



# MOOCS AS A TOOL FOR HIGHER EDUCATION: AN EMPIRICAL STUDY

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1. Assistant Professor, Department of Education, The University of Burdwan, Burdwan
2. Assistant Professor, Department of Education, Narasinha Dutt College, Howrah, Abstract:

Now day's maximum students, teachers and eager persons are studying online course because want to involve continue education and development a degree in higher education. There are so many online courses in India education systems. MOOCS is the most important platform asan open resource tool for getting the higher education degree. MOOCs are a new type of e- learning class, which are consisted of short video lectures, computer-graded tests, and online discussion forums. They are usually for free and sometimes by fee. MOOCs have been positioned as hybrids of previous attempts at online distance education opportunities, such as Open Coursewares (OCWs) and Open Educational Resources (OERs). MOOCs have broughtin golden opportunities for learners to access high quality courses more easily and for instructors to present their teaching capability on a larger platform. This Paper attempt to different roles and importance of MOOCS in Higher Education. This Paper actually based on qualitative nature and text analysis. Researchers collected data from different journal, article and different books.

**Keywords:** MOOCs, Higher Education, Students, Open Educational Resources.

**Introduction:**

In October 2014, MHRD announced India's official MOOC platform 'SWAYAM' (Study Webs of Active-Learning for Young Aspiring Minds) started in the academic year 2016 [12]. It indicates the interest of Indian students as they ranked second after the USA in accessing MOOCs programs. Massive Open Online Courses (MOOC's) are witnessing a huge demand among the students, with majority of Indian students enrolling into foreign universities, Massive Open Online Courses (MOOC) are the latest buzz word. The unique feature of MOOCs providing education to public, at minimum level of cost at world scale and to deliver an attestation of completion to those who fulfil their study (Devgun,2013).It is therefore important to find out if the education and training people receive are actually need-based and appropriately skill-oriented so that it could offer them a life with the minimum standard of living (Bordoloi , Das,& Das, 2019).Nowadays, MOOC is the most popular way used to offer online courses, globally. MOOC are the massive course designed to support unlimited (logically) participation and are offered through a platform (Chauhan, & Goe,2017). MOOC is the most popular and best online platform way used to offer online courses in Higher Education, globally. MOOC is a massive course designed to support unlimited (logically) participation and is offered through a platform. It has gained a lot of popularity since the time of its development in 2008 (Reddy,2020).MHRD also assigned responsibility to the University Grant Commission (UGC) to prepare MOOCs for the postgraduate level programs. This project is termed as e-PG Pathshala and will be managed by Information and Library Network (INFLIBNET) Centre, Gandhinagar (Jagetiya, Challa, & Prashanthi, 2018). From the aforementioned deliberations, it may be assumed that in the present industrial era, MOOCs can play a crucial role in mobilizing education in a cost-effective manner. The MOOCs initiatives taken in the Indian context are focused on providing lifelong skill-based learning opportunities to the population who want education to fulfil their dreams. Through this paper, an attempt has been made (Devgun,2013). By providing MOOCs throughout the nation, higher education institutions in India with organisational capacities and the governing bodies are attempting to meet the growing educational needs of students. The MOOC programme for higher secondary, bachelor's, and master's degrees in India was launched by the University Grants Commission (UGC) and HRD (Human Resource Development) Ministry. A wide range of topics that may or may not be addressed during regular college courses will be covered.

**OBJECTIVES OF THE STUDY:**

Objectives of the study are:

1. To discuss the status report and enlist the different educational opportunities of Higher education to the learners through MOOCs.
2. To discuss the different platforms of MOOCs for Higher Education.
3. To discuss the advantages and disadvantages of MOOCs in Higher Education.

**METHODOLOGY OF THE STUDY:**

The present study is based on descriptive method, particularly, the content analysis method and qualitative based. Researcher collect data from journal, article and books these are all secondary data.

**RESULTS:**

Actually, this study is qualitative nature just like content analysis and results has been analysis based on reports and previous few journals. Following the discussion, the findings as continuously -

**Table: I Showing the report of enrolment of the students in Higher Education**

Name of the educational Agencies	Partnering Institutes	Completed Courses	Students Enrolment	Exam Registrations	Successful Certification
AICTE	7	374	1186854	160057	18698
CEC	19	1260	2907030	87224	40663
IGNOU	3	909	1442225	37702	13482
IIBM	3	229	889707	19278	10571
NCERT	8	257	397988	0	0
NIOS	1	431	3396944	0	0
NITTTR	3	178	454982	28903	7010
NPTEL	26	6170	25086483	2865455	1885445
UGC	133	267	295815	12310	9327

**Table:2 Show the different subject facilities of Higher Education, MOOCs**

Subjects	Course	Subjects	Course	Subjects	Course	Subjects	Course
Architecture	19	Data Science	64	Food & Nutrition		Math	33
Art & Culture	08	Design	07	Health & Safety		Medicine	
Biology & Life Sciences	24	Economics & Finance	15	History		Music	
Business & Management	148	Education & Teacher Training		Humanities		Philanthropy	
Chemistry	05	Electronics		Language		Philosophy & Ethics	05
Communication	36	Energy & Earth Sciences		Law		Physics	26
Computer Science	163	Engineering		Literature		Science	05
Ethics		Environmental Studies		Food & Nutrition		Social Sciences	77

According to the table-1 and table-2 results we can say that a large number of students of India can take enrolment in massive open online course and students or interested persons choosing their subjects according to their own choice on this platform and this result shows that every year a large number enrolment. MOOCs has been providing different course where students can enrol as per their choice and from where students can attend classes at any time.

