



## Prospective Teachers Feedback On Swayam Courses

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**Abstract:** The study examines the awareness of prospective teachers about the SWAYAM courses, their sources of information, and views on its relevance and necessity in today's educational scenario. Data was collected from B.Ed. students enrolled in the academic year 2024-25 and analyzed using graphical methods. The results showed that most prospective teachers first learned about SWAYAM during their B.Ed. course. The research highlights a very positive perception of SWAYAM, with the majority of participants recognizing it as essential in the present educational context. There is a pronounced preference for online learning, as most respondents are interested in enrolling and engaging in online courses. Even with high enrollment during the B.Ed. program, there is a notable gap in course completion and certification. Additionally, only a small number of prospective teachers have attended or passed SWAYAM exams. The study concludes that although prospective teachers show enthusiasm and willingness to use online learning platforms, systematic integration of SWAYAM into teacher education programs is essential.

**Key words:** Feedback, Prospective Teachers, Swayam Courses

### Introduction:

SWAYAM program is launched by Government of India to attain the three primary principles of Education that is access, equity and quality. Its major target is to provide the best learning resources to all section of the society including the most deprived. SWAYAM platform promotes courses starting from grade ninth till post-graduation which can be accessed by anyone, anywhere and anytime. All the courses are designed by the best teachers of the country and are available for any learner free of cost. The learners who require certificate need to register and appear for final proctored exams by paying the required fees. The best quality content is prepared and delivered through ten national coordinators such as AICTE, NPTEL, NCERT, NIOS, UGC, CEC, IGNOU, IIMB, NITTTR and INI for Non-Technical Courses. UGC has already issued the UGC Regulation 2016 informing the Universities to locate courses where credits can be transferred on to the academic record of the students for courses done on SWAYAM.

### Review of related literature:

**Rajni, B., Devi, R., & Mahavidyalaya, K. (2024)** investigated awareness among college students on SWAYAM courses. 112 college students were chosen by purposive sampling. A self-designed questionnaire was used for the study. The research was descriptive in nature. The major findings of the study were the students having post-graduation qualification were found to be more aware towards SWAYAM courses as compared to students having graduation qualification.

**Sikarwar, T., Gupta, M., & Vishnoi, S. (2022)** conducted a perceptual study on SWAYAM platform of distance learning. The research was descriptive. The sample size was 400 respondents which included 200 teachers teaching at the college level and 200 students who have passed out from schools. Non-probability convenient sampling technique was used for sample selection. Research results emerged out as the positive perception indicator by both teacher and students. It is understood from the results that SWAYAM is a useful platform for keeping oneself updated with the technological and education industry-related changes.



**Bhagyalakshmi, R., & P Karthika. (2020)** studied the impact and awareness of SWAYAM courses. The primary data was received from the 50 college students through a questionnaire and secondary data was collected from internet and published journals. The data was analyzed using percentage analysis, mean, S.D., and covariance method. It was found that SWAYAM was more cost effective and easy to learn as compared to private online coaching centres.

**Subramanyam, B., & Sowmya (2019)** studied role of SWAYAM courses in instilling required employable skills for upcoming Graduates. It was found that MOOCs provide an opportunity to generate and disseminate the courses in many languages. The challenges identified were to train the instructor and certifications.

#### **Objectives:**

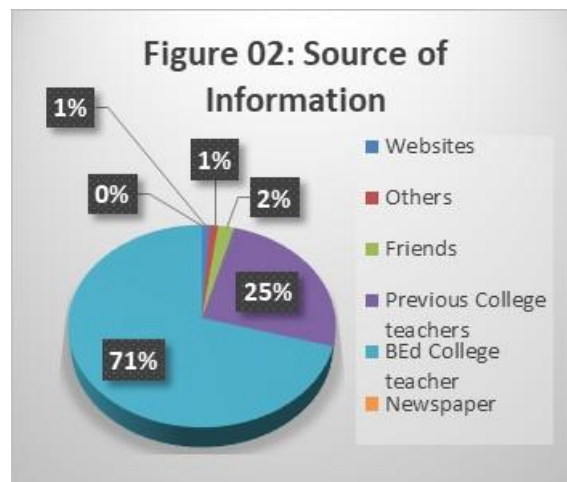
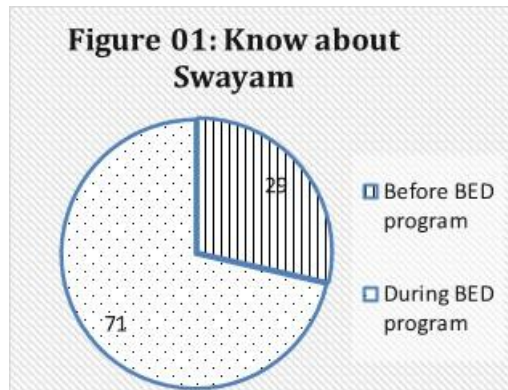
1. To determine when prospective teachers became aware of the SWAYAM platform.
2. To identify the primary sources through which prospective teachers learned about SWAYAM courses.
3. To assess prospective teachers' perceptions on the relevance and necessity of SWAYAM in the current educational context.
4. To explore prospective teachers' willingness to engage in online courses.
5. To compare enrollment in SWAYAM courses before and during the B.Ed. program.
6. To determine how many prospective teachers have attempted and qualified SWAYAM exams.
7. To identify whether prospective teachers have engaged with alternative online learning platforms (e.g., Coursera).

