

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

April 2021

Awareness on Massive Open Online Courses (MOOCs) among the Postgraduate Students of North East India with Special Reference to Assam University, Silchar and Tripura University, Agartala: A Study

Nilanjana Purkayastha Librarian A.K Chanda Law College, Silchar, Ph.D Research Scholar
Assam University, Silchar

Manoj Kumar Sinha Prof and HOD Department of Library and Information Science
Assam University, Silchar

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Adult and Continuing Education Commons](#), [Arts and Humanities Commons](#), [Educational Technology Commons](#), [Higher Education Commons](#), and the [Library and Information Science Commons](#)

Purkayastha, Nilanjana Librarian A.K Chanda Law College, Silchar, Ph.D Research Scholar and Sinha, Manoj Kumar Prof and HOD Department of Library and Information Science, "Awareness on Massive Open Online Courses (MOOCs) among the Postgraduate Students of North East India with Special Reference to Assam University, Silchar and Tripura University, Agartala: A Study" (2021). *Library Philosophy and Practice (e-journal)*. 5295.

<https://digitalcommons.unl.edu/libphilprac/5295>

Awareness on Massive Open Online Courses (MOOCs) among the Postgraduate Students of North East India with Special Reference to Assam University, Silchar and Tripura University, Agartala: A Study

NILANJANA PURKAYASTHA

Librarian, A K Chanda Law College, Silchar, Assam, and Ph.D. Research Scholar
Department of Library and Information Science
Assam University (A Central University),
Silchar-788 011, Assam, India

E-mail id: nilanjanaroot93@gmail.com

nilanjanapurkayastha85@gmail.com

ORCID ID: <https://orcid.org/0000-0002-8659-5281>

SCOPUS ID: 57204627918

Researchgate Profile:

https://www.researchgate.net/profile/Nilanjana_Purkayastha2/publications

MANOJ KUMAR SINHA

Professor and Head of the Department
Department of Library and Information Science &
Dean, Swami Vivekananda School of Library Sciences,
Assam University (A Central University),
Silchar-788 011, Assam, India

E-mail: mksinha1965@gmail.com, dr_mk_sinha@yahoo.com

Profile on Academic Social Media & Author Identification

Social Science Research Network Profile: <http://ssrn.com/author=2372564>

ORCID Profile: orcid.org/0000-0002-2145-0006#sthash.B4bftH73.dpuf

Vidwan Database of INFLIBNET: <https://vidwan.inflibnet.ac.in/profile/55119>

Scopus ID: 56712358300 ; Researcher ID: C-4863-2015 ;

Microsoft Academic Search ID: 2487149724

Google Scholar Citations:

<https://scholar.google.com/citations?user=T48GllsAAAAJ&hl=th>

ABSTRACT

Massive Open Online Courses (MOOCs) is a very new concept, and in India, it is under development process. Through the MHRD of India under the maintenance of INFLIBNET, the Government of India has launched a brand new platform of MOOCs called Swayam; it will take some time to reach the mind of India's ordinary and professional citizens. To spread the concept of MOOCs / Swayam government of India has been conducting many awareness and training programs on MOOCs to ensure MOOCs /Swayam's concept reaches every corner of India. The Government of India has also thought of reaching the remote area through MOOCs to provide valuable and free education. The study focuses on measuring the students' awareness, perception, and attitude towards MOOCs; are they willing to take MOOCs; their problems accessing MOOCs, etc. This study concludes that MOOCs are a positive development in education, allowing border exposure for the student to study anytime, anywhere and opportunities for uplifting knowledge and Degree. The purpose of this is to get an idea about the students' awareness of MOOCs. By this, teachers will benefit from knowing whether the students are interested in the online learning environment. The study also concludes that the students are interested in pursuing Massive Open Online Course but they have less knowledge on how to enroll in any Massive Open Online Course. Therefore, the students need proper guidance and more awareness on available SWAYAM courses and transferring their credit through the Choice Based Credit System (CBCS).

Keywords: *Massive Open Online Course, Online Learning, INFLIBNET, Swayam, Assam University, Silchar, Tripura University, Agartala, North East, India.*

1.0 Introduction

The growth rate of higher education in India is significantly less than in other countries. It increased the demand for Higher education in India. To cope with the present situation, the government has launched many distance education programs, and a semester system has also been introduced in schools, colleges, and universities. The CBCS system has also been introduced both in colleges and universities of India. University Grant Commission introduces CBCS system in Indian Universities. This provision helps students choose their course from the prescribed courses, which are referred to as the core, elective or minor course; the idea is to let them explore other subjects of their interest to enhance skill learning and update them. These students can opt for courses from other universities as per their desire rather than their current university. Under the MOOCs, there is a provision that anyone who completed the course from MOOCs can transfer their credit to the existing formal education they are pursuing from a university.