Findings :2 following discussion the different platforms of MOOCs for Higher Education.

Name of The Platforms	Established the Year	Name of The Organiser	Function Type
NPTEL	2003	MHRD	Online course provided
MooKIT	2014	Indian Institute of Kanpur (IITK),	Online course provided
Open edX	2014	IIT Bombay	Bladed course provided
SWAYAM		MHRD	course provided

1. **NPTEL:** National Programme on Technology Enhanced Learning (NPTEL) initiated in 2003 and project funded by MHRD. its uses open sources technology and offering online courses. Seven IITs and IISC both are for offering free and many courses such as engineering and science, computer science; electrical, mechanical, and ocean engineering; management; humanities, music etc. Anybody from anywhere can join their course.
2. **MooKIT:** MooKIT is a one type of online course platform which is initiated by Indian Institute of Kanpur (IITK), in 2014 and lightweight MOOC management system which powerful system. It has been provided fifteen courses with about one lakh registered learners. mooKIT provides – for example, stream only audio and play it in sync with the slides, which is often very close to the video experience. If the bandwidth is still low for that even, the learner can receive a call on the phone and listen to the audio from there using the calling control provided on the interface.
3. **IIT Bombay:** IIT Bombay is a non-profit MOOC platform developed by IIT Bombay using the open-source platform Open edX, in 2014. It was created with funding from National Mission on Education through Information and Communication Technology (NME-ICT), Ministry of Human Resource Development (MHRD), Government of India. Currently, it is offering 63 courses on different subjects from multiple disciplines. IIT Bombay is implemented as the basic version of the blended learning MOOC with the help of edX organization. Blended learning is a combination of both face-to-face classrooms learning and online education methods.
4. **SWAYAM:** SWAYAM stands for "Study Webs of Active Learning for Young Aspiring Minds". It is a MOOC platform MOOC launched by the Ministry of Human Resource Development (MHRD), Government of India, to bind online and offline education together. It is started with an expectation of launching 2,000 courses, to make it largest course catalogue, among all provided so far.

Findings:3 To discuss the advantages and disadvantages of MOOCs in Higher Education Reddy, T.R. (2020)

1) **Enrolment Faculties:**

Every interests' students attend from anywhere and anytime whenever .or students who must juggle numerous responsibilities, this is the perk of online education that stands out the most.

It is really convenient to get class materials and turn in work because everything is available online. As long as assignment due dates are met, the student decides when and where this will occur.

## 2) Instantly review lectures

The tendency to daydream is common during lectures. Jonathan Schooler, a psychologist at the University of California, discovered that during a 45-minute class period, pupils lose focus roughly 5 times. However, in many online courses, students have the option to study lecturers' comments right away by pausing the audio or video or reading the transcript that was provided with the lecture.

## 3) Less threatening

In school settings, many kids find it difficult to speak in front of others. Sharing ideas with others can be a lot simpler when doing so online. According to the National Institute of Mental Health, 74% of adults experience speech anxiety, hence online learning generally promotes greater class participation.

## 4) More contemplative time before speaking

Online education still includes a conversation component, frequently in the form of a forum or message board. On-campus students are required to make decisions or create ideas fast in class, and they occasionally speak before they have thoroughly thought about everything. Students can take as much time as they need to reflect on and refine their ideas in an online setting. This may result in more self-assurance and

## 5) Give ideas priority

Online students don't have to worry about body language obstructing their message because an estimated 93% of communication is non-verbal. While there are occasions when body language can be useful, academics are mainly about ideas, and online education removes bodily judgements that might impair logical conversation.

## 6) Group interaction

Today, group projects and teamwork are commonplace in degree programmes. Coordination of precise dates and times is necessary while working on campus or locally to ensure that everyone can attend. However, distance learning programmes encourage online collaboration and let students collaborate with team members via chat rooms, email, and other simple tools.

7) A flexible schedule for learning

On-campus students might have to go through lengthy in-person lectures. While not all online courses are created equally, many make use of PowerPoint presentations and other breakable media. In other words, a student may learn the first portion of a lesson one day and the second portion the next day. Those who don't want to sit still for extended periods of time may find this to be extremely useful.

8) Access to teachers

It can be difficult to speak with a professor after class in traditional colleges and universities. Yes, there are office hours for teachers, but they are sometimes only an hour or two per week, and there are too many children waiting for attention. Although online lecturers could also have set hours

#### Challenges of MOOCs

- A chaotic learning environment may result from relying solely on user-generated content. To use internet resources, one must be digitally literate.
- Students may not be willing to devote the appropriate amount of time and effort to a free online course. Course
- Once the course is made available, the large student body will alter and reinterpret the information, making the course.
- Instructors have a hard time controlling the trajectory. Lack of an efficient mechanism to assess and validate learners' progress; Participants' need to self-regulate and set their own goals; How to incorporate course credits into the current system so that they count towards a college degree.
- How do you guarantee individualised coaching and mentoring?



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