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Awareness of MOOCs - SWAYAM among Student - Teachers

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Abstract

The present investigation was carried out to study the Awareness of MOOCs - SWAYAM among Student - Teachers. A sample of 100 Student - Teachers were drawn from the Annamalai University. Awareness of MOOCs - SWAYAM Inventory was developed and validated by Investigator. The Student - Teachers have responded to the questionnaire. The data thus collected were put into appropriate statistical analysis. The results revealed that Awareness of MOOCs - SWAYAM among Student - Teachers is not adequate.

Key words: Awareness, MOOCs - SWAYAM, Student - Teachers.

Introduction

The term Technology in education cannot limit itself to the role of services as confined in the case of technology in education. The term, technology of education represent something added or helped from outside, as sounded in the case of technology in education. Educational technology must mean technology of education presenting itself as a system for bringing improvement in the total process of teaching-learning by carefully analyzing its problems and recognizing all available resources in an economic way for the optimum results.

Educational Technology

Educational Technology is the development, application and evaluation of systems, techniques and aids to improve the process of human learning. Educational Technology is the systematic application of scientific or other organized knowledge of practical task. Educational Technology is the application of scientific knowledge about learning and the condition of learning, to improve the effectiveness and efficiency of teaching and learning.

Massive Open Online Course (MOOC)

A massive open online course (MOOC) is an online course aimed at large-scale interactive participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for the students, professors, and Teaching Assistants (TAs). MOOCs are a recent development in distance education. A MOOC is an online course with the option of free and open registration, a publicly-shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study. Most significantly, MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests. MOOCs provide interactive courses with user forums to support community interactions among students, professors, and teaching assistants (TAs) as well as immediate feedback to quick quizzes and assignments. MOOCs are a recent and widely researched development in distance education which were first introduced in 2006 and emerged as a popular mode of learning in 2012.

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

The program of Human Resource Development Ministry spells out as Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM). It offers courses ranging into hundreds and they are those which are taught at school, college and university level. The Swayam and Swayam Prabha platforms to facilitate imparting education to all. The Swayam program offers digital classrooms with the help of internet and satellite connectivity to the remotest corners in the country. Swayam is essentially a portal which has been formulated as a solution to the problem of difficult access to physical educational infrastructure and teachers along with study material and textbooks. Swayam will provide online study material to students free of cost and the courses will be taught via digital classrooms. It offers courses ranging into hundreds and they are those which are taught at school, college and university level. The program will also likely rope in foreign teachers for some courses.

Furthermore, it can easily be integrated into one's formal traditional education. The system allows the transfer of credits that a college student earns from a course directly into their academic records. It also provides courses of vocational nature and also for those who want to study while continuing with their jobs. All courses are free in Swayam and the fee is only for

issuing of a certificate.

Need for the Study

In order to bring effective improvement in the quality of educations, if is necessary to focus attention on the new technologies. One such recent and most dominating technology is Computer Technology. Computer plays great revolution in every walk of life. But when we think about its development in the field of education, it is only in an infant stage. Now many people start thinking to add computer education curriculum at all possible ways. The program is of a Massive Open Online Learning format and seeks to provide the best teachers for students across the country with ICT solutions to bridge the gap between urban and rural education. SWAYAM presents a unique educational opportunity to expand the horizons of knowledge. MOOCs - SWAYAM is playing vital role Indian Education system. So, The investigator to study the Awareness of MOOCs - SWAYAM among Student - Teachers.

Objectives of the Study

1. To find out the Awareness of MOOCs - SWAYAM among Student - Teachers.
2. To find out whether there is any significant difference between the mean scores of Awareness of MOOCs - SWAYAM of male and female Student - Teachers.
3. To find out whether there is any significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Under-graduate and Post-graduate Student - Teachers.
4. To find out whether there is any significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Rural and Urban Student - Teachers.
5. To find out whether there is any significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Arts and Science Student - Teachers.

Hypotheses of the Study

1. Awareness of MOOCs - SWAYAM among the Student - Teachers is not adequate.
2. There is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Male and Female Student - Teachers.
3. There is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Under-graduate and Post-graduate Student - Teachers.
4. There is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Arts and Science Student - Teachers.
5. There is no significant difference between the mean scores of Awareness of MOOCs -

SWAYAM of Rural and Urban Student - Teachers.

Methodology in Brief

The investigator followed the “Survey” method for the present study. The Questionnaire was developed and administered to the Student - Teachers. The Student - Teachers have responded to the questionnaire. The data thus collected were put into appropriate statistical analysis.