#### **Methodology:**

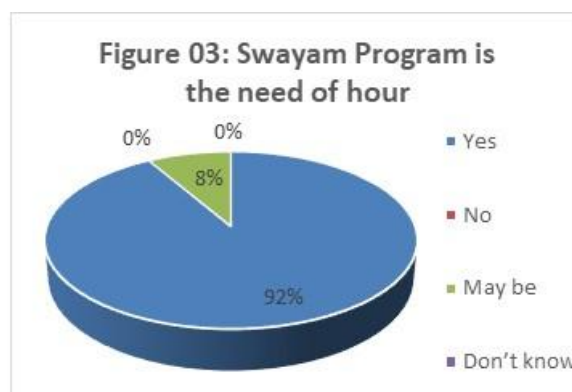
As a part of internal assessment for foundation subject, teacher trainees of first year BEd were allotted an assignment to enroll for minimum two SWAYAM courses one from the educational discipline and second from any other disciplines as per their interest. They were also instructed to complete the two weekly test from each course and upload the assignment on the given google form link after six months. In that link of google form many questions were formulated to understand the feedback of teacher trainees regarding the assignment .

#### **Analysis and Interpretation:**

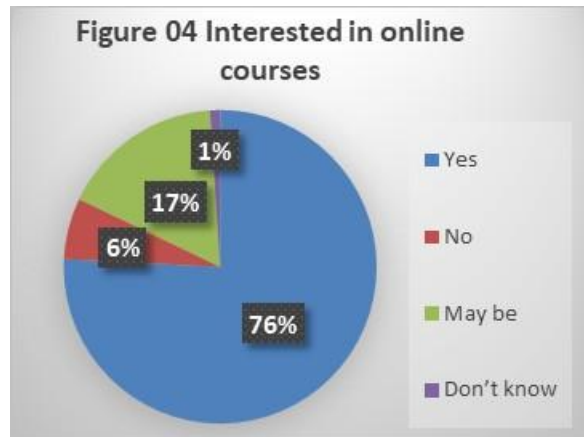
The educational backgrounds of prospective teachers fall into two groups: 52% hold a Master's degree, while 48% hold a Bachelor's degree. From figure 01, it can be understood that 71% of prospective teachers became aware of the SWAYAM platform during teacher training program whereas only 29% were familiar with it before teacher training program. This indicates that most of the prospective teachers had limited exposure to SWAYAM before entering formal teacher education. Such findings may point to insufficient outreach or awareness efforts regarding SWAYAM at the undergraduate, graduate, or postgraduate levels.



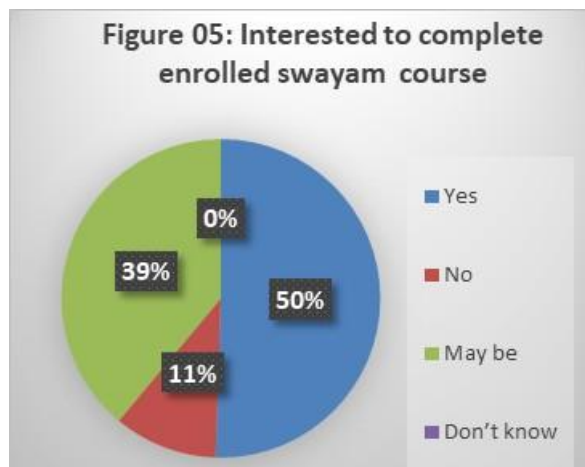
From figure 02, it can be inferred that 71% prospective teachers came to know about SWAYAM courses through teachers of teacher training college, 25% through their previous college teachers, 02% through friends, 01% through others and no one from newspaper and websites.



