



# Introducing India's SWAYAM Platform Under the Stimulation of MOOC'S

**Author:**

**Pallavi Saikia.**

Former Assistant Professor,  
Department of Mathematics,  
Kokrajhar Government College,  
Kokrajhar, BTAD, Assam, India.

## **Abstract:**

The mostly circulated abbreviation in the present arena of Education accepted by the world-wide educators, edification aspirant throughout the world, service-holders who want to upgrade their position in terms of efficacy, multi-wisdom and also acquiring the extra advantage of switching to a more respectful, high-salaried job, can be deciphered as MOOC which stands for Massive Open Online Course. It is a free net-grounded detachment education imparting platform which is premeditated for a huge number aspirants who are geographically scattered at a large extent throughout the vast entity. The paradigm MOOC has spectacularly transformed the world education scenario. The popularity of MOOC is proved to be successful for unambiguously implemented by higher educational educators and contender learners throughout the world for decades as it provides an accountable, inexpensive and supple mode learning new-fangled techniques, promotes career advancement and produce eminence edifying knowledges as a whole. The strongly demandable abbreviation in India's Educational sector which is gaining popularity continuously since its autochthonous advancement as induced by All India Council for Technical Education in the year 2016 is SWAYAM which stands for Study Webs of Active-Learning for Young Aspiring Minds with a notion of achieving the three fundamental philosophies of National Education Policy as Access, Accountability and Affordability and at the similar instance, enabling the introduction of online progresses that can be retrieved by every single person, every inhabitant and at every instance without any expenditure. The present study is an accomplished projection on the trajectory for investigating India's SWAYAM stand and performing the analysis of its underpinning employability factor with respect to it.

**Keywords:** Online, Course, Education, Employability, Platform.

## 1. Introducing MOOC and India's Online Platform SWAYAM:

MOOC is a model which is generated with a view to design the study contents or more commonly, the approved courses under MOOC scheme to make available in a versatile way for delivering the learning content online to any desired person who expresses his/her interest to enroll in the course with free of cost and not tied up with the threads of attendance i.e., zero attendance.

The abbreviation MOOC can be analyzed in a real broad sagacity as:

- **M representing Massive** which signifies unlimited enrollments which continues for enormous further enrollments.
- **The first O standing for Open** as there is no restriction on enrollments which in a general sense state that there is no strict admission procedure which is to be followed by the aspirants worldwide.
- **The second O representing Online** as the courses under this wide spread platform are fetched to the course readers with the usage of internet.
- **C stands for Course** because the contents are being prepared following some pedagogical aspects and curriculum-based activities are to be performed and submitted accordingly by the course aspirants to complete their special subject of interest on behalf of completing the subjects.

cMOOCs (Connective Massive Open Online Courses) and xMOOCs (extended Massive Open Online Courses) are the two **accessible approaches of MOOCs**.

In a true sense, MOOC.org is a conservatory approach of edX.org which is unquestionably playing a dominant undisputed role in the world of online courses which characteristically encompass of some explanatory lectures in terms of several pre-recorded video sessions delivered by the eminent scholars across and abroad the country, materials such as notes prepared with practicality which are readily understandable by readers for concept building and equipped with illustrative examples and explanatory writings i.e., dictations, associated with assignments that are to be prepared and submitted through online platforms by the aspirants of the courses, holding of some discussion panels among the students and supervised by an educator(s) just like group discussions, scheduling of a few numbers of objective type tests among the learners for strategic concept creation in their minds are some of the phases of completion of a course bestowed upon pedagogical aspects under the online education forum MOOCs. There are course providers viz., [Coursera](#), [edX](#), [Future Learn](#) and [Udacity which are the podiums](#) from where the enrollers take the course materials.

