EXPLORING LEARNER PREFERENCES: AN ANALYSIS OF COURSE SELECTION IN MUSIC OFFERINGS ON SWAYAM

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Abstract: Introduction: SWAYAM, India's MOOCs initiative, aims for equitable, quality education. It offers diverse courses via ICT, addressing challenges like low awareness and ICT skills among learners. Government support, collaboration with institutions, and improving internet infrastructure are crucial for its success in achieving education for all.

Review of Literature: Massive Open Online Courses (MOOCs), including SWAYAM in India, are vital for lifelong learning but face challenges like low awareness and understanding among educators and students. Studies stress the need for awareness programs, training, and improved infrastructure to enhance MOOC utilization and its impact on education.

Research Methodology: The study "Exploring Learner Preferences: An Analysis of Course Selection in Music Offerings on SWAYAM" aimed to understand demographics and perceptions of learners regarding SWAYAM's music courses. Conducted through surveys with 108 respondents, it revealed a diverse sample in terms of age, qualification, and profession. Most participants were postgraduates (50.9%), students (49.1%), and urban residents (55%). The findings provide valuable insights into the learner profile and preferences for music education on SWAYAM.

Conclusion: The study on learner preferences in music courses on SWAYAM underscores the platform's significance in online education. With high internet access and daily usage, respondents exhibit strong awareness and preference for SWAYAM's music offerings, notably "Introduction to Music Theory". Motivations include personal interest and professional development, with positive feedback on course materials and instructor support. There's substantial interest in certifications and recommending SWAYAM to others. Overall, the findings reflect a positive outlook and sustained engagement, highlighting SWAYAM's effectiveness in delivering valuable and appealing music education through its platform, especially through its acclaimed video lectures.

Keywords: Music learners, SWAYAM MOOCS, Music Education, Online Courses.

INTRODUCTION ABOUT SWAYAM MOOCS

The study examines the success of SWAYAM, an open and remote education system that provides massive open online courses via ICT. It focuses on determining the topic domains and enrolment of learners to evaluate their willingness to participate. The research aims to inform policymakers, determine enrolment characteristics, and determine the need for more government, coordinator, and institutional initiatives to ensure benefits are distributed to every segment of society, aiming for education for all **(Samanta, 2018)**.

Massive Open Online Courses (MOOCs) have gained popularity in India since the early 2010s due to their low tuition costs, flexibility, and ease of access. These student-friendly courses promote open participation and free education, especially in rural areas. The Indian government has shown interest in MOOCs for standardized education, prioritizing MOOC provision at 2,200 colleges, 500 government institutions, 300 schools, and 50 vocational training centers in the Union Budget FY17. This demonstrates the government's commitment to improving online education quality **(Haumin and Madhusudhan, 2019)**.

India's education system has evolved through various phases, including the Gurukul System, British model, government-controlled process, and virtual and satellite platforms. However, many graduates leave education due to financial, familial, or other factors. The Ministry of Human

Resources and Development (MHRD) has created SWAYAM, an online learning platform, to address these issues and provide employable skills. SWAYAM can host 80,000 hours of learning and 2,000 courses for various levels. The University Grants Commission (UGC) has announced Regulation, 2016 governing the credit Framework for online learning courses through SWAYAM **(Subramanyam and Sowmya, 2019)**.

The Indian Government has launched SWAYAM, a Massive Open Online Courses (MOOCs) platform, to provide accessible, equitable, and quality education. However, its success depends on user awareness and its potential to enhance lifelong learning skills. Low awareness among Commerce students is influenced by factors like lack of ICT skills, classroom teaching, and one-to-one contact with educators. Collaboration between the government, national coordinators of SWAYAM, universities, and Industry Academia is needed to encourage students to adopt MOOCs **(Ambadkar, 2020)**.

The SWAYAM platform, developed by the Ministry of Human Resource Development and the All-India Council for Technical Education, offers engineering and law courses using video lectures, printed reading materials, self-assessment quizzes, and discussion forums. SWAYAM, also known as Study Webs of Active-learning for Young Aspiring Minds, is a statewide MOOC podium in India that aims to provide high-quality, affordable, and accessible education at any time and location **(Kamble and Chavan, 2020)**.

