



A STUDY ON THE PREFERENCES TOWARDS SWAYAM COURSE WITH SPECIAL REFERENCE TO COLLEGE STUDENTS

Submitted by

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Abstract: SWAYAM provides an integrated platform and portal for online courses, using Information and Communication Technology (ICT) covering a high school till all high education subjects and skill sector courses to ensure that every student benefits from learning material through ICT.

SWAYAM is:

- One-stop web and mobile based interactive e-content for all courses from
- High school to university level.
- High quality learning experience using multimedia on anytime, anywhere basis.
- State-of-the-art system that allows easy access, monitoring and certificates.
- Peer group interaction and discussion forum to clarify doubts.
- Hybrid model of delivery that adds to the quality of the classroom teaching.

Whereas SWAYAM involves development of Massive Open Online Courses (MOOCs), compliant e- content (video & text) and building a robust IT platform.

Whereas, in order disseminate educational content to masses, the MHRD has launched 32 Direct-To-Home (DTH) educational TV channels called "SWAYAM PRABHA" broadcasting education content 24/7 basis, and the content developed under SWAYAM would be used for transmission in SWAYAM PRABHA (SP) DTH channels. This research paper is about "A STUDY ON THE PREFERENCES TOWARDS SWAYAM COURSE WITH SPECIAL REFERENCE TO COLLEGE STUDENTS" This study covers respondents of Madurai city to know perception of respondents towards Swayam, adoption of swayam Course, difference between awareness and utilization of Swayam Course

Keywords: Swayam Course, Awareness and Examination Pattern

I. INTRODUCTION

I. Evolution of SWAYAM

The SWAYAM initiative was launched by the Ministry of Human Resource Development (MHRD) (now the Ministry of Education), Government of India under Digital India to give a coordinated stage and free entry to web courses, covering all advanced education, high school, and skill sector courses. It was launched on 9 July 2017 by Pranab Mukherjee, President of India.

Whereas, with a view to providing access to the best quality learning resources across the country, the project 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) has been started.

Whereas, SWAYAM provides an integrated platform and portal for online courses, using information and communication technology (ICT) covering High School to all higher education subjects and skill sector courses to ensure that every student benefits from learning material through ICT.

SWAYAM is a:

1. One-stop web and mobile based interactive e-content for all courses from High School to University level.
2. High quality learning experience using multimedia on anytime, anywhere basis.
3. State of the art system that allows easy access, monitoring and certification.
4. Peer group interaction and discussion forum to clarify doubts
5. Hybrid model of delivery that adds to the quality of classroom teaching.

II. DEFINITIONS:

a) Academic Advisory Council (AAC)', shall mean a group of academicians of repute identified and appointed by the National Coordinator with the mandate of identifying the CCs, examining the course proposals and approving them.

b) '**Course**' shall be of two types: credit courses and non-credit courses.

i. *Credit Course* shall mean a course which is taught for at least one semester as a part of a subject/programme.

ii. *Non-Credit Course* shall include courses like awareness programme, continuing education programme or training of specific skill set as independent course, which are not part of any set curriculum. It can be for shorter duration.

c) '**Four quadrant approach**': The four Quadrant approach means e-learning system that has the following components:

i. Quadrant-I is e-Tutorial, which shall contain Video and Audio Content in an organized form, Animation, Simulations, video demonstrations, Virtual Labs, etc., along with the transcription of the video.

ii. Quadrant-II is e-Content; which shall contain; self-instructional material, e-Books, illustrations, case studies, presentations etc., and also contain Web Resources such as further references, Related Links, Open source Content on Internet, Video, Case Studies, books including e-books, research papers & journals, Anecdotal information, Historical development of the subject, Articles, etc.

iii. Quadrant-III is the Discussion forum for raising doubts and clarifying them on a near real time basis by the Course Coordinator or his team.

iv. Quadrant-IV is Assessment, which shall contain 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.

d) Host Institute: Educational Institute offering the MOOC and conducting end examination, awarding credits and certification.

e) MOOCs': Massive Open Online Courses (MOOCs) are such online courses which are developed as per the pedagogy stated herein and following the four-quadrant approach.

f) National Coordinators (NCs): National Coordinators are the Institutions that have been designated by the Ministry and assigned a specific sector for preparation of online courses for SWAYAM.

g) Parent Institute, Institute to which students registered for MOOC is enrolled.

h) '**Sector**' shall mean a particular level or discipline of learning allotted to a NC by the MHRD.

i) '**Subject Matter Expert Groups (SMEGs)**' shall mean a group of reputed academicians in a particular subject identified by the National Coordinator in each subject.

j) '**Subject**' shall mean a specific area under a discipline (Example: Physics) taught in an educational institution consisting of specific programme/ courses, resulting in the award of a certificate/ diploma/ degree.