Universities are the prime sources of grounding of most of the MOOCs approaches. The names of approximately the first and all time dynamic MOOC architects as [Stanford](#), [MIT](#) and [Harvard](#). There are also some company generated MOOCs available for imparting education such as [Microsoft](#), [Google](#), organization induced MOOCs daises like [IEEE](#), [Linux Foundation etc which are pertaining their originality in the field of edification for decades](#).

## 2. History Concerning Predecessors in the Field of MOOCs Strategic Approach:

Just beforehand of entering the threshold of digital era, the period of 1890-1920, was dominated by the [correspondence courses](#) under the banner of distance learning. Radio and television media also propounded a strong simultaneous pedestal for broadcasting the teaching-learning materials and an initial appearance of [E-learning enlightened the arena of digitalized technology](#). With the starting of the new millennium, the year 2000 demarks a good number of extraordinary deviations in the segment of distance education with a growing demand of online presentation scenario throughout the world following the advancement of MOOCs world-wide establishing the progress of open learning practices globally. The year 2008, can be marked as a historically noteworthy year as an episode crept into the world of E-learning labelled as MOOC, used by the [University of Prince Edward Island](#) in presenting a course named 'Connectivism and Connective Knowledge'. The first ever MOOCs drive was articulated from the release of [open educational resources](#) (OER) program, focussed by [MIT Open Course Ware](#) venture. This was the dawn of MOOCs drive. Propagating advantageously, the year 2012 can be internationally dedicated as the year of MOOCs.

## 3. Operational Stratagems of MOOCs across the Domain:

MOOCs is a prevalent platform among aspirants to elevate their professional expertise at self-paced and affordable (often free) manner. MOOCs can be reached by browsing one of the search engines like Class Central which is an online browsing site designed for searching the accessible courses under MOOCs. This search eventually leads to the follow-up dimensions of the overall implementation mechanism of MOOCs platform.

- **Search can be completed by browsing only the most relevant basic words of the desirable course contents i.e., the keywords.**
- **Exploration can be accomplished by browsing the subject names** in which the aspirant wants to enroll himself/herself.
- The first and foremost duty of the explorer is to make up a strong determined goal about his/her intention of selection of enrolling for an introductory, intermediate or advanced course based on the requirements of the aspirants. Once the learner fixes his goal, he can enroll himself accordingly against the expectant course by observing some pre-requisites formalities.
- It is advantageous to notify that for an emerging country like India where learners enrolling from a below poverty line family backgrounds, can opt for some existing MOOC platforms that permits for applying with financial aids or scholarships. The steps for putting a request for getting financial aid varies from [different sites viz., Coursera, edX and Udacity. As soon as the application for getting financial assistance is granted, it enables the enroller](#) to receive a certificate for free of cost or at a reduced rate.

- In spite of following a rigid schedule, the MOOCs promote flexible learning environment e.g., assignments may need valuations which may have submission deadlines with a motto of forestalling the learners from too much lagging behind from the course run-way.
- The course substantial is often released in sections, creating a self-paced consciousness among the students with prior notice which is flashed on the web page regarding the next date of publishing of any form of course contents.
- Underlying Grading techniques under MOOCs following some standardized evaluation procedures. viz., **Auto-graded quizzes** which are mechanically graded upon on submission e.g., MCQ's.
- **Peer-feedback assignments** which are graded upon by other students after proper evaluation of satisfying a required number of explicit guidelines.
- Evaluation is performed based on the performances in these above-mentioned assignment procedures which further leads to the overall Grade of the course aspirant.
- After completion of the MOOC's course, securing a passing Grade, the learner gets a certificate of completion which is at times free of cost and more frequently it charges a cost to be paid by the aspirant for attaining the Grading score card.
- Paid certificates frequently necessitate the ID verification of the course aspirant.

These are the abridged steps, starting from enrollments to getting of credentials by the students.

