

ANALYSIS OF SWAYAM E-LEARNING COURSES IN BUSINESS EDUCATION

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ABSTRACT

Massive Online Open Courses are the trending thought in our education, and we witness all emergence. This MOOC learning system brought in the paradigm shift in the method of teaching. MOOC courses enhance our traditional education methods. The MOOC has a significant capability for increase with excessive first-class education system supported by leading universities. Earlier, MHRD offered MOOC Courses through two platforms, namely, NPTEL and SWAYAM in India. Now they both have merged and delivered courses on a single platform. The chief goal of this study is to investigate how SWAYAM courses are supporting entrepreneurs for their upgrading their knowledge. There are close to two thousand courses available in the portal covering all the subjects, out of which authors have considered 79 courses offered in the area of Management by SWAYAM. This study reveals that around 49% of courses are of Postgraduate level, and IIMB, IIT Kharagpur, and IIT Roorkee institutions are floating 18, 13, and 7 courses in SWAYAM platform, respectively.

Keywords: *MOOCs; SWAYAM; Entrepreneurship; Online learning; Open courses; Management Courses.*



1. INTRODUCTION

Massive open online courses are online courses offered without any infrastructural cost via the Internet. They provide training and education to vast numbers of aspirants. MOOC is a web-based platform that gives an unbounded wide variety to students worldwide with a chance of distance education taught by eminent faculty from excellent Universities worldwide. MOOC program initiated in 2008 and gained momentum in 2012 as a famous learning device. Many MOOCs have interactive sessions and forums among students, professors, teaching assistants, study/path material, and video lectures.

An entrepreneur is an individual who does another business, bearing the extreme level of the risks and playing extreme recompenses. The entrepreneur is ordinarily noticeable as a trend-setter. Entrepreneurs play a crucial feature in any economic gadget using the capabilities and initiative essential to count on needs and bring new thoughts to the marketplace. Entrepreneurs who show achievement in taking over a startup's chance are rewarded with profit, popularity, and persevered growth opportunities—those who fail to suffer losses and turn out to be less well known in the markets.

Technology has been deeply rooted in our lives. In the past few years, rapid

technological progress has changed our lives. Rather than traditional and face-to-face interactions limited to a region, it is encouraged to interact in an international platform for the verbal exchange of ideas, have more connections, and collaborate with different entrepreneurs. Although distance education has not yet been recognized, it can be observed that the number of enrollment is increasing year by year. Distance education is also called secondary education; you can learn any subject anytime, anywhere.

1.1 About SWAYAM

Study Webs of Dynamic Learning for Young Ambitious Minds also known as SWAYAM established by MHRD, an Indian government program. It permits educators and schools of centrally financed institutions such as IITs, IIMs, and Central Universities to offer online courses. It has designed to achieve three cardinal ideas of Pedagogical Policy viz., access, equity, and quality. It is carried out through a stage that permits website hosting of the multitude of guides, instructed in lecture rooms from Class 9 till post-graduation level. Each one of the courses is interactive, which eminent professors prepare. There are nine national coordinators appointed for conducting SWAYAM. Such as AICTE, NPTEL, UGC, CEC, NCERT, NIOS, IGNOU, IIMB, NITTTR. There are about 2150 online courses available on the

SWAYAM digital platform in four different types of course materials– (1) video lecture, (2) specifically prepared learning materials, can be printed or downloaded (3) Tests and quizzes for self-assessment, and (4) an online discussion forum to clarify the doubts.

2. REVIEW OF LITERATURE

The main goal of MOOCs was to facilitate free access to students in various levels of Education (Yuan & Powell, 2013). Institutions that planned to apply MOOCs in the program should recollect how their students and teachers would respond to this circulate and how this might affect institutional image and popularity. Clarke (2013) attempted to analyse the development of MOOCs and their effects on business education. Also, the origin and structure of MOOC and compare the growth and premature waves of e-learning. The author found that the significant open online publications have the good-sized capability for boom with highly many products supported via prominent universities. They still want to remedy problems faced by other e-learning organizations, such as excessive dropout rates, assessment, and how viability can be maintained.

Panchoo (2016) analysed the evolution of distance schooling in Mauritius and the widening of MOOCs. In addition, a structure of the combination of MOOC in a brand new

form of pedagogy that transcends barriers is suggested for a growing. It has determined for powerful innovation; it desires to find its way within the present valued strong foundations that were inbuilt in his study.