1.2 Background of the study

Many commercial MOOCs platforms have been launched where universities are hosting their courses with a certificate; some free platforms are also there. The present study has been conducted mainly to emphasize awareness and perception of massive open online courses (MOOCs) initiatives among India's postgraduate students in general and North East India. Moreover, this study may motivate educators to overcome the challenges and undertake and design MOOCs. Although North East has many universities in the present study, two central universities, namely Assam University Silchar and Tripura University, Agartala, have been taken into account for studying the extent of awareness level among the postgraduate students.

1.3 Statement of the problem

People mostly look for gaining knowledge in an efficient and less time-consuming way. Therefore, online learning is a possible solution for the present situation. For students and teachers, it is effortless to complete a course using the MOOCs platform. To date, there has been little research done on student's awareness and usage of MOOCs. The statement of the present study's problem is *"Awareness on Massive Open Online Courses (MOOCs) among the Postgraduate Students of North East India with Special Reference to Assam University, Silchar, and Tripura University. Agartala: A Study."* So, an attempt has been made to study the awareness and level of familiarity with MOOCs students. MOOCs may provide professionals an opportunity to upgrade their skill or further their education.

1.4 Objectives of the Study

1. To examine the awareness level of MOOCs among the postgraduate students of Assam University and Tripura University; and
2. To assess or measure MOOCs' perception among the postgraduate students of both the Universities under study.

1.5 Significance of the Study

Massive Open Online Courses have established new benchmarks in the online learning environment; Massive Open Online Courses (MOOCs) in different disciplines, including Library and information science, have been developed worldwide. Many professionals of diverse disciplines are attracted to MOOCs and engaged themselves in supporting and providing MOOCs. With this study, the students and teachers will learn what Massive Open Online Course is and how it helps make effective teaching and e-learning environment.

2.0 Review of Literature

2.1 Previous international studies conducted on MOOCs

(Hewindati and Belawati 2018) conducted a study focusing on various aspects of Massive Open Online Courses in Universities Terbuka, ranging from its Development, design, and learning process, as well as participants, access to Massive Open Online Courses in Universities Terbuka. *(Jiang Miao and Li 2017)* in their research, approaches to examine the state-of-the-art procedure to MOOC settings determine real data effectiveness. *(Zhong et.al... 2016)* mainly focusing on the use of MOOCs from the eastern perspective on their study. The researcher tries to summarize the motivations and challenges of using MOOCs and identify issues that haven't yet to be fully addressed or resolved. *(Lane 2013)* made a quantitative study, where he focused on finding out MOOCs' current status, comparing and contrasting the objectives set by online Open University course and current MOOCs. *(Meyer 2015)* in his study, focused on the critical facts of MOOCs. After completing the research, the researcher found five MOOCs themes: instructor role, learner role, collaboration, design, and sustainability.

2.2 Studies on MOOCs Conducted in India

(Sharma and Jhamb 2017) are mainly concerned with capturing the demographic profiles of working professionals in India who have undertaken MOOCs. This paper presents fascinating insights into the working professionals supporting MOOCs as a good option for self-education. The researcher used the survey method of research for data collection. *(Gul [et.al...] 2018)* conducted an impressive study, focusing mainly on the MOOC developer's

various issues and challenges while offering open online courses to many students. MOOC provides an opportunity to groom the intellectual capacities of people at a mass level. (*Rao, Komaraiah, and Reddy 2016*) put forth the challenges of MOOCs, merits, and demerits of MOOC compare to the traditional learning system. The researchers also discuss a brief history of education development, starting from distance education to Massive Open Online Course. (*Sawant 2016*) the study investigates the possibilities of using MOOC for continuing professional Development focusing on LIS educators in India and how MOOC's concept is being accessed and utilized by India's LIS educators. The finding shows Coursera and Edx are mostly known MOOC platforms among LIS educators, and MOOC is highly appreciated and supported by LIS educators in India.

3.0 Research Methodology

For executing this study, the researcher has made a descriptive research study; the survey was conducted using the offline questionnaire.

3.1 Designing of the questionnaire

The questionnaire was divided into four sections, namely **Section A:** Classification and Characteristics of Respondents; **Section B:** Library Usage Pattern of Respondents; **Section C:** Support for Online Learning and Technology. Lastly, **Section D:** Respondent's awareness of MOOCs. The questionnaire comprises of 19 no of questions.

