A Study of Higher Education Students Awareness of MOOC (SWAYAM) Programme and Usefulness of a Teacher Education Course offered through SWAYAM

Abstract of the Paper
Sub Theme: A-2

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Indian higher education system is being geared towards digitalised learning movement. The initiative of University Grants Commission (UGC) in lunching MOOC Programmes at higher education stage through SWAYAM (Studying Webs of Active Learning for Young Aspiring Minds) Portal is an eye opener for providing ample opportunities for higher Learning to the learners. So far, SWAYAM covered 36 four to six credits modular courses developed and operated by 14 universities and institutions of higher learning. Students registered in different courses get opportunity to study e-lessons with textual documents, video and audio content, multiple choice questions and related links.
They appear in course end examinations to earn credit through CBCS system. It is worthwhile to explore the awareness of university and college students about SWAYAM courses in general and to study its usefulness as perceived by the user students in specific.

 The objectives of the study were to study:
1. The awareness of university and college students about UGC MOOC programme in the context of level of higher education and stream of higher education, and
2. The usefulness of MOOC programme as perceived by the user student participants.

Ex post facto design of research was employed. 400 sample students were chosen for objective 1 from University of Allahabad, 30 user students of MOOC course on Educational Administration, Management and Leadership were included in the sample for objective 2.

Self made Awareness Test, Reaction Scale and Perception questionnaire were used to collect data. Data were analysed using 't' test and chi square tests. Below average level awareness of MOOC was noticed among students. The reaction of user students was found positive towards MOOC courses. The participants found MOOC programme very much useful.

Term used: SWAYAM, AWARENESS, MOOC

INTRODUCTION:
MOOC broadly aims at providing open learning opportunities to diversified groups of learners at different stages of education. It aims at catering to educational needs of students already studying inside the framework of formal education as well as pursuing education for life long learning. MOOC incorporates multimedia learning opportunities suitably designed to achieve instructional objectives of different courses at higher education stage. Learners of different professional as well as general education streams get additional opportunities for availing IFT support courses which could not have been possible to opt for in formal education institutions. The motivated learners, aspiring for life skill oriented education of different nature may find MOOC as best alternative for open learning. Of late, different institutionalized efforts have been made to promote MOOC facilities at higher education stage in India. The Indian initiative for MOOC at higher education stage provides opportunities for blended learning to the students enrolled in different kinds of higher education courses. The interdisciplinary/multidisciplinary nature of courses has been encouraged through SWAYAM (Study Webs of Active Learning for Young Aspiring minds)

portal of MHRD Govt. of India. Opportunities have been provided for blended learning by means of choice based credit system (CBCS) at university stage. Different kinds of core, elective or minor or soft skilled programmes can be opted by higher education students through cafeteria approach. The University Grants commission (UGC) has launched a massive programme open learning in the Indian Universities through MOOC (MHRD,2015). The non technology post graduation courses have been launched by UGC directly on SWAYAM portal .Other programmes for under graduate students are covered through consortium for education communication (CEC). Besides such initiatives, MOOC programmes cover a wide range of stakeholders belonging to technical education, teacher education, management education and school education. (Jain and Singh, 2018). Launching such massive programme at national level requires appropriate management system involving planning for course design, development and delivery; organizational collaborations and involvement of expertise with academic discipline background and technology system. It also needs co-ordination of programmes by involving educational institutions and manpower; timely implementation of academic programmes in consonance with academic calendars of the university and monitoring and evaluation of programmes to ensure quality of education and its impact on the stakeholders. In this context, empirical data based studies can be of great use to fulfill the mission of open learning through MOOC.