India's educational system faces challenges due to ICT expansion, leading to the implementation of Massive Open Online Courses (MOOCs) and the development of SWAYAM, an online national gateway for excellent education. SWAYAM offers free or low-cost courses, focusing on quality of learners, content developers, and course material. The success of SWAYAM depends on the involvement of students, government, national agencies, and educational institutions. MOOCs are becoming popular in western countries, affecting India's education system **(Vijayashekaranayaka, 2020)**.

The Indian government's SWAYAM program aims to achieve three key Education Policy objectives: access, fairness, and quality. It aims to make instructional materials accessible to all students, including those not part of the digital revolution. To successfully implement SWAYAM-MOOCs, high-speed internet connections are required on all campuses, and teachers must motivate students to use MOOCs effectively. The program also aims to preserve the country's cultural and linguistic legacy **(Pujar, 2021)**.

The SWAYAM, India's MOOC platform, addresses education accessibility challenges through free courses. Its success hinges on user awareness, ICT skills, and collaboration among stakeholders. Government initiatives like SWAYAM prioritize access, fairness, and quality, aiming to bridge educational gaps and preserve cultural heritage while promoting lifelong learning.

LITERATURE REVIEW

Massive Open Online Courses (MOOCs) are crucial for lifelong learning and modernizing higher education institutions. However, a study by Online Distance Learning (ODL) professionals found

that most ODL professionals lack a comprehensive understanding of MOOCs, including their advantages, delivery methods, and course types. The researchers suggest more awareness and training programs are needed to facilitate successful teaching-learning and professional growth. MOOCs are especially beneficial for economically disadvantaged segments, contributing to professional skill development and capacity building activities **(UNESCO, 2016).**

The Indian government has launched the Study Webs of Active-learning for Young Aspiring Minds (SWAYAM) program, offering free educational materials to all. A survey among Library and Information Science professionals and students revealed that most are interested in SWAYAM, enrolling in its LIS courses and preferring digital library courses and video lectures. However, the number of LIS courses is lower than other fields, indicating a need for increased awareness and additional classes **(Nayek, 2018)**.

This article explores the development of Massive Open Online Courses (MOOCs) in higher education, specifically in India, with a focus on SWAYAM. It discusses the characteristics of SWAYAM, distinguishes between Swayam Prabha and SWAYAM, and the rules released by the UGC. The article also discusses contemporary developments like the National Testing Agency and ARPIT. The research suggests that if executed correctly, MOOCs could significantly impact the higher education sector **(Ahmed and Baishya, 2019)**.

The study assessed student teachers' awareness of Massive Open Online Courses (MOOCs) like SWAYAM at Annamalai University. A sample of 100 teachers was used, and the Awareness of MOOCs - SWAYAM Inventory was developed. The data revealed a lack of understanding of MOOCs and SWAYAM, and their purpose in teacher education. The study underscored the need for teacher teachers to have the necessary knowledge and resources to effectively incorporate MOOCs into their classroom instruction. The future of MOOCs in India is promising, as teachers need the necessary resources to effectively utilize MOOCs in their classrooms **(Sivakumar, 2019)**.

Lifelong learning is crucial for a progressive society, promoting knowledge improvement and income opportunities. In the 21st century, global education is favoured, with online courses and Massive Open Online Courses (MOOCs) offering continuous education opportunities. In India, MOOC implementation could promote lifelong learning, but success remains debated. A descriptive research approach suggests adopting national and international practices to create need-based MOOCs through the SWAYAM platform **(Bordoloi et. al., 2020).**

SWAYAM, a government initiative in India, offers free teaching materials to students studying Library and Information Science. A survey at Annamalai University showed that 74.73% of respondents were familiar with the program, with 82% spending between one and three hours on the course. 55% agreed that SWAYAM courses facilitate new information acquisition and encourage continuous learning. A significant number of students continue to participate, while a smaller number drop out due to various reasons. Online courses are popular, with male respondents more likely to participate. However, SWAYAM faces challenges in handling tests and assignments, leading to course terminations **(Subaveerapandiyan and Ahamad, 2020)**.

