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"A STUDY ON AWARENESS TOWARDS MOOC-SWAYAM COURSE AMONG STUDENT TEACHERS"

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ABSTRACT

The objective of this study was Awareness of the **MOOC-SWAYAM** course among the student-teachers in Chennai District. A survey method was adopted for this study. Sample of 240 Student-teachers from B.Ed. Colleges. The results of the present study indicate that the student-teachers are an average level of Awareness of the **MOOC-SWAYAM**, and awareness of **SWAYAM** based on student-teachers Basic Qualification, Year of Study and their Pedagogic Subject are not significant difference.

Key words: **MOOC-SWAYAM, STUDENT TEACHERS, AWARENESS**

INTRODUCTION

UGC feels that Universities can play a pivotal role in disseminating and popularizing the SWAYAM courses amongst its students and the academic fraternity at large, thereby enabling a bigger and wider access to students avail the benefit of MOOCs. To take the SWAYAM initiative forward and encourage more and more HEIs to adopt the MOOCs courses on SWAYAM, the university nominated SWAYAM coordinators would act as a Single Point of Contact (SPOC) for their university. Hence, it is need of the hour to study the online (Swayam) course at this level. Thus, the researcher has taken a study in this title.

STATEMENT OF THE PROBLEM

The present study aims at studying the awareness of the student teachers on their Swayam courses. The students who are untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy, SWAYAM seeks to bridge that gap between the students. SWAYAM is an indigenous MOOCs designed for Indian Citizen. All the student teachers must be aware about SWAYAM and various courses offered in SWAYAM portal. The investigator identified the research gap in online learning. Hence the researcher explores the "A study on Awareness towards MOOC-SWAYAM Courses among Student Teachers". The study has been undertaken with the sample and method. This study also attempts to find out the level of the student's awareness on their online courses (Swayam) through appropriate methodological and statistical procedures.

OBJECTIVES OF THE STUDY

The objectives of the present investigation are as follow:

1. To find out the awareness of SWAYAM among student teachers.
2. To find out whether there is any significant difference between the mean scores of awareness of SWAYAM based on their Basic Qualification.
3. To find out whether there is any significant difference between the mean scores of awareness of SWAYAM based on their Year of Study.
4. To find out whether there is any significant difference between the mean scores of awareness of SWAYAM based on their Pedagogic Subject.

HYPOTHESES OF THE STUDY

Hypotheses related to the problem of the study are stated below.

1. Awareness of SWAYAM courses among student teachers is not adequate.
2. There is no significant difference between the mean scores of awareness of SWAYAM based on their Basic Qualification.
3. There is no significant difference between the mean scores of awareness of SWAYAM based on their Year of Study.
4. There is no significant difference between the mean scores of awareness of SWAYAM based on their Pedagogic Subject.

DELIMITATIONS OF THE STUDY

1. The selection of sample done only from student teachers at various colleges studying in Chennai District only.

2. The study is restricted with only 240 samples.

DEMOGRAPHIC VARIABLES OF THE STUDY

In this study, the following demographic variables were selected for identifying sub samples.

1. Gender (Male and Female)
2. Basic Qualification (Graduation and Post-Graduation)
3. Year of Study (First Year and Second Year)
4. Pedagogic Subject (Language, Mathematics, Science, and Social Science)

TOOL

The investigator used a questionnaire for the present study. That is, MOOC-SWAYAM Awareness Questionnaire

VALIDITY

The content validity of the scale was established.

RELIABILITY

The reliability of the scale was established through split-half method. Kuder-Richardson moment correlation was applied to establish coefficient of reliability and it was found to be 0.849857. Thus, the high reliability of the scale was established.

Descriptive Analysis of awareness towards MOOC-SWAYAM course among student teachers

Descriptive analysis was applied to identify the nature of data collected with regard to awareness towards MOOC-SWAYAM course among student teachers. Details are presented in the Table.

Descriptive analysis of awareness of SWAYAM courses for total Sample

Variable	N	Mean	Standard Deviation	Skewness	Kurtosis
Awareness towards SWAYAM courses	240	10.31	5.213	.536	-.590

As shown in above Table the total sample of 240 student teachers scores 10.31 as Means with the Standard Deviation of 5.213 on awareness towards MOOC-SWAYAM course. The Skewness and Kurtosis are found to be .536 and -1.188 respectively. Since the value obtained for the skewness lies between -1 to +1 and the distribution is almost symmetrical. The distribution peaks as the value of kurtosis value lies between +2 to -2. The values obtained for Mean, Standard Deviation, Skewness and Kurtosis shows that the distribution is almost normal.

Percentile Analysis on Awareness towards MOOC-SWAYAM course among student teachers.

Percentile Analysis was done to classify the student teachers into three groups namely High (scores above Mean+1σ), Average (scores between Mean +1σ and Mean-1σ) and Low (scores below Mean-1σ) based on their scores on awareness towards MOOC-SWAYAM course among student teachers.

Following the Table presents details about different levels of awareness towards MOOC-SWAYAM course among student teachers.