3.2 Sampling technique

A simple random sampling technique has been used as a sampling technique to select the sample. The population of the present study includes postgraduate students from Assam University, Silchar, and Tripura University, Agartala. There are 39 department at Assam University and 40 departments at Tripura University. The researcher distributed five questionnaires randomly to selected respondents from each department.

3.3 Data collection procedure

The questionnaire was distributed among the respondents with a request to answer the questionnaire and return it as soon as possible to collect data. Besides this, the researcher also conducted personal interviews with respondents in some cases.

3.4 Data analysis techniques

Based on the filled up questionnaire received from the respondents, the data was analyzed and tabulated. For data analysis, the percentage technique was adopted, and all the results are

presented in the form of tables and graphs. Microsoft Excel 2010 software was used to calculate the data and making graphs.

4.0 Data Analysis and Interpretation

4.1. Number of Questionnaires Distributed and Response received from the respondents (N=360)

A total of **360** questionnaires were distributed among Assam University, Silchar, and Tripura University, Agartala, out of which **297** questionnaires duly filled in by the respondents were received back, whereas **63 (17.5%)** responses were not received. In this research, the overall response rate is **297 (82.5%)**, shown in Figure- 1.

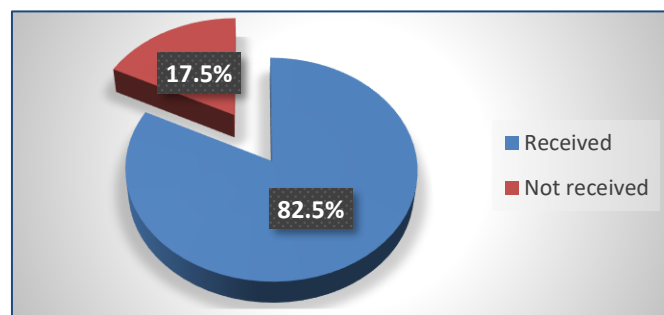


Fig-1: Questionnaire Distributed and Response Received from the Respondents

4. A CLASSIFICATION AND CHARACTERISTICS OF RESPONDENTS

4. A.1 University Wise Distribution of Respondents

From Table- 1, we realized that out of 185 distributed questionnaires to **Assam University**, **161 (54.2%)** questionnaires were received back whereas 175 distributed questionnaires to **Tripura university** **136 (45.8%)** questionnaires were received back.

Table- 1: University Wise Distribution of Respondents (N=297)

<i>Universities</i>	<i>Questionnaire Distributed</i>	<i>Received AUS(N=185) TU(N=175)</i>	<i>Overall % N=360</i>
<i>Assam University, Silchar</i>	185	161 (92%)	54.2%
<i>Tripura University, Agartala</i>	175	136 (77.7%)	45.8%
<i>Total=</i>	360	297	100.0%

4. A.2 Gender- Wise Distribution of Respondents (N=297)

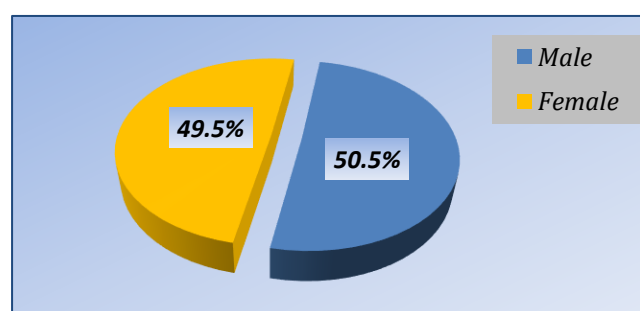


Fig-2: Gender- Wise Distributions of Respondents

4. A.3 Age-Wise Distribution of Respondents

Table- 2 shows that out of 297 respondents, **180 (60.6%)** are **Below 23**, followed by **109 (36.7%)** in the age group of **23-27**, **6(2.0%)** respondents are in the age group of **27-30**, and lastly, **2(0.7%)** respondents are **Above 30**. It indicates that most of the respondents are below 30 years of age, reflecting the younger generation.