Some of the browsing addresses of accessible MOOCs courses are:

- <http://swayam.gov.in>
- <http://nptel.ac.in>
- <https://www.iitbombayx.in/courses>
- <https://www.mookit.in/courses>

#### 4. Advantages of Enrolling Under MOOCs Approach:

MOOC's benefits the world-wide novices in a broad spectrum of perspectives. The dispersed variants of academicians around the world opt to choose for MOOC for a variety of reasons based on their requirements. A few of these goals can be underscored as:

- Intending to make a significant and enthusiastic advancement in their vocations.
- Functioning with a strenuous intention of changing the continuing career and desirous to make a quantum jump to another renovated career.
- For more illustrative, easily comprehensible study material, facilitated with self-paced approach which are precisely flexible in features, getting acquainted with modernized digital technologies.

- To be ornamented with more administrative qualities of a proper administrator in a corporate world by inculcating those virtues by means of enrolling themselves in some Administrative Skill Development Courses available under MOOC by practicing those supervisory qualities through gaining knowledge and information from the courses registered under MOOC.
- With an intention to become a life-long fast learner.

#### 4.1 Motivations in Support of Enrollments Under India's SWAYAM Platform:

Most of the ground work scenarios reveal about the beneath reasons for enrolling under the India's MOOCs scheme i.e., SWAYAM are:

- With a motive of acquisitioning the potential for swapping to multiple career opportunities.
- With an increased propensity of promotion in his/her current occupation.
- For maintaining a superior position at his/her job place by enhancing their skills in their present work places with an improved and gorgeous personality layout.
- Final but not the least reason behind undergoing MOOCs Portfolio is the mere pleasure of learning to inculcate the life values of acquiring the leadership quality in attitude, improving the capability of becoming fast-forwarding learner which is pertinent for their entire life span etc. Because the course aspirants get enormous assortment options from a wide range of courses registered under MOOCs from where they can earn these divine life-skills.

#### 4.2 The Increased Attraction Towards Comprehensively Accepting MOOCs:

MOOCs are chiefly targeted to the promotion of online education that can convalesce scientific and technical assistances. Universally the last years of Corona virus outbreaking and taking the form of pandemic, pushed the world edification system to attract towards MOOCs surprisingly and a sudden huge enrollment. A variety of organizations universities are unanimously playing vibrant roles towards the wide-spread of MOOCs such as NPTEL, mooKIT, IITBX, and SWAYAM are some of the Indian daises and WizIQ, Open2Study, Coursera, edX, Udemy are a few numbers of abroad outstanding MOOCs platforms.

#### 5. Disadvantageous aspects of MOOCs Platform:

MOOCs are displaying a controversial slide in the presentation of online edification in connection to their slow erosion scales and course abandoned confrontations in practically visible circumstances, in spite of their budding expectations in sustenance of contribution towards world education. The numbers of esteemed enrollers completing their enrolled courses are comparatively less in relation to the amplified numbers of millions of enrollers every year.

An analysis prepared on the report of availability of the data- base of the country Jordan which exposed the fact that the average completion percentage of the MOOCs courses is almost 15% of the enrolled mass. Primary data gathered from Coursera indicates a completion frequency of 7–9% as there is a visible constant and clear falling-off the number of aspirants taking part in their course assignments periodically in comparison to the entire enrolled frame of aspirants.

Accomplishment rate under MOOC scheme is not a bold representation of the overall perspective of every enroller towards getting a course completion certificate sine the diverse enrolling purposes do not tally with every aspirant. According to Khe Foon Hew (2016) who pointed out that some students take part in MOOCs with a general notion of testing the course contents or judgements the superiority of course material. They dewdrop the course if the course does not placate their resolution.