Two types of toolsets are introduced by Littlejohn & Milligan (2015) for MOOC layout. MOOC-SRL (Self-regulated Learning) styles and MOOC-DTQ (Design Team Questionnaire). MOOC-SRL permits the sharing and reuse of MOOC designs that inspire self-law. The MOOC-DTQ is an audit device that guides educational designers in pedagogic layout selections made at platform (macro) degree in addition to a route (micro) degree. Likewise, Annabi & Wilkins (2016) investigated the length to which MOOCs can use in the accreditation of learners' prior learning. Data were collected from two international branch campuses from UAE. It embraced a qualitative method that concerned twenty lectures collaborating in mini-structured interviews and ten lecturers collaborating in a focus group. A particular way of the content evaluation was utilized to examine and decipher the information.

Similarly, many studies are conducted on SWAYAM and Online Education. Majumder (2019) discussed the scope, advantages, Challenges of the SWAYAM platform, and they try to understand the Quadrants and coordinators of the MOOC. SWAYAM is a

local IT Platform for web hosting the MOOC Courses. The study conducted by Sivakumaren & Thangavel (2020) on the SWAYAM online courses offered in the past is being provided in the present and upcoming years. In the literature survey authors observed that, many publications were published in this area. However, there is a lowering trend in the SWAYAM online courses, particularly in business studies.

3. OBJECTIVES

- To identify the SWAYAM online courses offered by various institutions;
- To evaluate the type of courses and their duration;
- To determine the top courses enrolled by more than ten thousand learners.

4. METHODOLOGY

The data was gathered from the SWAYAM website for this current study during May-June 2021. Further, the authors have analyzed the data to realize the contribution of online courses in management studies. In addition, authors have attempted to identify the impact of MOOC courses on business students and professionals for their career, future growth, and development. All together 79 management courses are being offered during the year 2021. The authors have retrieved freely available data from the SWAYAM database for analysis.

5. DATA ANALYSIS

In this study, the authors found that various institutions in the SWAYAM platform are offering 79 management courses. Collected data analyzed using the MS-Excel. The result of analysis and interpretation are presented here.

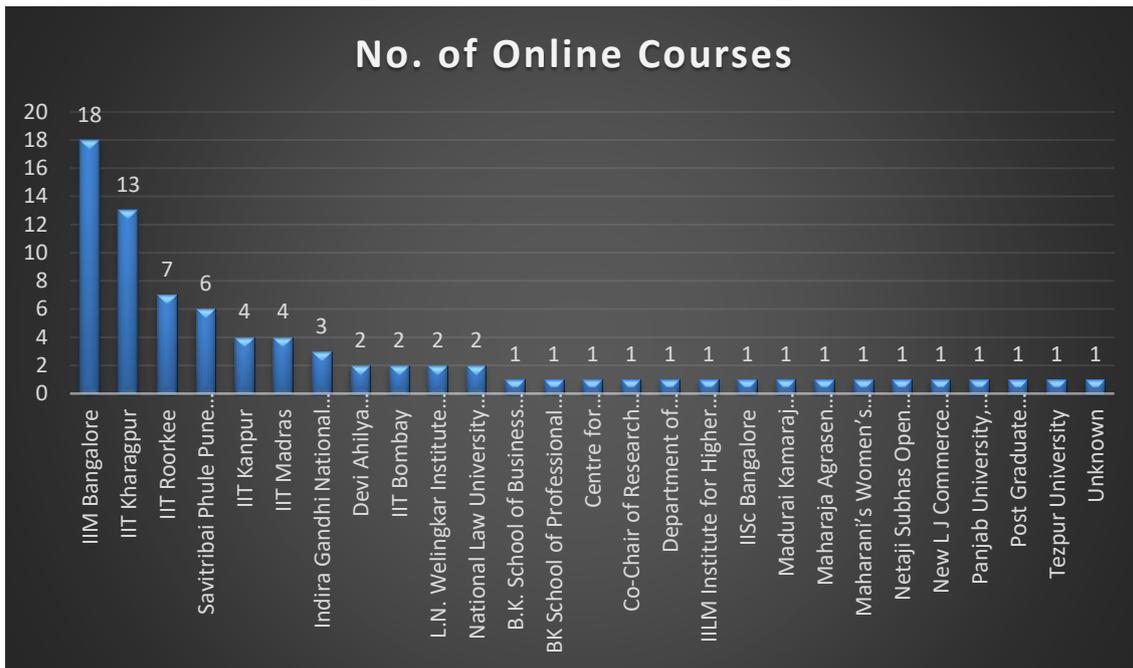
Table 1: Swayam courses by learning pathwise