SWAYAM is India's Massive Open Online Course (MOOC) platform, offering free courses across various subjects. It aims to enhance learning outcomes by integrating MOOCs with traditional teaching methods. However, proctored tests are required for obtaining a SWAYAM certificate. A study found that 45.46 percent of student-teachers have high awareness about MOOCs and SWAYAM, while 24.7% have poor understanding due to insufficient exposure. Female student-teachers also have insufficient knowledge on MOOCs using SWAYAM, indicating a need for educational institutions to provide motivation and understanding. To successfully deploy MOOCs-SWAYAM, campuses need reliable internet connections and can use social media platforms, blogs, and websites to spread awareness **(Balasubramaniam, 2021)**.

The study investigates faculty members' awareness and participation in Massive Open Online Courses (MOOCs) in engineering colleges. A questionnaire was used to gather data from 500 respondents, focusing on awareness, courses attended, information tools, and devices used. Assistant Professors were mostly familiar with NPTEL and SWAYAM platforms and preferred attending MOOCs. Faculty members primarily used web sources, seminars, and conferences to learn about MOOCs. Mobile phones and laptops were the primary devices used for attending MOOCs. Social media is considered an effective method for raising awareness among faculty members. The research suggests providers should consider all MOOCs for promotion purposes **(Jeyapragash, 2021)**.

The study examines the use of Massive Open Online Courses (MOOCs) among Master of Education teachers in India. A sample of fifty educators was selected, and while both men and women were aware of MOOCs, women participated more frequently. However, teacher trainers lack a fundamental understanding of the SWAYAM platforms used by MOOCs. Misconceptions about MOOCs in teacher education persist, and there is a growing need for teachers to have proper knowledge and resources to effectively incorporate MOOCs into their classroom teaching and learning responsibilities. The future of MOOCs in India is promising **(Jrall and Gupta, 2021)**.

A Mumbai University pilot study found that students prefer classroom coaching over online coaching, and 39% were unaware of Swayam and the Massive Open Online Courses (MOOCS) Platform. The study suggests that government, educational institutions, universities, and Swayam coordinators should promote the platform on a large scale to create awareness among students. Promotions from various industries should ensure equal opportunities for certified students in job careers. Most respondents had a neutral perspective towards SWAYAM, suggesting the need for strong motivation and understanding of its significance **(Mohile, 2021)**.

Online learning technology is revolutionizing modern civilization by offering affordable and convenient information and professional courses. Massive Open Online Courses (MOOCs) like FutureLearn, edx, Coursera, and Udacity are gaining popularity worldwide. India's SWAYAM platform has been successful. A study at Assam University, Silchar, found that proper knowledge is essential for full MOOC utilization. The study suggests government and university efforts to spread awareness. MOOCs have overcome challenges during the COVID-19 pandemic and are strong in various education sectors **(Purkayastha and Sinha, 2021)**.

The research project "MOOCs in Higher Education" explores the use of MOOCs, free open online education, to achieve target 4 of the 2030 Agenda for Sustainable Development. MOOCs aim to make high-quality higher education accessible to a wider audience, leveraging the advent of low-cost technology. The project emphasizes the importance of addressing the accessibility of MOOCs, as they have increased the number of courses offered by universities and instructors worldwide **(John, 2022)**.

The educational system should incorporate technologically advanced and environmentally responsible activities to achieve learning goals. Massive Open Online Courses (MOOCs) and e-learning platforms like SWAYAM are being used in this project. However, enrolling in SWAYAM requires awareness, self-motivation, time commitment, flexibility, and credit transfer to academic records. YouTube is a valuable resource for learning about this topic. Institutions can organize awareness and orientation programs for SWAYAM, and credit transfer mechanisms can inspire more students to enrol and finish courses. MOOCs complement the current educational system **(Sakriwala, 2022)**.

