enrollment is 2824. Certification type is available for all the courses.

It has been found that learners are enrolling for SWAYAM courses. At the starting of SWAYAM course in 2016, the much information is not available about courses. Day by day the information about the courses, certificate types are available in the SWAYAM. In LIS maximum courses are PG course. In Education, different types of learning path are available. In the year 2017-2018 a very large number of learners have enrolled in the D. El. Ed. course of Education category. There is balance enrollment in the LIS courses. Education courses are distributed all the years from 2016 to June, 2018.

Conclusion

SWAYAM is a new era in ODL mode of education. Complete and exhaustive information in different types of courses will help the learners to enroll their courses on SWAYAM. The success of SWAYAM is depend on the government, national agencies like UGC, NPTEL, IGNOU, CBSE, NCERT & NIOS, and the topmost institutions in the country (Hiremath, 2017). This study will help the policy makers to take the further decision in this matter. This study will also help to find out overall enrollment characteristic in SWAYAM. Government, coordinators, institution have to take more initiative to spared the benefit of the SWAYAM in every section of the society. Participation of whole society in this programme will meet the goal of education for all.

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