Learning Path	No. of Online Courses	Percentage
Postgraduate	39	49%
Undergraduate	17	22%
Undergraduate/Postgraduate	23	29%
Total	79	100%

Table 1 explains the contributions of the learning path. It shows that the Postgraduate learning path has contributed 39 (49%) courses in Swayam online platform. 29% (23)

of courses are contributed both the Undergraduate and Postgraduate level in the forum. Followed by Undergraduate learning path has 22% (17) in Swayam portal.

Figure 1: Institutions contribution for Swayam online platform



The contributions made by institutions in the SWAYAM were analyzed, and the same is given in figure 1. It is found from the figure that the Contributions of online courses by Institutions wise. It shows that the IIM Bangalore has contributed more than 18 (23%) online courses and placed in the first rank among other institutions in SWAYAM. It is further found that IIT Kharagpur has contributed 13 (16%) online courses and occupied the second rank. It is also indicated

that "IIT Roorkee" has 7 (9%) online courses and occupied the third rank. Savitribai Phule Pune University 6 (8%), IIT Kanpur, and IIT Madras 4 (5%) follow them. In the analysis, the authors found that though IIM and IIT's are playing a significant role in offering the management courses, Savitribai Phule Pune University being a Government University is offering six courses and obtained fourth rank on par with institutions of National importance.

Figure 2: Type of courses are available in Swayam platform

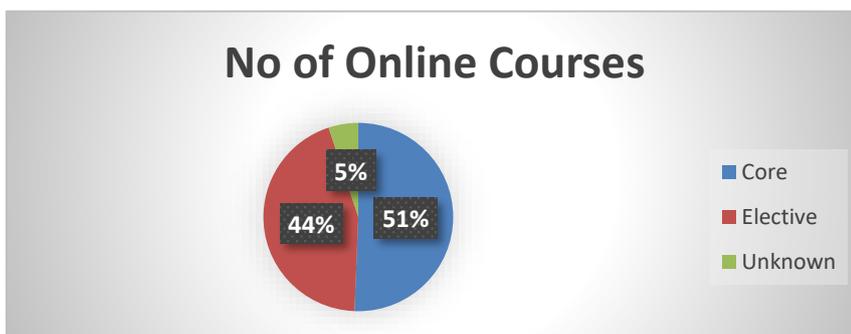


Figure 2 explains the type of courses that are offered in Management Studies in the Swayam online platform. There are two types of courses, Core and Elective courses. It indicates that the core courses are a significant part of the management studies though it is essential to learn for students' future growth. Elective courses are based on the learners' interests. The authors found that

40 (51%) of courses are Core courses in Swayam. It further found that 35 (44%) of courses are elective courses in the Swayam platform; out of 79 courses, four courses have not mentioned either core or elective. The students who undergo these Core and Elective courses are allowed to convert the certification to Credit system which adds value to their overall credits which is required for graduation.

Table 2: Course duration to complete

Duration	No. of Online Courses	Percentage
4 Weeks	5	6%
6 Weeks	19	24%
8 Weeks	16	20%
12 Weeks	30	38%
15 Weeks	6	8%
16 Weeks	2	3%
Unknown	1	1%
Total	79	100%

Table 2 describes the time duration required to complete the courses as mentioned earlier. The authors have investigated and found that the minimum time duration is four weeks, and the maximum time duration is 16 weeks required to complete the courses. According to the table, 12 weeks are required to complete 38% (30) of courses as mentioned

above. Similarly, 24% (19) of courses being offered are of 6 weeks' time duration. Followed by 8 weeks, 15 weeks, 4 weeks, and 16 weeks' time duration courses are 20% (16), 8% (6), 6% (5), and 3% (2), respectively. In this analysis, the authors found that significant courses are offered during 6 to 12 weeks duration.