MOOC PROGRAMME ON EDUCATION AT PG LEVEL

The MOOC uses courseware e-content developed for different PG subjects through e-PG Pathshala project of UGC. Currently, UGC is offering 147 credit programmes in 36 subject areas at PG level through MOOC on SWAYAM platform. The main author acts as PI of e-PG pathshala course ware development in education subject. Education subject has 16 modular programmes of 4 credits. Each course has 36 to 40 lessons e-text. Each lesson has four quadrants viz., i) text ii) video/ self learning iii) self assessment and iv) learn more.

i) The textual document is supplemented with multimedia and self check exercises. Each question is supplemented with answer to assist learners for assessment of own progress in studies. The textual document of each lesson consists of 8 pages write up of around 3000 words. The format follows semi programmed instructional material with division of content into sub contents. Different maxims of teaching like simple to complex, concrete to abstract, known to unknown etc are included in organisation of course content. Mostly the pictorials, PPTs and key points are included inter linked with the write up. The topics of each module are built in logical manner, of course, in modular form. A summary at the end is given for quick review of each unit.

ii) Video and audio content is presented systematically in the context of e-text. The teacher video presentations are supplemented with PPTs, demonstration of practicals, case study, documentary etc. The PPT presentations are made in the form of bulleted points.

iii) As presented above, the self assessment questions are highlighted in the e-content. Minimum 8 multiple choice questions/ problems are incorporated in each lesson.

iv) Learn more: Related links, open content in internet etc are suggested for references and further studies by the students.

One of the programmes in Education viz., **Educational Administration, Management and Leadership in School Education**: four credit course is currently being offered under MOOC for PG level students. The MOOC programme on this course includes six areas viz.; Concepts and approaches in educational administration; Educational administration in India, supervision and monitoring in education system, Decentralization and local management and Governance in education, Emerging issues and problems of educational administration . The programme was developed by the experts from three leading organizations of the country, such as: University of Allahabad, Allahabad, Khalsa College of Education, Amritsar and Central Institute of Educational Technology, CIET, NCERT, New Delhi. The Video and Audio presentations were developed in collaboration with CIET studio. The programme is being offered by MOOC, since 2017, So far more than 3000 learners have registered for this course. The examinations are conducted by UGC for the course at the end of each semester. The qualified students get certificates by the controller of examination of University of Allahabad.

RATIONALE OF THE STUDY:-

MOOC is characterized as ICT based open learning programme encouraging learners participation in deciding the objectives of own learning (why), course contents (what), self feedback (what extent), place and pace of study (where), sources of learning (which) and learning experiences through use of appropriate means, methods and media through own learning strategies(how). Exercise of learners autonomy in self study are associated with learners awareness of own academic potentials and prioritizing academic needs, own learning skills and learning opportunities available in different forms through different means. They keep themselves engaged in learning experiences and sustaining motivation to continue with studies. They adopt appropriate learning strategies for self study by making use of available learning support services. They follow suitable assessment and evaluation procedures to complete the online course. MOOC must take care of learners awareness level, learners motivation in studies and their involvement in studies with suitable learner support facilities and adequate evaluation mechanisms. While course wares count a lot for quality of any academic programmme learners participation, programme implementation and evaluation strategies play significant role in establishing its credibility in higher education system.

Empirical studies on different aspects of online learning programme have been conducted abroad like students engagement in studies, learners support facilities and outcome of online studies. In a study on student engagement and blended learning,(Vaughan, 2014) the students perceived high value of using collaborative learning applications through online education, Martin and Parker(2014) revealed that the instructors of online education adopted virtual classroom strategies to reach distance learners and to promote interactivity in teaching learning activities. Maboe (2016) highlighted the interactive learning facilities of student to student contact and student to teacher contact through online education. Only 3.8 percent students had participated in online discussion. Regarding teachers role in online education (Duncan and Barnett (2009)) it was revealed that there was rare engagement in pedagogical dialogue in online education. Tello (2007) revealed that absence of social interaction and presence of the instructors came on the way of students completing online studies. Levy, (2003) highlighted the need for learner support activities beyond an instructor or help desk through online programme. In the Indian context, some efforts have been made to conduct programme evaluation studies of online programmes of IGNOU(Sharma(2019))She revealed positive aspects of IGNOU online programmes perceived by learners and teachers regarding curriculum design, delivery system, learning styles, technology system and assessment and evaluation. MOOC programmes for elementary teachers designed by NIOS were, also evaluated by Singh (2018) indicating favourable status of blending television with MOOCs. So far, MOOC (SWAYAM)'s status at traditional higher education system has not been explored.