Proportion of Student Teachers falling in Different Levels of awareness towards MOOCSWAYAM course

Different Levels	N	M	SD	%
High	30	9.81	4.65	12.5
Average	149	8.96	5.96	62.08
Low	61	5.64	4.09	25.41
Total	240			100

As shown in above Table, only 12.5 percent of student teachers (N=30, M = 9.81, SD = 4.65) fall in the group of high level of awareness towards MOOC-SWAYAM course among student teachers. About 62.08 percentage of student teachers (N=149, M = 8.96, SD = 5.96) fall in the group of average level of awareness towards MOOC-SWAYAM course among student teachers. There are 5.64 percentage of student teachers (N=61, M = 5.64, SD = 4.09) fall in the group of low level of awareness towards MOOC-SWAYAM course among student teachers. Majority of the student teachers had average level of awareness on SWAYAM courses.

Test of Significance of Difference for Basic Qualification

The t-test was used to find out the difference between the under graduation and post-graduation of awareness towards MOOC-SWAYAM course among student-teachers. The result is presented in the following Table

Details of t-test Result for Basic Qualification

Basic Qualification	N	Mean	SD	't' Value	Remark
Under Graduation	111	10.01	5.158	0.836	Not Significant* (* at 0.05 Level)
Post-Graduation	129	10.57	5.266		

As shown in the Table, the mean score of student teachers having under graduation (N=111) is 10.01with standard deviation of 5.158and the mean score for student teachers having post-graduation (N=129) is 10.57with standard deviation of 5.266. The calculated t-value is 0.836; it is less than the table value of 2.44at 5% level of significance. It is inferred from these results (t = 0.836< 2.44), there is no significant difference between student teachers having under graduation and post-graduation as their basic qualification on awareness towards MOOC-SWAYAM course among student teachers.

Test of Significance of Difference for Year of Study

The t-test was used to find out the difference between the first-and second-year student teachers on awareness towards MOOC-SWAYAM course. The result is presented in the following Table

Details of t-test Result for Year of Study

Year of Study	N	Mean	SD	't' Value	Remark
First Year	126	11.35	5.388	3.30	Significant* (* at 0.05 Level)
Second Year	114	9.17	4.780		

As shown in Table the mean score of first year student teachers (N=126) is 11.35with standard deviation of 5.388and the mean score for second year student teachers (N=114) is 9.17with standard deviation of 4.780. The calculated t-value is 3.30; it is greater than the table value of 1.96 at 0.05 level of significance. It is inferred from these results (t = 3.30>1.96), there is significant difference between first year and second year student teachers on awareness towards Swayam courses.

One-way ANOVA for Pedagogic Subjects

Descriptive Statistics was applied to the scores of student teachers on awareness towards MOOC-SWAYAM course their pedagogic subjects (language, mathematics, science and social science) and result presented in the Table

Details of Descriptive Statistics Result for Pedagogic Subjects

Pedagogic Subject	N	Mean	SD
Language	56	10.67	4.313
Mathematics	56	6.33	5.132
Science	104	10.20	5.475
Social Science	24	11.02	5.741

As shown in Table the mean score for language (N=56) is 10.67 with a standard deviation of4.313and the mean score for Mathematics (N=56) is 6.33with standard deviation of 5.132. The mean score for science (N= 104) is 10.20with a standard deviation of 5.475and the mean score for social science (N=24) is 11.02with standard deviation of 5.741.

Further, a One-way ANOVA was used to test the differences among student teachers on awareness towards MOOC-SWAYAM course based on their pedagogic subjects (language, mathematics, science and social science) and result presented in the Table.

Result of One-way ANOVA for Pedagogic Subjects of awareness towards MOOC-SWAYAM course among student teachers

Nature	Sum of Squares	df	Mean Square	F	Remark
Between Groups	102.325	6	17.054	.622	Significant (* at 0.05 Level)
Within Groups	6393.237	233	27.439		
Total	6495.563	239			

As shown in Table, the obtained value for F is .622;it is smaller than the table value of 3.03 at 0.05 level of significance. It is inferred from this result (F (6, 233) = .622<3.68), there is significant difference on awareness towards MOOC-SWAYAM course among student teachers based on their pedagogic subjects (language, mathematics, science, and social science).

MAJOR FINDINGS OF THE STUDY

The collected data were statistically analyzed to realize the objectives of the study. In that process the following findings have been observed.

1. There is no significant difference in different groups (High, Average, and Low) of student teachers towards their awareness on Swayam courses for total sample.

2. There is significant difference between the Basic Qualification of Graduation and Post-Graduation of student teachers towards their awareness on Swayam courses.

3. There is no significant difference between First Year and Second Year student teachers towards their awareness on Swayam courses.

4. There is no significant difference based on Pedagogic Subjects (Language, Mathematics, Science, and Social Science) of student teachers towards their awareness on Swayam courses

RECOMMENDATIONS OF THE STUDY

The following recommendations can be made for a better awareness towards online Swayam courses.

1. Awareness programmes should be conducted to the college and university students Swayam courses.

2. Curricula and courses that can meet the needs of life-long learners.

3. Independent courses which may not be part of any set curriculum and may be taught as awareness courses, continuing education programme and for training of specific skill sets.

4. Swayam courses shall contain video and audio content along with the transcription of the video.

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