Table-2: Age -Wise Distribution of Respondents (N=297)

Indicate your age group	Assam University		Tripura University		Total	Overall% (N=297)
	Respondents (N=161)		Respondents (N=136)			
Below 23	114	(70.8%)	66	(48.5%)	180	60.6%
23-27	44	(27.3%)	65	(47.8%)	109	36.7%
27-30	2	(1.2%)	4	(2.9%)	6	2.0%
Above 30	1	(0.6%)	1	(0.7%)	2	0.7%
Total	161		136		297	100.0%

4. A.4 Yearly Family Income Group Wise Distribution of the Respondent

The Survey result, as indicated in Figure- 3, reveals the fact that out of 297 respondents, the majority of the respondents have **1 Lakhs to 3 Lakhs** yearly family income, followed by **76 (25.6%)** respondents who have **Below one lakhs** yearly family income, whereas **75 (25.3%)** respondents have **3 Lakhs to 5 Lakhs** family income and **Above 5 Lakhs** is the yearly family income of **40 (13.5%)** respondents.

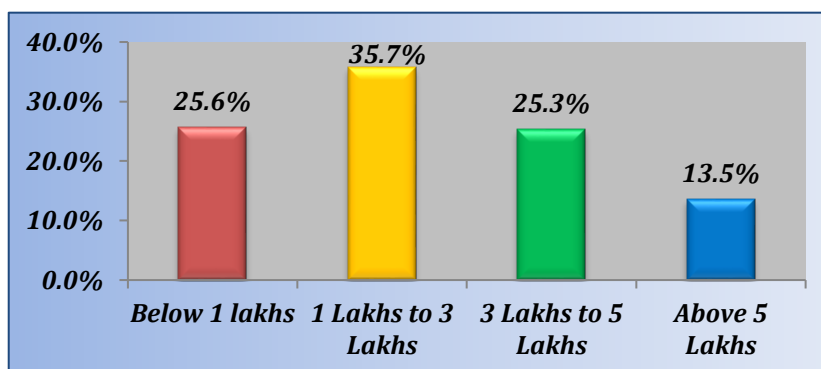


Fig-3: Yearly Family Income Group Wise Distribution of the Respondent

4. B RESPONDENTS LIBRARY USAGE PATTERN

4. B.1 Frequency of the Library visit Respondents

The Survey finding, as shown in Table- 3, depicts that a high range of respondents, **129 (43.4%)**, visit the library **Weekly**, followed by **Monthly 67 (22.6%)** respondents, whereas **65 (21.9%)** respondents **Daily** and **36 (12.1%)** respondents visit the Library **Fortnightly**.

Table- 3: Frequency of the Library Visit of the Respondents (N=297)

Frequency of your library visit	Assam University		Tripura University		Total	Overall % (N=297)
	Respondents(N=161)		Respondent(N=136)			

<i>Daily</i>	32	(19.9%)	33	(24.3%)	65	21.9%
<i>Weekly</i>	72	(44.7%)	57	(41.9%)	129	43.4%
<i>Fortnightly</i>	20	(12.4%)	16	(11.8%)	36	12.1%
<i>Monthly</i>	37	(23.0%)	30	(22.1%)	67	22.6%
Total=	161		136		297	100.0%

4. B.2 Preferred Time of the Respondents to Visit Library (N=297)

The results as shown in Figure- 4, it is clear that out of 297 respondents' majority of the respondents, **131 (44.1%)**, preferred to visit the Library in the **Afternoon**, and followed by **105 (35.4%)** respondents in the **Morning** and **61 (20.5%)** respondents in the **Evening**. Therefore, the Afternoon is the preferred time for most respondents to visit Library to consult reading materials and library transactions.

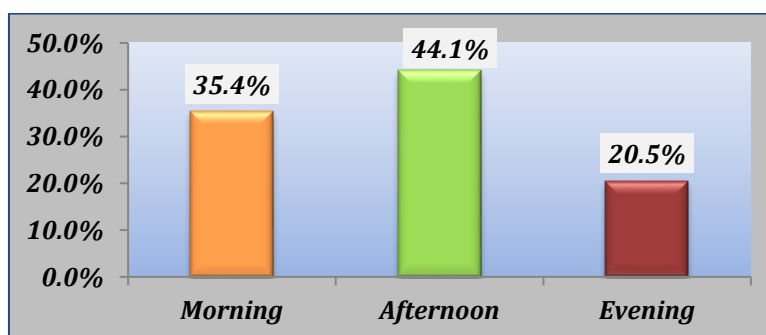


Fig-4: Preferred Time of the Respondents to Visit Library

4. B.3 Does the Library provide an Awareness Program for the use of Open Courses as Referred?

Table- 4 shows that out of 297 respondents a considerable number of respondents **221 (74.4%)** says that their Library does not provide awareness program on Open Course and **76 (25.6%)** respondents response are affirmative. From the findings, it is evident that most libraries are not organizing such a user awareness program to make library users aware of MOOCs. This study recommends that all the Libraries organize users' awareness programs about MOOCs among their users.