The Indian government's SWAYAM program, an online teaching and learning platform, has expanded nationwide. However, teachers' awareness of its use is crucial. A study found six factors determining teachers' awareness: learning and understanding, interest and communication, achievement, self-starter, mode of evaluation, and sluggish and boost learning. More education is needed to enhance SWAYAM's usage and user value. The government can follow practical implications for continued growth **(Sikarwar et. al., 2022)**.

The Indian Ministry of Human Resource Development launched Massive Open Online Courses (MOOCs) in 2017 to facilitate online education during the Covid-19 pandemic. However, enrolment and completion rates remain low. A study in Kottam District, Kerala, suggests that educational institutions should prioritize providing adequate infrastructure and facilities to meet student and faculty demands, emphasizing the importance of online education for career advancement and benefits to instructors and faculty members **(Dey and Panda, 2023)**.

The study aimed to increase awareness about the MOOC-SWAYAM course among student teachers in the Chennai District. A survey of 240 students from Bachelor of Education colleges revealed an average level of awareness. However, there was no significant difference in awareness based on students' Basic Qualification, Year of research, or Pedagogical Subject. Statistical analysis showed no significant difference in knowledge about Swayam courses among the three main categories of student teachers. However, there was a notable difference in understanding between students in their first and second years of study, and no discernible difference in understanding based on the pedagogical subjects studied **(Vijayakumar et. al, 2023)**.

The MOOCs, notably SWAYAM in India, hold promise for lifelong learning and educational advancement. However, widespread awareness, comprehensive understanding, and infrastructure support remain vital for their successful integration into the education system. Efforts to enhance awareness, training, and infrastructure are crucial for maximizing the potential of MOOCs like SWAYAM.

STATEMENT OF THE PROBLEM

The title of this study was entitled as "Exploring Learner Preferences: An Analysis of Course Selection in Music Offerings on SWAYAM".

OBJECTIVES OF THE STUDY

Following were the objectives of the study:

- To gather demographic data on the respondents.

- To assess the perceptions of respondents regarding the selection of Music courses available on the SWAYAM Platform.

RESEARCH METHODOLOGY

The research design was survey in nature. Quantitative research methods were used to collect data. Quantitative data was collected using surveys. The survey link was emailed to respondents. A total of 108 respondents filled out the survey.

SAMPLE

A total of 108 learners participated in the study. Out of 108 learners, 47% learners were male while 53% learners were female. 16% respondents were from rural area, 29% respondents were from semi-urban area whereas 55% respondents were from urban area. 52% respondents were from 17-23 age group whereas 48% respondents were from 24-74 age group. 51% respondents were post-graduates while 33% were graduates. 49% respondents were students whereas 21% were doing Business or Self-employed.

The sample details are given in following tables from table no. 1 to 3 in terms of age group, qualification and profession:
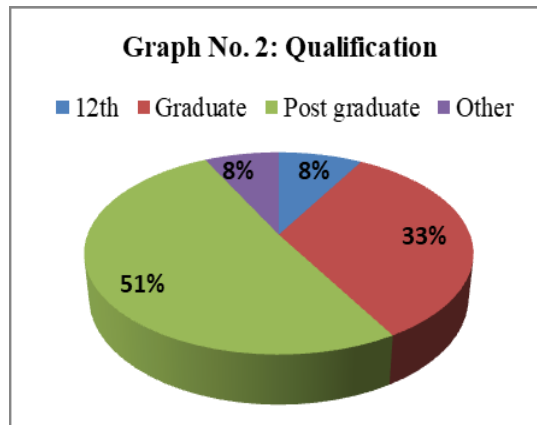
Table No. 1: Age Group		
Age Group	**Frequency**	**Percentage**
17-23	56	51.9
24-74	52	48.1
Total	108	100.0