Hence, it significant to explore learners awareness about MOOC programmes at UG and PG level and to study learners reaction about course inputs, process and outcomes of a MOOC programme.

OBJECTIVES OF THE STUDY:

1. To explore awareness of traditional regular university and college students about MOOC(SWAYAM) programme in the context of stages of higher education (UG and PG) and nature of courses(professional and non professional).

2. To study the reaction of traditional regular university and college students about the role of MOOC (SWAYAM) in higher education.

3. To study the usefulness of a MOOC (SWAYAM) programme in Education as perceived by the MOOC students participants.

HYPOTHESIS OF THE STUDY:

The following null hypotheses were formulated in the context of above objectives:

1) There was no significant differences in the mean awareness scores of MOOCs (SWAYAM) obtained by i) UG and PG students ii) professional course and non professional course students ; iii) UG professional and PG professional students. iv) UG non professional and PG non professional students. v) UG professional and PG non professional students and vi) PG professional and PG non professional students, respectively.

2) The response given by the students against different alternatives of reaction scale about the role of MOOC in higher education have equal cell values.

3) The perception of user students towards usefulness of MOOC programme expressed on different alternatives of the questionnaire items have equal cell values.

METHODS AND PROCEDURES OF THE STUDY:-

The study was of descriptive survey cum ex post-facto nature. The population of the study covered all the students enrolled in traditional regular courses of University of Allahabad as well as all the students registered in one MOOC course on Educational Administration and Management. For objectives one and two. The sample of the study covered 400 students from UG and PG programmes of University of Allahabad (including teaching departments and colleges) For objective three, 30 students who completed the MOOC (SWAYAM) course in Educational Administration and Management were included in the study.

 The researchers used three self made tools to collect data:

1) Awareness test for students on MOOC (SWAYAM)

2) Students reaction scale on MOOCs role in higher education and

3) Questionnaire on usefulness of MOOC programme on Educational Administration and Management.

The tools face validity were established by the experts of educational technology in the context of objectives of MOOC (SWAYAM) programme. Data were collected from traditional regular mode students by administrating the tools in the classroom situation. For objective three, data were collected from contacting all enrolled students,(2018 session) in MOOC course on Educational Administration and Management by e-mail. Out of 500 total registered students, contacted by email, only 30 students responded to the online questionnaire. Data were analysed by using t-test, chi-square test and percentages.

ANALYSIS AND INTERPRETATION OF DATA:

Study of Awareness of Traditional Regular Students about MOOC(SWAYAM)

Table :1 Comparison mean awareness scores MOOC (SWAYAM) of PG and UG course students of A.U.

Groups	Mean	SD	N	t-vaue
PG	6.38(42.53)	3.55	200	**2.33 ***
UG	5.49(36.60)	4.05	200	

Note: *= Significant at .05 level.: S. = Significant.
: Figures in Parenthesis indicate percentages

From Table 1, it can be observed that the obtained 't' value is found to be 2.33, which is significant at .05 level with df 398. Hence the null hypothesis of no significant difference between awareness of UG and PG students towards MOOC(SWAYAM) was rejected. The mean scores of PG students (42.53%) was found higher than that of UG students. The PG students were more ware of MOOC (SWAYAM) than their UG counterparts. It may be due to the direct effort of UGC for incorporation of subject based PG programmes in CBCS pattern at University level. The UG programmes at university level have yet to adopt CBCS programme. Moreover, the subject based MOOC credit courses may not be popular at UG level. As a whole, it can be noticed that even though the PG students had an edge over their UG counterparts on awareness of MOOC, their awareness was of moderate level.