### 5.1 Investigatory Scrutiny Regarding Incompletion of MOOCs Courses by the Universally Enrolled Set:

- The first factor responsible for dropping out of a MOOCs course out of a number of handful of factors published on the basis of one online investigation performed is that it requires lengthy time period and in most of the sceneries, rises to be too basic or much more complicated. The valid reasons supporting to insufficient pedagogical course design ascribable to lecture lethargy for an online respondent which are just speech videos deficit in appropriate presentation of the subject terminologies involved, adopting degrade methodologies and mishandling in the online discussion panels.
- Hidden costs which include compelling the enrollers to purchase extra expensive textbooks which are written by the educators of the course themselves. This creates disinterest towards completion of the course.
- The subsequent logic towards giving up the courses can be enlisted as ‘simple wisdom acquiring category enrollers’ who just did registration and underwent participation basically with the view of knowledge attainment somehow than incoming a credential for their careers.
- In the year 2016, Russian researchers Semenova, T.V. and Rudakova, L.M 2016 articulated their research findings in front of the world stressing the point that MOOC is not a significant platform as expected world-wide, redirecting that MOOC is deliberately declining the access of acquiring knowledge which signifies that every enroller is unable to avail the same impartiality of edification in regard of course completion frequency.
- Their research report also condemns gender biasness as one of the social discriminations towards course completion. Their research reveals about the general conventional statistics that an aggregate percentage of 6–7% enrollers belonging from masculine gender are more prominent in completion than feminine gender who are hypothetically pertained to do household activities in several countries which as a result conforming to a disastrous situation towards incompletion of the MOOCs courses.

The efficacy of MOOCs approach is an exposed interrogation in terms of completion matrices that are significantly less than conventional online learning progresses.

- From the pertinent causes of incompleteness of the MOOCs courses by the locally dispersed aspirants together with the ineffectiveness features of the registered courses under MOOCs approach, a commonly visible resolution can be drawn on the applicability of the exclusive aspirants after course completion, out of a huge mass of enrollers, that they may not touch the expectant height for preparing themselves to win a race among the other eligible contestants of the race who are ornamented with higher qualifications and their qualifications are recognized universally.

## 6. Employment Perspectives Under India's SWAYAM Stand:

The academic credits can be earned under MOOCs by geographically scattered enrollers from their respective specific institutions on the basis of submission of the payment charges for the certificates on completion of their courses, eventually leading to their enrollments in a degree program for continuation of their studies at the said educational institution.

The key vital point to be emphasized by the academicians globally is that the credit grossed through MOOCs is not alike as the traditional academic credit. MOOC credit is only acknowledged by that institution which is registered on the course information folio. Therefore, it is very much essential to seek out the endorsement in advance.

Less frequently, there may arise some exceptional supplementary circumstances where other institutions may recognize the MOOC credits, but this acceptance is totally bestowed upon the institution's discretion.

The University Grants Commission (UGC) and MHRD (Ministry of Human Resource Development), recently known as Ministry of Education, Government of India has cooperatively launched a new education platform for MOOC program named as 'SWAYAM' for young aspiring minds under which there are 2000 listed courses for school, certificate and diploma courses for undergraduate and post graduate students. NPTEL delivers course contents by the open-source technology which are driven by Google's open-source platform. NPTEL course matters are delivered generally in the form of video speeches. These MOOC platforms restrict their usages by the aspirants due to some imperfect features. A few of them can be highlighted as:

- It is mandatorily essential to have an appropriate knowledge of the enrollers present standard of academic qualification and the consequential job application scopes or job opportunities of the aspirants subjecting to their qualification boundary under the MOOCs program.

- An aspirant must go through the courses which he or she desires to get enrolled with a view of understanding the quality of the courses beforehand so that they can have at least a glimpse of the applicability of the course material with the real job seeking world.
- The enrollers must gather some preliminary knowledge on the recognition of the MOOCs courses among the academicians and their acceptance of the said courses by the pertinent institutions, if his or her occupation of interest is to choose the role of a teacher, professor in their desired academic institutions.

