MOOCS – AN OVERVIEW: INDIAN CONTEXT

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Abstract

"MOOC" or "Massive Open Online Course" is a model for providing learning platform in an online setting which gives open access to unlimited participants, allowing more than traditional learning materials and models. The present study attempts to provide an overview of MOOCs available in India and comparing them using ALexa on the basis of their general features and Web Analysis.

Keywords: "MOOC", "Massive Open Online Course", "ALEXA", "Similarweb Pro", "SWAYAM", "NPTEL", "IITBX", "MooKIT", "IIMBX", "agMOOC", "Open Learning"

Introduction

The term "MOOC" is coined by David Cormier to refer to an online learning course concept in 2008. The main purpose of MOOC is to break down hindrances to education for anyone, anytime and at anywhere. A "Massive Open Online Course"or "MOOC" is a model for delivering online learning content to a learner who wants to take a course, with open access and no limit as to attendance **Educause (2014)**. Since ancient times the field of Education has been going through unprecedented changes. In par with such changes, Massive Open Online Courses (MOOCs) have been the latest trend emerging all over the world. It brought together students with diverse geographical areas, professional and academic backgrounds under one platform which is essence of open learning. As a result, this platform gained momentum in India too up to the extent that India is second country of MOOCs with largest number of users, following U.S. at number one **Chakravarty, R., & Kaur, J. (2016).** Among the Programs, some are launched by private business houses while the others are launched by the GOI in order to provide employable skills and to promote projects such as Make in India etc. These online open learning platforms have been already hailed as "Education Revolution" due to its potential to override borders, ethnicities, income and class **Emanuel, E. J. (2013).** Not only uniting students under one umbrella, Massive Open Online Courses is a potential tool in ensuring quality education and training to a large audience worldwide. The introduction of such a platform has led to intertwining of a huge network of teachers, scientists, professors, students, scholars and other stakeholders **Chatterjee, P., & Nath, A. (2014)**

Literature Review

Bates (2014), in his research paper cited that combination of political, social, and economical factors are major influencers of their high interest of learners in MOOCs. From Asian perspective, **Arya, U. (2017)** suggested that MOOC, in documents online, has received good mention in frequency terms and the keyword MOOC was mentioned maximum after online course. **Devgun, P. (2013)** suggested that MOOC can very well help in fulfilling the goal of higher education and can change the face of the youth of the country. The number of learners enrolled in MOOC has been tremendous. After US, India is dominating the global growth in terms of enrolments. Currently, MooKIT, NPTEL, IITBX, and SWAYAM are few of the platforms which are used for offering such online courses **Chauhan, J. (2017).** According to

Yousef, (2015) MOOC has been of tremendous importance for those who have taken a break from formal education or have been full time working. **Trehan, S., Sanzgiri (2017)** in their study suggested that along with the content, it is equally important to focus on accessible delivery, quality, sound, feedback etc in order for learners to realize the importance and potential of MOOCs.

Research Objectives

In this research major research objectives are as follows:

1. To review in detail the current scenario of MOOC in India.
2. To compare various Massive Open Online Courses available in India using Web Analysis.

Research Methodology

The research design used in the paper is descriptive research. The analysis of the objectives is is done by comparing "Web statistics of the MOOCs". For the comparison a tool "ALEXA" is used which helped in analysis of web for the platforms.

Analysis

Comparison of MOOCs Platform in India

Sl. no			SWAYAM	NPTEL	IITBX	mooKIT	IIMBx	agMOOC
1	Website Ranking	Global Ranking	42,425	3,987	531,954	8,422,412	1,033,182	3,064,074
		Country rank	2,217	270	21,890	393,101	40,539	122,629
2	Visitors	Total Visits	774.28k	10.35 M	NA	NA	NA	NA
		Avg. Visit Duration	00:08:20	00:08:14	NA	NA	NA	NA
		Pages per Visit	9.21	6.65	NA	NA	NA	NA
		Bounce Rate	38.68%	34.85%	NA	NA	NA	NA
3	Web Traffic	Top 3 traffic by countries	India	India	NA	NA	NA	NA
			US	US	NA	NA	NA	NA
			UK	UK	NA	NA	NA	NA
4	Traffic source	Direct	35.74%	29.38%	57.04%	49.12%	67.52%	69.91%
		Referrals	14.85%	1.07%	8.35%	3.58%	0.25%	4.31%
		Search	43.18%	63.61%	29.42%	47.30%	21.36%	25.78%

		Social	3.52%	3.09%	1.59%	0.21%	7.84%	0.09%
		Mail	3.77%	3.58%	3.33%	0.00%	3.03%	0.00%
		Display	0.05%	0.01%	0.00%	0.00%	0.00%	0.00%
5	**Traffic from social media**	**Youtube**	59.41%	68.57%	100.00%	NA	100.00%	NA
		Facebook	26.02%	12.89%	NA	NA	NA	NA
		TWITTER	5.69%	NA	NA	NA	NA	NA
		Whatsapp	3.83%	6.74%	NA	NA	NA	NA
		Quara	NA	4.48%	NA	NA	NA	NA
		Research Gate	2.80%	NA	NA	NA	NA	NA
		linkedin						
6	**Keywords**	**Top 5 Organic keywords**	Swayam (65.42%)	nptel (35.15%)	iitbombayx (59.68)	mookit (83.74%)	iimbx (73.41%)	agmoocs (41.16%)
			swayam.gov.in login (12.32%)	nptel login (14.40%)	iit bombayx (13.13%)	mookit app (13.07%)	iim a online courses (8.28%)	agmoocs login (21.18%)
			swayam courses (2.71%)	nptel online courses (8.07%)	iitbx (9.12%)	moockit (3.19%)	how to calculate probability in excel (6.21%)	online agriculture courses free in india (17.90%)
			swayam portal (1.83%)	nptel online course (3.12%)	bombayx (6.33%)		edx iimbx certificate pdf (1.65%)	agmooc (8.74%)
			Swyam (1.65%)	**nptl (1.58%)**	**bombayx (4.05%)**		iimb online (1.62%)	basavapr abhu jirli blogs (5.51%)

Challenges

According to **Alcorn, B., Christensen, G., &Kapur, D. (2015)** there are 4 barriers which are limiting the growth of MOOCs in India – Access to Internet, Retrieving course content, Strong English and free time. The Assessment and Feedback mechanism is not very strong and hence the learners are not able to judge the knowledge gained through enrolling in such courses **(Damera,2016)**. The most pressing problem in relation to MOOCS is its high dropout rate. **Onah, D. F., Sinclair, J., &Boyatt, R. (2014)** in their study found out that as many as 5-13% enrolled learners never access any course material nor appear for the exams.

Conclusion

MOOCS has been the latest development which is going to change the Education system. It can play an important role in countries like India where the learners do not have access to quality

education and developing skills which can enhance their employability. Undoubtedly there has been an increase in awareness among learners for the presence of such courses but it still is intertwined with many challenges.

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