Table:2 Comparison mean awareness scores MOOC (SWAYAM) of professional course and non-professional course students of A.U.

Groups	Mean	SD	N	t-value
Professional	6.20 (41.33)	2.37	230	**3.24 ***
Non Professional	5.32 (35.46)	2.89	170	

Note: *= Significant at .01 level.
: S. = Significant.
: Figures in Parenthesis indicate percentages

From Table 2, it can be noticed that the obtained 't' value is found to be 3.24, which is significant at .01 level with df 396. Hence, the null hypothesis of no significant difference between awareness of professional and non-professional course students towards MOOC(SWAYAM) was rejected. The mean scores of professional course students (6.20) was found higher than that of their non-professional course counterparts. The professional course students were more aware of MOOC (SWAYAM) than their non-professional counterparts. It may be due to professional students high acquaintance with technological developments and ICT.As a whole, it can be noticed that the professional course students had moderate (41.3%) level of awareness.

Table:3 Comparison mean awareness scores MOOC (SWAYAM) UG professional and UG non- professional course students of A.U.

Groups	Mean	SD	N	t-value
UG professional	5.51 (36.60)	4.72	130	1.28
UG non-professional	6.20 (41.33)	2.86	70	N.S

Note: *= Significant at .05 level.
:N. S. = Not Significant.
: Figures in Parenthesis indicate percentages

From Table 3, it can be noticed that the obtained 't' value is found to be 1.28, which is not significant at .05 level with df 198. Hence, the null hypothesis of no significant difference between awareness of UG professional and UG non- professional students towards MOOC(SWAYAM) was not rejected. The mean scores of PG professional course students (36.73) and the mean scores UG non- professional is found (6.20).The level of course did not exert effect on professional students awareness of MOOC.

Table :4 Comparison mean awareness scores MOOC (SWAYAM) of PG professional and PG non-professional course students of A.U.

Groups	Mean	SD	N	t-value
PG professional	6.23(41.53%)	2.30	100	**2.75***
PG non-professional	5.23 (34.86%)	2.81	100	

Note: *= Significant at .05 level.
: S. = Significant.
: Figures in Parenthesis indicate percentages

From Table 4, it can be noticed that the obtained 't' value is found to be 2.75, which is significant at .05 level with df 198. Hence, the null hypothesis of no significant difference between awareness of PG professional and PG non-professional course students towards MOOC(SWAYAM) was rejected. The mean scores of PG professional course students (6.23) was found higher than that of their PG non-professional course counterparts. The PG professional course students were more aware of MOOC than their PG non-professional counterparts. As a whole, it can be noticed that the PG professional course students had moderate (41.53%) level of awareness.

Table :5 Comparison mean awareness scores MOOC (SWAYAM) of UG non- professional and PG non-professional course students of A.U.

Groups	Mean	SD	N	t-value
UG non professional	6.20 (41.33%)	2.86	70	**2.19***
PG non-professional	5.23 (44.06%)	3.11	100	

Note: *= Significant at .05 level.
: S. = Significant.
: Figures in Parenthesis indicate percentages

From Table 5, it can be noticed that the obtained 't' value is found to be 2.19, which is significant at .05 level with df 168. Hence, the null hypothesis of no significant difference between awareness of UG Non-professional and PG non-professional course students towards MOOC(SWAYAM) was rejected. The mean scores of UG non professional course students (5.46) was found higher than that of their PG non-professional course counterparts. The PG non professional course students were more aware of MOOC than their UG non-professional counterparts. As a whole, it can be noticed that the PG non professional course students had moderate (44.06%) level of awareness.

Table :6 Comparison mean awareness scores MOOC (SWAYAM) UG professional and PG professional course students of A.U.