### 6.1 Inference Drawn on Employability of MOOCs (SWAYAM) Aspirants:

As Albert Einstein's revolutionary Theory on Special relativity whenever applies to all physical phenomena in the absence of [gravity](#), signifies the fact that everything in this world is relative to one another. The world's MOOCs scenario is also not an exception to this law of Physics. Because the sensitization of India's learned youngsters towards their strong affinity for enrolling themselves under SWAYAM for putting their candidature for a desired job is quite enthusiastic and practical. In contrast to the World MOOCs Drive, India's MOOCs scenario i.e., SWAYAM platform has deliberately grasping the progress of online education in India. India is a populous country having massive young population and in this context, MOOCs may be the perfect solution arising enormously in the field of job melancholies which can be diminished to an extent only by considering the influence of online learning programs on the young dedicated minds and cost competency associated with it. MOOCs are one of the finest up-to-date movements in the education segment exhibiting the budding possibility to cover a long journey in India. As India emerges to be the World's largest Democracy, India can prove at the same instance, the implementation for a successful bridge between online education platforms and young job aspirants to concrete the way for democratization of quality education to all by approving flexible, E-learning programs that enlarge admittance to higher education standards and continuous tutoring.

As per the prediction done by World Economic Forum, the prevalent present scenario of job seekers is confronting a hazardous situation which arises as Artificial Intelligence (AI) and Robotics striking from Fourth Industrial Revolution, reportedly pointing that this movement will cart off more than 5 million jobs by the year 2020. In connection to the mounting threatening of mechanization and building of mechanism-oriented knowledge, the surpassing competitive job market is making the survives of job hunters very problematic. The dynamic forces have changed significantly suggesting that having a university degree no longer guarantees of getting a job especially in mechanical grounds. This is due to the rapid advancements in technology that has renovated many jobs and redefined the search for jobs suited for the modern current world by skill enhancement for professional success.

To keep pace with the current digitalized and technologically sophisticated world, the employers are making a strenuous search for a set of efficient workforces, those who are skilled in Artificial Intelligence, Robotics, and Big Data. This is a skilled set perfection that most of the Indian colleges and universities do not include in their curriculum.



The next threatening trait of the world of the present job seekers is not just about Artificial Intelligence and technologically graded engineering skills which are of extremely demandable these days. With globally extending business platforms and trading with international clients, emerged as a standardized norm, also communication and writing skills, known as soft skills are more indispensable than ever for latent employees. These requirements for developing skills are not being trained extensively across India. India's employment scenario has attained a better height in comparison to the past whereas the corresponding scenario of curriculum has not attained a desired levelled of simultaneous progression, resulting in a continuous lagging behind state of the curriculum. Almost all the India's university generated curriculums are yet not fortified with enough expertise-oriented teachings to impart cutting-edge-demand and profession-centric skills.

India has almost 80 lakh engineering diploma holders entering the job marketplace each year, as per the statistics carried out by India's leading employability resolutions company, the Aspiring Minds which has freshly conducted a test and it reveals the sums of aspirants entering the market arena every year. Out of these 80-lakh mass of engineering diploma holders, nearly 20% of them are unemployable. An additional report recounted by ASSOCHAM redirects that there are more than 5,500 Business and Management schools in India which are offering M.B.A., Commerce Degrees and Management Diplomas and Degrees, producing lakhs of business graduates each year, of which only 7% are eligible graduates or Diploma holders, who are suitably employable. This fracture, creating a massive gap among learners, potential employees and employers.

In spite of all these current issues prevailing in India's educational and professional topography, MOOCs propose an almost every purpose suited solution for its emerging young aspiring employees and employers.

MOOCs facilitate to strengthen the bond by linking the discontinuity between the employer's demands and the assistances required by the job seekers for skill proficiency. At present, the job searchers in India essentially do not require to hinge on their conventional education system alone. On the contrary, can avail an unbundled approach to education by harvesting and placing an option for the recent online courses and education programs, they aspire to improve their professional skills and expertise themselves.