Graph No. 1: Age Group
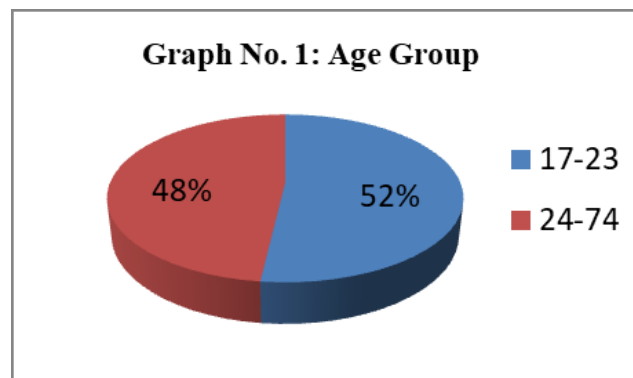
Table No. 2: Qualification		
Qualification	**Frequency**	**Percentage**
12th	9	8.3
Undergraduate	36	33.3
Postgraduate	55	50.9
Doctorate	8	7.4
Total	108	100.0

Graph No. 2: Qualification

Table No. 3: Profession		
Profession	**Frequency**	**Percentage**
Business / Self-employed	23	21.3
Government Services	4	3.7
Homemaker	8	7.4
Private Sector	8	7.4
Student	53	49.1
Unemployed	6	5.6
Other	6	5.6
Total	**108**	**100.0**

Graph No. 3: Profession
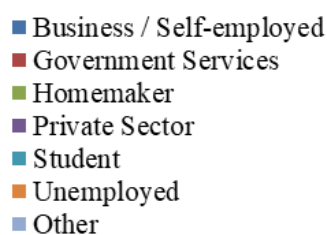
RESULTS

Following are the results of the study:

Table No. 4: Internet Profile of the Respondents

Do you access internet	Frequency	Percentage
Yes	106	98.1
No	2	1.9
Total	108	100.0
Which devices are preferred for internet access	**Frequency**	**Percentage**
Desktop/Laptop	16	15.1
Smart TV	2	1.9
Tablet/Mobile Phone	88	83.0
Total	106	100.0
How much time do you use internet in a week?	**Frequency**	**Percentage**
1-2 days	4	3.8
3-4 days	1	0.9
Daily	101	95.3
Total	106	100.0
For what purpose you access the internet?	**Frequency**	**Percentage**
Business	16	15.1
Education / Learning	45	42.5
Entertainment	34	32.1
News	7	6.6
Other	4	3.8
Total	**106**	**100.0**

From the above that it's evident that 98% of respondents have access to the internet. Among those with internet access, the primary devices used for accessing the internet are tablets or mobile phones, followed by desktops/laptops, and then smart TVs.

Additionally, the majority of individuals (95%) use the internet on a daily basis, with smaller percentages accessing it for 1-2 days (4%) and 3-4 days (1%) in a week.

In terms of purposes for accessing the internet, education/learning emerges as the primary purpose, followed by entertainment and business. News and other purposes represent smaller percentages.

Overall, the data highlights the widespread access to and usage of the internet, with education/learning being a significant driver for internet usage among respondents.

Table No. 5: Online Learning

Are you aware of online education?	Frequency	Percentage
Basic awareness	13	12.3
No	3	2.8
Yes	90	84.9
Total	106	100.0
Which platform you prefer for online learning?	**Frequency**	**Percentage**
App	22	20.8
Other	3	2.8
Website	16	15.1
YouTube	65	61.3
Total	106	100.0
In which category are you interested in?	**Frequency**	**Percentage**
Dance	14	13.2
Instruments	13	12.3
Others	8	7.5
Songs	71	67.0
Total	106	100.0
What genres of music are you most interested in learning about?	**Frequency**	**Percentage**
Classical	59	55.7
Electronic /Digital music	13	12.3
World music	21	19.8
Rock	26	24.5
Pop	23	21.7
Jazz	17	16.0
Other	24	22.6

From the above table, it's evident that there is a high awareness of online education, with 85% of respondents indicating awareness of its existence. This suggests that a large number of people are aware of the availability of online education options.

In terms of preferences for online learning platforms, YouTube emerges as the most preferred platform among respondents, followed by apps, websites, and other platforms.

Regarding interests in music, the majority of individuals are interested in songs, followed by dance, instruments, and other categories, with each making up smaller percentages.