Groups	Mean	SD	N	t-value
UG professional	5.51 (36.60%)	4.72	130	**1.52**
PG professional	6.15 (41.53%)	2.30	100	**N.S**

:N. S. = Not Significant.
: Figures in Parenthesis indicate percentages

From Table 6, it can be noticed that the obtained 't' value is found to be 1.52, which is not significant at .05 level with df 228. Hence, the null hypothesis of no significant difference between awareness of UG professional and PG professional students towards MOOC(SWAYAM) was not rejected. The mean scores of UG professional course students and the mean scores PG professional course students are not found significantly different from each other. It reveals that the professional course students had moderate level of awareness of MOOC irrespective of the stage of higher education.

Table 7 Reaction of students towards MOOC (SWAYAM)'s role in higher studies(Chi-square of equal appearance of responses)

S.N.	Item	Agree	Disagree	Total	Chi-square value
1.	SWAYAM platform provides alternative opportunities for higher studies to university students.	274(68.5%)	126(31.5%)	400	54.76*
2.	Students are self motivated to use SWAYAM platform	163(40.75%)	237(59.25%)	400	13.68*
3.	I am keen to use MOOC for completing my studies.	293(73.25%)	107(26.75%)	400	86.49*
4.	I agree that MOOC can get equal status with traditional formal education.	328(82%)	72(18%)	400	163.84*
5.	I am willing to pursue my futures studies through MOOC.	303(75.75%)	97(24.25%)	400	106.09*
6.	MHRD, govt. of India must make MOOC as a mission of higher education of equal appearance of cell values.	301(75.25%)	99(24.75%)	400	102.01*

Note: *= Significant at .01 level.
: Figures in Parenthesis indicate percentages

From Table 7, it can be observed that in the case of all the items the chi-square values were found significant at level df 1. A large number of traditional course students of higher education (69 to 82%) expressed positive reaction towards in terms of :

- I agree that MOOC can get equal status with traditional formal education.
- I am willing to pursue my futures studies through MOOC.
- MHRD, govt. of India must make MOOC as a mission of higher education of equal appearance of cell values.
- I am keen to use MOOC for completing my studies and
- SWAYAM platform provides alternative opportunities for higher studies to university students. Only in one case, majority of students (59%) did not agree that students were self motivated to use SWAYAM programme.

Table:8 Traditional regular course students preference to MOOC(SWAYAM) programmes.

S.L.	Reasons	F
1.	MOOC(SWAYAM) is most appropriate source for open learning	111(27.90%)
2.	MOOC (SWAYAM) facilitates self study of learner.	92(23.00%)
3.	Blended learning is encouraged because of MOOC(SWAYAM)	42 (10.45%)
4.	MOOC (SWAYAM) can support enhancement of learners achievement.	29 (7.25%)
5	Not sure	126 (31.50%)

N=400

From Table 8, it can be observed that almost two third (68.50%) of traditional UG and PG course sample students from different streams gave preference to MOOC (SWAYAM) programme. They appreciated the open learning (28%) and self study nature of MOOC programmes (23%) at higher education stage. It portrays an encouraging status of open learning nature of MOOC in traditional system of higher education.

Table:9 Traditional regular students opinion on learner support facilities concerning MOOC

S.L.	Reasons	F
1.	Teacher must link MOOC programme with classroom teaching	167 (41.75%)
2.	Appropriate guidance be provided to students to use MOOC programmes	167 (41.75%)
3.	Students level interaction be encouraged.	76(19%)
4.	MOOC courses must be covered by university examination.	53 (13.25%)

N==400

With regard to successful implementation of MOOC(SWAYAM) programme, the traditional course students gave emphasis on learner support facilities (Table-9) by i)classroom teaching linked with MOOC (SWAYAM) presentations,(42%) ii) appropriate guidance for learners using MOOC(21%), iii) encouragement of student level interactions (19%) and iv) due emphasis on coverage of MOOC courses in university examinations (13%). These views matter a lot for promotion of MOOC programme at higher education institutions.

Table-10 Traditional regular course students expectations about integration of MOOC in university curriculum.