An illustration of such unbundled approach to education is facilitated by the MicroMasters credentials available on edX. MicroMasters education programs are becoming successful in reaching the demands of leading companies and enrich the learners with treasured wisdom and a livelihood -appropriate credentials for extremely in vogue competitive markets. At an identical instance, also provides a new-fangled passage to a Master's degree. The job explorers of today's India, can be benefitted to advance their careers whenever they include MicroMasters, LinkedIn in preparing their job-oriented CVs and Bio-data.

Freshly, edX has launched a major enterprise with Tech with an intention to assist the company in reskilling its a set of one lakh and seventeen thousand constituent employees who are scattered and positioned

in 90 countries. At present, edX overtures its existing courses and programs at elevated-demandable standards by offering education in the mostly appraised zones viz., cybersecurity, virtual reality, machine learning, big data and analytics allowing valued and easy permissions to the Tech Mahindra employees to access to edX. Tech Mahindra is also self-possessed in selecting a set of efficient executors in MicroMasters programs by organizing some campus interviews and selecting the master-minds who are interested to join and render their service to Tech Mahindra.

In compliance with today's India's job searching circumstances, a large number of aspirants are expressing their magnetisms towards the utilization of online learning platforms to upgrade or restructure their assessed skills with a notion to become eligible for qualifying themselves for entering a new profession or boost themselves in their continuing careers. In this state of affairs, the most admiring comprehend functioning portfolio is MOOCs that readily formulates it at ease to learn from any place and any top ranked universities across India. As the courses under India's MOOCs platform, SWAYAM are accessible online, these courses are designed to be effortlessly up-to-datable to remain synchronized with the most recent job inclinations and workforce requirements.

#### Reference:

1. Siemens, G. (2013). Massive open online courses: Innovation in education. In McGreal, R., Kinuthia W., & Marshall S. (Eds), Open educational resources: Innovation, research and practice (pp. 5–16). Vancouver: Commonwealth of Learning and Athabasca University.
2. Pappano, Laura (2<sup>nd</sup> November, 2012). "[The Year of the MOOC](#)". [The New York Times](#). [Archived](#) from the original (27<sup>th</sup> May, 2020). Retrieved on 18 April 2014.
3. Wiley, David. "[The MOOC Misnomer Archived](#)". (1<sup>st</sup> February, 2021) at the [Wayback Machine](#). (July 2012)
4. Cheverie, Joan. "[MOOCs and Intellectual Property: Ownership and Use Rights](#)". [Archived](#) from the original (7<sup>th</sup> July, 2020). Retrieved (18<sup>th</sup> April, 2013).
5. AISHE. (2019). All India Survey on Higher Education 2018-19. Retrieved from <http://aishe.nic.in/aishe/reports>.
6. Allison, L., Nina, H., Colin, M., & Paige M. (2012), "Learning in MOOCs: Motivations and self-regulated learning in MOOCs", Research Gate.
7. Bonnell, A. (2019). "How to succeed using market research". Syngene Research LLP.
8. Census. (2011). "Census of India 2011. New Delhi": Registrar General & Census Commissioner, India.
9. Das, A. K., Das, A., & Das, S. (2015). "Present Status of Massive Open Online Course (MOOC) initiatives for Open Education Systems in India -- An Analytical Study". Asian Journal of Multidisciplinary Studies.
10. David, G., Glance, P. H. (2014). "Attrition Patterns

Amongst Participant Groups in Massive”. Academic Press.

11. Dixit, V. (20<sup>th</sup> December). “2020 eLearning Drift: 7 Things to Keep an Eye On”. Retrieved 10/30/2020, from eLearning Industry:  
<https://elearningindustry.com/elearning-trends-focus-points-2020>
12. Everitt, R. (2013). “The new education laboratory: 10 things you need to know about MOOCs”. Research Gate.
13. Farrow, R. (2019). “Massive Open Online Courses for Employability, Innovation and Entrepreneurship: a Rapid Assessment of Evidence”. European MOOC Consortium Labour Market.
14. Graham, P. (2018). “The Challenges of Massive Open Online Courses (MOOCs)”. Research Gate.