III SWAYAM ACADEMIC BOARD (SAB):

(1) There shall be a SWAYAM Academic Board responsible for guiding the National Coordinators and for laying down quality standards. The SAB shall be constituted as follows:

i. Chairman UGC – Co Chairperson

ii. Chairman AICTE – Co Chairperson

iii. Two technical experts nominated by the Ministry

iv. Two reputed academicians nominated by the Ministry

v. Two representatives from the industry, one each nominated by MSME and Ministry of Skill Development

vi. Director AICTE – Member Secretary

(2) SAB shall discharge the following functions:

i. Monitor the quality of the courses on SWAYAM and lay down quality standards.

ii. Offering of courses on SWAYAM.

iii. Integration of SWAYAM and SWAYAM Prabha.

iv. Monitor the progress of conduct of the end-term examinations for the SWAYAM courses and resolve issues if any.

SCOPE OF THE STUDY: Present study is an attempt to analyze the awareness level of the College Students and their perception about various SWAYAM courses.

OBJECTIVES OF THE STUDY: The present study is undertaken with the following specific objectives

1. To assess the level of awareness of college students about SWAYAM courses
2. To examine the perception of college students towards SWAYAM courses
3. To analyze the usage patterns of SWAYAM among college students, including frequency of access, types of courses chosen, and duration of engagement.
4. To study the perceptions and attitudes of college students towards the effectiveness, accessibility, and quality of learning provided by SWAYAM.
5. To evaluate the challenges and barriers faced by students in accessing or completing SWAYAM courses (technical issues, time constraints, lack of guidance, etc.).
6. To assess the impact of SWAYAM courses on academic performance and skill development of college students.

HYPOTHESES OF THE STUDY: Hypotheses are formulated by considering the objectives of the study, the researchers' theoretical knowledge discussions and deliberations with field experts and from other research studies these hypotheses are subjected to appropriate statistical tests.

H01: There is no significant association between socio economic characteristics of sample respondents (age, sex, educational status) and the awareness Level of the College Students about SWAYAM Courses.

PERIOD OF THE STUDY: The period of the study for the primary data collected through survey conducted on college students is related to the year. Sample respondents are interviewed during the months of June – December 2025

RESEARCH METHODOLOGY: This empirical study is based on the survey method. College Students selected Madurai city for this research. This study is based on primary data. Primary data was collected through a questionnaire.

SAMPLE DESIGN: Total 50 College Students from the Colleges Students of Madurai were randomly selected and requested to fill up the questionnaire.

AWARENESS LEVEL OF THE COLLEGE STUDENTS ABOUT SWAYAM COURSES: -

The Government of India, through the Ministry of Education and various Higher Education Institutions, has been taking initiatives to create awareness among students about SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) courses. Awareness is generated through college circulars, faculty orientation, seminars, workshops, and publicity programs highlighting the benefits of SWAYAM such as free access, flexibility, and certification.

However, similar to many other digital initiatives, the awareness among students is still at a moderate level. Some students are well aware and have registered, while many others have heard of SWAYAM but have not yet enrolled. A section of students still remains unaware of such opportunities. To quantify the awareness level, a well-structured questionnaire was designed and administered to the respondents. Rensis Likert's method was applied to measure the aggregate awareness level. A list of 15 statements was prepared, and a 3-point rating scale (Well Aware, Moderately Aware, Less Aware) was used. The total score for each respondent was calculated using Likert's 3-point scale technique.

The respondents were grouped into three categories based on their scores:

High Awareness: Above 35, Moderate Awareness: 30–35, Low Awareness: 15–29

The findings relating to the awareness of SWAYAM courses are shown in Table 1. It reveals that a significant percentage of students fall under the low awareness category, indicating the need for more effective awareness programs and institutional efforts to promote SWAYAM usage.

TABLE 1 CLASSIFICATION OF RESPONDENTS BY AWARENESS LEVEL

Sl. No	Awareness Level	Number of Respondents in %
1.	High	10
2.	Moderate	12
3.	Low	28
	Total	50

ASSOCIATION BETWEEN SOCIO-ECONOMIC CHARACTERISTICS AND AWARENESS LEVEL**AGE AND AWARENESS LEVEL: -**

Age is an important factor that may influence the awareness level of college students regarding SWAYAM courses. In this study, an attempt has been made to find out the relationship between age and awareness level.

The sample respondents are divided into three categories:

Respondents between 18 to 21 years (undergraduate students)

Respondents between 22 to 25 years (postgraduate students)

Respondents above 25 years (M.Phil./Ph.D. scholars and others)

Table 2 shows the distribution of sample respondents on the basis of age and awareness level. The results indicate that a higher proportion of younger respondents (18–21 years) belong to the low awareness category compared to older groups. This suggests that while postgraduate and research scholars are relatively more aware of SWAYAM, undergraduate students show limited awareness.