Furthermore, when considering music genres, classical music stands out as the most popular among the options provided, followed by rock, pop, world music, jazz, electronic/digital music, and other genres.

Overall, the data underscores the significant awareness of online education and preferences in music genres and learning platforms among respondents.

Table No. 6: SWAYAM Platform and Music Course

Are you aware of the SWAYAM website for online education in India?	Frequency	Percentage
No	51	48.1
Yes	55	51.9
Total	106	100.0
If yes, have you ever accessed any courses on the SWAYAM website?	**Frequency**	**Percentage**
No	26	47.3
Yes	29	52.7
Total	55	100.0
What types of courses are you interested in accessing on SWAYAM website?	**Frequency**	**Percentage**
Arts	8	7.5
Humanities	15	14.2
Science and Technologies	31	29.2
Music	39	36.8
Management and Commerce	30	28.3

From the above table, it's evident that slightly more than half of the respondents (51.9%) are aware of the SWAYAM website for online education in India, indicating a significant level of awareness among the surveyed population. Conversely, 48.1% are not aware of it, suggesting that there is still room for increasing awareness about the platform.

Among those who are aware of the SWAYAM website, 53% have accessed courses on it, while 47% have not accessed any courses on the website. This indicates that a substantial portion of those who are aware of the platform have actively engaged with its offerings, but there is still potential for increasing user engagement.

Regarding the types of courses individuals are interested in accessing on the SWAYAM website, music courses emerge as the most popular choice, followed by science and technologies, management and commerce, humanities, and arts. This suggests a diverse range of interests among potential users, with music courses being particularly appealing to a significant portion of the surveyed population.

Overall, the data highlights the awareness of the SWAYAM website, the level of engagement among those aware of it, and the varied interests in the types of courses offered on the platform.

Table No. 7: Music Courses on SWAYAM Platform

Have you ever taken a music course on SWAYAM website? If yes, which courses do you take?	Freque ncy	Percent age
Basics of Music Composition	2	6.9
History of Western Music	10	34.5
Folk Music Traditions	5	17.2
Introduction to Music Theory	13	44.8
Music Appreciation and Criticism	2	6.9
Introduction to Indian Classical Music	3	10.3
World Music Cultures	5	17.2
Music and Society	8	27.6
Music and Technology	4	13.8
Basics of Music Composition	1	3.4
Basics of Carnatic Music	2	6.9
Music Appreciation and Criticism	2	6.9

It is clear that "Introduction to Music Theory" is the most popular music course taken on the SWAYAM website, followed by "Music and Society", "History of Western Music", "World Music Cultures", and "Folk Music Traditions". Other courses such as "Introduction to Indian Classical Music", "Music and Technology", "Basics of Music Composition", "Music Appreciation and Criticism", and "Basics of Carnatic Music" also have some participation but to a lesser extent.

Table No. 8: Motivation behind Music Courses on SWAYAM Platform

What motivated you to enrol in a music course on SWAYAM Platform?	Frequency	Percentage
Availability of free courses	4	13.8
Personal interest in music	10	34.5
Professional development	7	24.1
Recommendation from others	3	10.3
Requirement for academic or career purpose	3	10.3
Others	2	6.9
Total	**29**	**100.0**

The primary motivations for enrolling in a music course on the SWAYAM website are personal interest in music and professional development, followed by recommendation from others, requirement for academic or career purpose, availability of free courses, and other reasons.

Table No. 9: Course materials of music course on SWAYAM Platform

Did you find the course materials (videos, readings, assignments, etc.) easy to understand and engage with?	Frequenc y	Percentag e
No, not really	3	10.3
Yes, to some extent	7	24.1
Yes, very much	19	65.5
Total	**29**	**100.0**

The majority of respondents (65.5%) found the course materials (videos, readings, assignments, etc.) are very easy to understand and engaging, followed by those who found them easy to some extent (24.1%), and a smaller percentage who did not find them easy (10.3%).