Table 3: Top seven courses are containing the highest number of enrollees

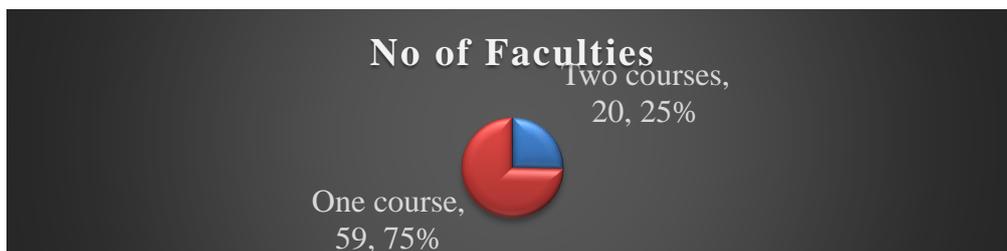
Courses	No. of Enrollers	Ranking
Basics of Digital Marketing	28426	1
Digital Marketing	24824	2
Banking and Financial Markets	17025	3
Direct Tax - Laws and Practice	15252	4
Advanced Corporate Strategy	12846	5
Customer Relationship Management	11403	6
Financial Accounting and Analysis	10797	7

According to table 3, the top seven courses contacted more than ten thousand enrollment compared to other management courses. The authors are found that the "Basics of Digital Marketing" course have 28426 enrollments, and it is the course having the highest in number and placed in the first rank among other management study courses in Swayam. The "Digital Marketing" course had 24824 enrollers and placed in the second rank. The third rank "Banking and Financial Markets" course enrolled 17025 learners. Followed by "Direct Tax - Laws and Practice," "Advanced Corporate Strategy," "Customer Relationship Management," and "Financial Accounting and Analysis" courses have 15252, 12846, 11403, and 10797 enrollers & rank respectively. This study reveals that

areas/subjects such as Digital Marketing, Banking & Financial Markets, Direct Tax, Corporate Strategy etc. are booming and have attracted majority of users to study these subjects. This pattern provide indication to all Management schools for incorporating these popular subjects in their curriculum for the benefit of their customers.

Figure 3 describes that the faculty are contributing to the online courses in Swayam. Out of 79 courses, 3/4 of the instructors hosted only one course. The figure explains the 25% (20) of the instructors have hosted two courses, and 75% (59) of the instructors have hosted one course each in the SWAYAM platform.

Figure 3: Number of faculties offered more than one course



6. FINDINGS

- Almost equal number of courses are being offered at the UG & PG level.
- Institutions of national importance such as IIM Bangalore, IIT Kharagpur, and IIT Roorkee are floating 18, 13, and 7 courses, respectively. However, a Government University “Savitribai Phule Pune University” is offering six courses and have created history by obtaining fourth rank on par with institutions of National importance.
- Out of 79 courses considered for this study, 40 are core courses, and 35 are elective courses.
- Around 38% of courses are 12 weeks' time duration, and most of the courses have offered during 6 to 12 weeks. Here we understand that minimum duration required to offer any Management course is 12 weeks and maximum is 16 weeks.
- This study reveals that areas/subjects such as Digital Marketing, Banking & Financial Markets, Direct Tax, Corporate Strategy etc. are booming and have attracted majority of users to study these subjects.
- This pattern provide indication to all Management schools for incorporating these popular subjects in their curriculum for the benefit of their customers.

- Around 1/4 faculty are offering two management courses each in the SWAYAM platform and remaining are offering one each.

7. CONCLUSION

The design of the MOOC platform promote self-directed learning. Interestingly, MOOC was found to be characterized by remote geographic barriers, providing everyone with the opportunity to access any subject at any time. This paper has outlined how MOOC courses have been effectively supporting entrepreneurs in enhancing their knowledge bandwidth. Though India is considered a developed country, our education system has seen a paradigm shift in the changing environment due to digitization. Therefore, with the support of MHRD to "education for all" to bridge the gap, many such online courses are being offered on MOOC platform. The SWAYAM also provides certification with credits. Traditional learning may not be possible for everyone as most entrepreneurs are occupied in their businesses after completing their formal education. The MOOC platform provides an opportunity for such people to learn more of their interest that they could not learn during their traditional education. Undergoing SWAYAM courses mobilizes a lot of opportunities and benefits for students, researchers, academicians and entrepreneurs.

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