S.L.	Reasons	F
1.	MOOC should be kept optional to students.	113(28.20%)
2.	Provision for minimum six credit course of MOOC be opted by every student.	111 (27.90)
3.	Mandatory provision for every course.	50 (12.50%)
4.	MOOC results be mentioned in degree certificate.	36 (9.0%)
5.	Not sure	90 (22.50%)

N=400

From Table 10 it can be observed that around 28 percent students favoured optional status of MOOC courses for regular students where as almost similar (28%) number of students have favoured the provision for minimum 6 credit MOOC course for every student. As an extreme suggestion around 13 percent students suggested for mandatory provision for MOOC programmes in traditional courses. Acceptance of MOOC among traditional course students is still at inception stage.

Table 11 User students perception of usefulness of MOOC course on Educational Administration and Management.

(Chi- square test of equal appearance of responses).

S.L	item	Strongly agree	Agree	Disagree	Total	Chi-square
1.	The Course is useful to develop understanding of educational administration and management.	16 (53.33%)	13 (43.33%)	1 (3.33%)	30	12.6*
2.	The course enables me to develop management skills in school education.	9 (30%)	20 (66.6%)	1 (3.33%)	30	18.2*
3.	The course is valuable for inculcating professional ethics among school level managers and administrators.	16 (53.33%)	13 (43.3%)	1 (3.33%)	30	12.6*
4.	MOOC is the best source of providing quality input to self study.	17 (56.6%)	12 (40.0%)	1 (3.33%)	30	13.4*
5	MOOC is beneficial to varied interest group of learners.	14 (46.6%)	15 (50%)	1 (3.33%)	30	12.2*
6.	MOOC is the best alternative of higher education for students opting modular courses.	11 (36.6%)	17 (56.6%)	2 (6.66%)	30	11.4*
7.	I can learn at my own time and pace through SWAYAM Portal.	16 (53.3%)	13 (43.3%)	1 (3.33%)	30	12.6*
8.	The written materials cover whole course.	14 (46.6%)	15 (50.0%)	1 (3.33%)	30	12.2*
9.	The language used in the text is simple.	10 (33.3%)	19 (63.3%)	1 (3.33%)	30	16.2*
10.	The concepts are clarified with suitable examples.	5 (16.6%)	23 (76.6%)	2 (6.66%)	30	27.5*
11.	The course content is relevant to understand context specific issues.	6	23	1	30	26.6*

No.	Statement				Total	Value
		(20.0%)	(76.6%)	(3.33%)		
12.	The learners activities specified in each module are useful for active learning.	9 (30.0%)	18 (60.0%)	3 (10.0%)	30	11.4*
13.	Viewing of video lessons provided clarity of concepts.	11 (36.6%)	18 (60.0%)	1 (3.33%)	30	14.6*
14.	Major learning points were suitably projected through captions.	7 (23.3%)	23 (76.66%)	1 (3.33%)	30	25.9*
15.	The visual images were useful in learning the concepts with clarity.	10 (33.33%)	7 (23.33%)	1 (3.33%)	30	16.2*
16.	I felt my presence in classroom teaching while viewing video lessons.	8 (26.66%)	15 (50.0%)	7 (23.3%)	30	12.2*
17.	The questions asked towards the end of each unit were useful to judge my progress in studies.	9 (30.0%)	20 (66.66%)	1 (3.33%)	30	18.2*
18.	The question answer exercises helped me to get self feedback.	8 (26.6%)	21 (70.0%)	1 (3.33%)	30	20.6*
19.	The suggestions given for further reading made my study more comprehensive.	8 (26.66%)	21 (70.0%)	1 (3.33%)	30	20.6*
20.	The on-line study programme suited my study schedule.	13 (43.3%)	15 (50.0%)	2 (6.66%)	30	9.80*
21.	I enjoyed my studies through on-line written text, video lectures and learning exercises.	12 (40.0%)	17 (56.66%)	1 (3.33%)	30	13.4*
22.	Blended approach of written text, video lesson and learning exercises are effective means for self study.	13 (43.33%)	16 (53.33%)	1 (3.33%)	30	12.6*
23.	MOOC programme is useful to earn additional credits in my PG Course.	13 (43.33%)	16 (53.33%)	1 (3.33%)	30	12.6*
24.	MOOC facilitates my studies through choice based credit system at higher education.	12 (40.0%)	17 (56.66%)	1 (3.33%)	30	13.4*
25.	I will prefer to join more number of MOOC courses available on SWAYAM portal.	17 (56.6%)	12 (40.0%)	1(3.33%)	30	13.4*