Table No. 10: Satisfaction from instructors

How satisfied were you with the interaction and support from instructors or facilitators?	Frequency	Percentage
Neutral	7	24.1
Satisfied	13	44.8
Very satisfied	9	31.0
Total	**29**	**100.0**

Significant portion of respondents (44.8%) were satisfied with the interaction and support from instructors or facilitators, followed by those who were very satisfied (31%), and a smaller percentage who were neutral (24.1%).

Table No. 11: Aspects of music learning

What aspects of music learning do you find most valuable in SWAYAM courses?	Frequency	Percentage
Assignments and projects	7	24.1
Discussion forums	3	10.3
Interactive quizzes	7	24.1
Video lectures	21	72.4
Live sessions/webinars	3	10.3
Discussion forums	2	6.9

The most valuable aspects of music learning in SWAYAM courses, according to the respondents, are video lectures, followed by assignments and projects, interactive quizzes, live sessions/webinars, and discussion forums.

Table No. 12: Certificate or Diploma

Would you be interested in pursuing certifications or diplomas in music through SWAYAM?	Frequency	Percentage
Maybe	6	20.7
No	3	10.3
Yes	20	69.0
Total	**29**	**100.0**

The majority of respondents (69.0%) are interested in pursuing certifications or diplomas in music through SWAYAM, while a smaller percentage are unsure (20.7%) and a few respondents are not interested (10.3%).

Table No. 13: Satisfaction towards overall experience

How satisfied are you with the overall experience of taking online music education courses?	Frequency	Percentage
Neutral	7	24.1
Satisfied	17	58.6
Somewhat satisfied	5	17.2
Total	**29**	**100.0**

The majority of respondents (58.6%) are satisfied with the overall experience of taking online music education courses, followed by those who are somewhat satisfied (17.2%), and a smaller percentage who are neutral (24.1%).

Table No. 14: Satisfaction towards overall experience

Course page of SWAYAM website attracts you to enrol?	Frequency	Percentage
Likely	10	34.5
Neutral	6	20.7
Unlikely	2	6.9
Very likely	11	37.9
Total	**29**	**100.0**

Majority of respondents (37.9%) find the course page of the SWAYAM website very likely to attract them to enrol, followed by those who find it likely (34.5%), neutral (20.7%), & unlikely (6.9%).

Table No. 15: Recommend to others

How likely are you to recommend SWAYAM's music courses to others?	Frequency	Percentage
Likely	10	34.5
Neutral	6	20.7
Unlikely	2	6.9
Very likely	10	34.5
Very unlikely	1	3.4
Total	**29**	**100.0**

A significant portion of respondents (34.5%) are likely to recommend SWAYAM's music courses to others, followed by those who are very likely (34.5%), neutral (20.7%), unlikely (6.9%), and very unlikely (3.4%).

Table No. 16: Music education in future through SWAYAM

Overall, how likely are you to continue using SWAYAM website for music education in the future?	Frequency	Percentage
Likely	6	20.7
Neutral	7	24.1
Unlikely	2	6.9
Very likely	14	48.3
Total	**29**	**100.0**

The majority of respondents (48.3%) are very likely to continue using the SWAYAM website for music education in the future, followed by those who are neutral (24.1%), likely (20.7%), and unlikely (6.9%).

CONCLUSION

SWAYAM's online music education courses are well-received by learners, with video lectures being the most valued aspect. A significant majority of respondents expressed interest in pursuing certifications and indicated satisfaction with the overall experience. The course pages and the

platform itself were found to be appealing and likely to lead to continued use and recommendations to others.

Additionally, the overall satisfaction with the online music education experience is notably high, with a majority expressing satisfaction. The course page of the SWAYAM website appears to be effective in attracting potential learners, as a significant portion of respondents find it likely or very likely to prompt them to enrol. Moreover, there is a substantial likelihood of respondents recommending SWAYAM's music courses to others, indicating a positive perception of the platform's offerings. Lastly, a majority of respondents express a strong inclination to continue using the SWAYAM website for music education in the future, underscoring the platform's potential for sustained engagement and growth in the field of music education.

In short, SWAYAM's music courses offer a valuable and engaging online learning experience that is meeting the needs of its learners. SWAYAM's online music courses are well-received by learners, with video lectures being the most valued element.

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