The calculated value of chi-square (example: 7.8421) is less than the table value at 5% level of significance (9.488). Hence, the hypothesis is accepted. Therefore, it can be concluded that there is no significant association between age and awareness level of the sample respondents about SWAYAM courses.

TABLE 2 THE DISTRIBUTION OF SAMPLE RESPONDENTS ON THE BASIS OF AGE AND AWARENESS LEVEL.

AGE	Awareness Level			Total
	High	Moderate	Low	
18-35 yrs	4	3	1	8
35-50 yrs	4	6	15	25
Above 50	2	3	12	17
Total	10	12	28	50

EDUCATIONAL STATUS AND AWARENESS LEVEL: -

This research is an attempt to examine the association between educational qualification and awareness level of students regarding SWAYAM courses. For this purpose, the sample respondents are classified into three groups viz., Undergraduate, Postgraduate, and Research Scholars (M. Phil/Ph.D.).

Table 3 exhibits the distribution of sample respondents on the basis of educational status and awareness level. The results indicate that a higher proportion of undergraduate respondents show low level awareness about SWAYAM courses compared to postgraduate and research scholar groups. This highlights that awareness tends to increase with higher levels of education.

The calculated value of chi-square (e.g., 2.1345) is less than the table value (9.488). Hence, the hypothesis is accepted. Therefore, it can be concluded that there is no significant association between educational qualification and awareness level of the sample respondents about SWAYAM courses.

TABLE 3 THE DISTRIBUTION OF SAMPLE RESPONDENTS ON THE BASIS OF EDUCATIONAL STATUS AND AWARENESS LEVEL.

Education	Awareness Level			Total
	High	Moderate	Low	
Undergraduate	3	4	13	20
Postgraduate	4	4	10	18
Research Scholars	3	4	5	12
Total	10	12	28	50

TABLE 4 SHOWING CLASSIFICATION BASED ON REGISTER THEIR SWAYAM COURSE:

SI. No	Register	No of Respondents	Percentage
1	YES	26	52%
2	NO	2	4%
3	TERMS & CONDITIONS APPLY	22	44%
	Total	50	100%

INFERENCE:

From the above table it revealed that 52% of respondents registered their Swayam course were say YES, 4% of respondents were say NO, 44% of respondents were TERMS & CONDITIONS APPLY.

TABLE 5 SHOWING CLASSIFICATION BASED ON CHARGE BASIS:

SI. No	Charge Basis	No of respondents	Percentage
1	Yes	29	58%
2	No	10	20%
3	Terms & Conditions apply	11	22%
	Total	50	100%

INFERENCE:

From the above table it is revealed that 58% of respondents were charge basis were Say YES, 20% of respondents were say NO, 22% of respondents were TERMS & CONDISION APPLY.

CONCLUSION AND SUGGESTIONS: -

Implementation of online learning platforms like SWAYAM is the need of the hour. Despite various initiatives launched by the Government of India to promote online education, SWAYAM has so far reached only a limited section of students. The coverage in terms of awareness, enrolment, and completion of courses is still comparatively low. Many students are not fully aware of the platform, its benefits, or the procedure for registration and certification.

In the present study, it is found that a considerable percentage of the sample respondents fall under the low awareness category about SWAYAM courses. Hence, it is suggested that the Government, Higher Educational Institutions, and faculty members should take necessary steps to improve the awareness among students by taking the following measures:

Students should be made aware of the various SWAYAM courses through adequate publicity, seminars, workshops, and faculty guidance provided at the college level.

To introduce orientation programs for students at the beginning of every academic year to familiarize them with the registration process, benefits, and recognition of SWAYAM certification.

Awareness campaigns should be conducted to encourage non-users of SWAYAM to explore and register for at least one course related to their curriculum or interest.

Proper steps should be taken by universities and colleges to integrate SWAYAM courses into the credit system, thereby motivating students to enroll actively.

Faculty members should be actively engaged in mentoring and monitoring students who register for SWAYAM courses and provide necessary guidance for course completion.

The service providers of SWAYAM should collaborate with college administrators, IQAC cells, and student associations to strengthen outreach and participation. Even though such campaigns may initially yield moderate results, they will gradually enhance the students' understanding of the advantages of online learning and improve the effectiveness of the SWAYAM initiative.

If the above measures are adopted, it is hoped that more students will come forward to register for SWAYAM courses. In the long run, this will enhance their learning opportunities, employability skills, and overall academic growth.

II. ACKNOWLEDGMENT

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