From Table 11, it can be observed that the chi-square test values of equal appearance of responses in three cells for all the 25 items were found significant at .01 level with df 2. Hence, the null hypothesis of equal appearance of responses in different cells were rejected at .01 level of significance. The figures indicating the students responses in percentages reveal two major patterns. First, it can be noticed from Table 3 that in the case of all the items large majority of students (93 to 97 percent) expressed positive views except one item viz.," I felt my presence in classroom teaching while viewing video lessons" (77%).Second, majority of students expressed **strong agreement** (53 to 56 percent) on following items -

- The Course is useful to develop understanding of educational administration and management.
- The course is valuable for inculcating professional ethics among school level managers and administrators.
- MOOC is the best source of providing quality input to self study.
- I will prefer to join more number of MOOC courses available on SWAYAM portal.

In the case of following items majority of user student respondents expressed moderate views (53-77%) about the usefulness of MOOC course, such as :-
- The course enables me to develop management skills in school education.
- MOOC is the best alternative of higher education for students opting modular courses.
- The language used in the text is simple.
- The concepts are clarified with suitable examples.
- The course content is relevant to understand context specific issues.
- The learners activities specified in each module are useful for active learning.
- Viewing of video lessons provided clarity of concepts.
- Major learning points were suitably projected through captions.
- The visual images were useful in learning the concepts with clarity.
- The questions asked towards the end of each unit were useful to judge my progress in studies.
- The question answer exercises helped me to get self feedback.
- The suggestions given for further reading made my study more comprehensive.
- The on-line study programme suited my study schedule.
- I enjoyed my studies through on-line written text, video lectures and learning exercises.
- Blended approach of written text, video lesson and learning exercises are effective means for self study.
- MOOC programme is useful to earn additional credits in my PG Course.
- MOOC facilitates my studies through choice based credit system at higher education.

In rest of the cases , majority of user students expressed moderate as well as high opinion (93 to 97%)
- MOOC is beneficial to varied interest group of learners.
- The written materials cover whole course.
- I felt my presence in classroom teaching while viewing video lessons.
- The on-line study programme suited my study schedule.

As a whole, it can be concluded that the user student respondents expressed satisfaction over MOOC course on educational administration and management programme. It reveals the high level usefulness of the course as per perception of students who completed the course.

CONCLUSION:
The findings of the revealed below average awareness of traditional regular course students towards MOOC(SWAYAM) programme. There was significant effect of level of higher education and streams of higher education on students awareness, indicating higher awareness of PG students as well as professional course students. This may be due to UGC's encouragement of MOOC(SWAYAM) programmes at PG stage as well as in professional education streams. The result implies proper guidance to students at UG as well as PG level. The students of general education streams must be aware of blended mode learning opportunities through CBCS at PG and UG levels. 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 as a component of regular mode studies under CBCS. 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. They may be provided support services by the facilitator experts from different streams of higher education. The study has indicated about appropriate steps to be taken for learners motivation and learners high participation in learning situations. There must be well co-ordinated efforts between course ware design and development, delivery system, instructional activities, learner support services and evaluation strategies. The MOOC initiatives by UGC at national level must be interlinked with every stage of higher education with a view to provision of alternative and multiple opportunities for open learning to the students. Special emphasis be given on students orientation and teachers orientation at higher education institutions about implementation of MOOC programmes as an integral component of higher education

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