From figure 03, it is found that 92% of respondents believe that SWAYAM program is the need of hour for future prospective teachers while 08% feels that it may be required. Feeling the need of hour and doing it matters a lot. We need to do practical work which students are not doing as they are focusing only on degree.



From figure 04, it is found that 76% of prospective teachers are interested in online courses, 17% are not sure, 06% are not interested, and 01% don't know. So, prospective teachers are ready to learn through online mode may be it is easier to use mobile than visiting in library to search the required book and then issuing it. The online courses are easily available on one click on mobile anywhere, anytime and anyplace. So 21<sup>st</sup> generation learners are more comfortable with mobile or online learning.



Prospective teachers had enrolled for two SWAYAM courses one from education discipline and another from other discipline as a part of assignment. From figure 05, it is found that 50% prospective teachers are interested to complete the enrolled SWAYAM courses, 39% are not sure and 11% responded as don't know. But at the end of the year when they were asked it was found that no one have completed the enrolled courses, not even signal. Now there may be various reasons why they have not completed the course. One major reason among them is, it is not counted for marks. There may be other reasons which needs to be identified by further research.

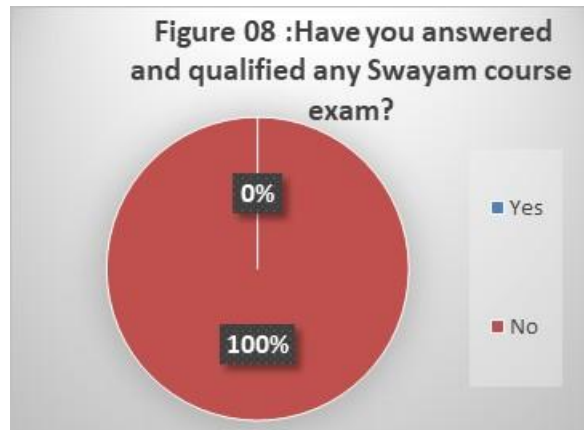
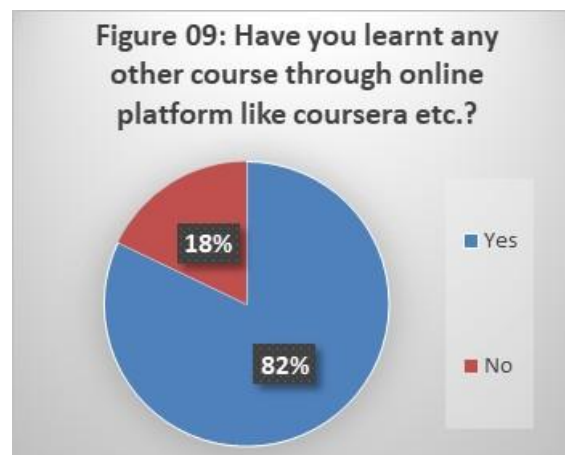


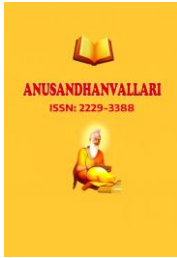
Figure 08, indicates that before joining for BEd course no one have answered and qualified any SWAYAM course exam. Students who joins for the BEd program are from all over the Goa and from different Colleges of Goa as the admission takes place centrally through the Goa’s Directorate of Higher Education. SWAYAM program can be made compulsorily a part of curriculum from grade 9<sup>th</sup> onwards so that students will learn something new away from the syllabus or from the syllabus.



From figure 09, it was observed that only 82% students had learnt from online mode whereas 18% have not learnt anything from online courses. This shows that large majority prospective teachers were interested to learn something new form online courses to update their knowledge or to learn something new. Whereas few of the prospective teachers were least bother to learn from the online courses.

**Findings and conclusions:**

- Most prospective teachers had limited exposure to SWAYAM before entering teacher education program. Such findings may point to insufficient outreach or awareness efforts regarding SWAYAM at the undergraduate, graduate, or postgraduate levels.
- All the prospective teachers have enrolled for two SWAYAM courses but not even single students have tried for certification.
- Prospective teachers are ready to learn through online mode may be it is easier to use mobile than visiting in library to search the required book and issuing it.



- SWAYAM program can be made compulsorily a part of curriculum from grade 9<sup>th</sup> onwards so that students will learn something new from the syllabus or out of the syllabus.

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