Sample for the Study

Random sampling technique was adopted for the present study. The investigator decided to collect data from Student - Teachers of Annamalai University. 100 Student - Teachers were the sample for this study.

Tools Used for the Study

Effectiveness of evaluation largely depends upon the accuracy of measurement. Accuracy of measurement in turn depends on the precision of the instrument. The investigator had selected the questionnaire form. The tool had 30 items. Each item was in the form of multiple choice. The correct response of every item carried one point score. The MOOCs - SWAYAM Awareness Inventory was prepared and developed by the investigator and it was used to collect the data in this study. The reliability and validity of the tool were established.

Statistical Techniques Applied

Statistical Techniques serve the fundamental purpose of the description and inferential analysis. The Mean, SD and t' test were used in the study.

Hypotheses Testing

The hypotheses formulated for the present study were tested by applying statistical techniques. Descriptive and Differential analyses were used.

Hypothesis - 1

Awareness of MOOCs - SWAYAM among the Student - Teachers is not adequate. This hypothesis was tested by using the mean scores of Awareness of MOOCs - SWAYAM among Student - Teachers.

Table - 1

Mean Scores of Awareness of MOOCs - SWAYAM among Student - Teachers

Student - Teachers	N	Mean	S.D.
Whole Sample	100	11.6	3.13

It was found that the Student - Teachers have 11.6 out of 30 (38.6 per cent) Awareness of MOOCs - SWAYAM. It was declared that the Student - Teachers do not have Awareness of MOOCs - SWAYAM as the mean awareness score was less than fifty per cent.

Hypothesis - 2

There is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Male and Female Student - Teachers.

Table - 2

Significance of difference between means of Awareness of MOOCs - SWAYAM among Student - Teachers with respect to Gender

Gender	N	Mean	S.D.	t'	Level of Significance at 0.01
Male	40	10.8	3.12	1.98	Not Significant
Female	60	12.1	3.05		

The calculated t' value 1.98 is lesser than the table value 2.75 at 0.01 level. This implies that there is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Male and Female Student - Teachers at 0.01 level. Hence the null hypothesis is accepted.

Hypothesis - 3

There is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Under-graduate and Post-graduate Student - Teachers.

Table - 3

Significance of difference between means of Awareness of MOOCs - SWAYAM among Student - Teachers with respect to Qualification

Qualification	N	Mean	S.D.	t'	Level of Significance at 0.01
Under Graduate	58	10.56	3.36	4.18	Significant
Post Graduate	42	13.02	2.07		

The calculated t' value 4.18 is greater than the table value 2.75 at 0.01 level. This implies that there is significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Under Graduate and Post Graduate Student - Teachers at 0.01 level. Hence the null hypothesis is rejected. It was found that the Under - graduate Student - Teachers have less Awareness of MOOCs - SWAYAM than those of Post - graduate Student - Teachers.

Hypothesis - 4

There is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Arts and Science Student - Teachers.

Table - 5

Significance of difference between means of Awareness of MOOCs - SWAYAM among Student - Teachers with respect to Subject

Subject	N	Mean	S.D.	t'	Level of Significance at 0.01
Arts	79	11.83	2.98	1.46	Not Significant
Science	21	10.71	3.56		

The calculated t' value 1.46 is lesser than the table value 2.75 at 0.01 level. This implies that there is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Arts and Science Student - Teachers at 0.01 level. Hence the null hypothesis is accepted.

Hypothesis - 5

There is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Rural and Urban Student - Teachers.

Table - 6

Significance of difference between means of Awareness of MOOCs - SWAYAM among Student - Teachers with respect to Locale

Locale	N	Mean	S.D.	t'	Level of Significance at 0.01
Rural	73	11.45	3.27	0.776	Not Significant
Urban	27	12.0	2.73		

The calculated t' value 0.776 is lesser than the table value 2.75 at 0.01 level. This implies that there is no significant difference between the mean scores of Awareness of MOOCs - SWAYAM of Rural and Urban Student - Teachers at 0.01 level. Hence the null hypothesis is accepted.

Conclusion

The present study has investigated the Awareness of MOOCs - SWAYAM among Student - Teachers. It is found that the Awareness of MOOCs - SWAYAM among Student - Teachers is not adequate. This study has revealed that Student - Teachers are not having basic idea about MOOCs - SWAYAM. There is confusion regarding the role of the MOOCs for teacher training. There is still a lack of understanding about Indian MOOC initiatives like SWAYAM. Study concluded that there is an emergent need not only to develop proper understanding about MOOCs among Student - Teachers, but also to provide them facilities to develop and integrate MOOCs in their regular classroom learning. Future for MOOCs in India is bright.

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