Table-4: Library Provides Awareness Program on Open Course (N=297)

<i>Library Provides Awareness Program on Open Course</i>	<i>Assam University</i>		<i>Tripura University</i>		<i>Total</i>	<i>Overall % (N=297)</i>
	<i>Respondents(N=161)</i>		<i>Respondents(N=136)</i>			
<i>Yes</i>	39	(24.2%)	37	(27.2%)	76	25.6%
<i>No</i>	122	(75.8%)	99	(72.8%)	221	74.4%
Total	161		136		297	100.0%

4. B.4 Library Awareness Program attended by the Respondents on an Open Course (N=76)

It reveals that out of 76 respondents, maximum of **51 (67.1%)** no. of respondents have not attended library awareness program on available course whereas **25 (32.9%)** no. of respondents have attended an awareness program on open course shown in Figure- 5.

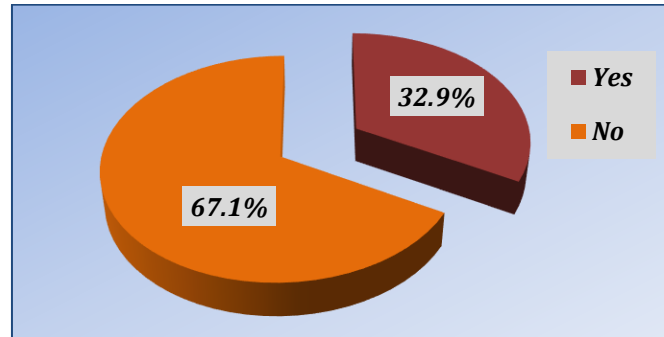


Fig- 5: Library Awareness Program attended by the Respondents on an Open Course

4. C RESPONDENTS SUPPORT FOR ONLINE LEARNING AND TECHNOLOGY

4. C.1 Respondents technology support for online learning

Respondents are instructed to rate the statement on a scale of 1 to 5 where 1 = Strongly Disagree, 2= Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree (Table-5)

Table: 5 Respondents Technology Support for Online Learning (N=297)

STATEMENTS	SD	D	N	A	SA	Total Attributes
I have computer with internet connectivity	15	43	23	116	100	1134
I have adequate software's like MS office, Video Player, adobe acrobat on my computer	15	40	21	131	90	1132
I have the necessary skills to operate the computer	8	13	34	150	92	1196
I have an email account	8	2	3	121	163	1320
I can communicate effectively on internet	8	11	42	142	94	1194
I find myself very comfortable using computer	7	11	49	142	88	1184
I have adequate knowledge to find information using the internet	11	14	49	124	99	1177
Grand Total						8337

$$\begin{aligned}
 \text{Likert Score} &= \text{Total Score} / (\text{No. of respondents} \times \text{No. of attributes} - \text{missing values}) \\
 &= 8337 / (297 \times 7 - 0) \\
 &= 8337 / 2079 \\
 &= 4.01
 \end{aligned}$$

A Likert Score of 4.01 (**approx. 4 = Agree**) in the 5 point rating scale indicates that respondents **Agreed** to have sufficient knowledge and equipment to support technology for online learning (Table- 5).

4. C.2 Respondents Interest in Online Learning

Table- 6: Respondents Interest in Online Learning (N=297)

STATEMENTS	SD	D	N	A	SA	Total Attributes
I am interested in online learning	11	8	40	165	73	1172
I search for online course materials related to my study	18	34	35	136	74	1105
Online videos and contents help me to make my study notes	15	18	40	142	82	1149
If course-related information is presented in video format, it will be instrumental in learning/understanding	12	9	72	118	86	1148
I like to watch educational videos	8	6	35	158	90	1207
Grand Total						5781

$$\begin{aligned}
 \text{Likert Score} &= \text{Total Score} / (\text{No. of respondents} \times \text{No. of attributes} - \text{missing values}) \\
 &= 5781 / (297 \times 5 - 0) \\
 &= 5781 / 1485 \\
 &= 3.9
 \end{aligned}$$

A Likert Score of 3.9 (**approx 4 = Agree**) in the 5 point rating scale indicates that the respondents **Agreed** on having an interest in online learning (Table- 6).

4. D RESPONDENT'S AWARENESS OF MOOCS

4. D.1 Respondents Awareness on MOOCs (N=297)

Figure- 6 reveals that out of 297 respondents, most of the respondents, **206 (69.4%)**, are aware of MOOCs, whereas **91 (30.6%)** respondents are not aware of MOOCs.

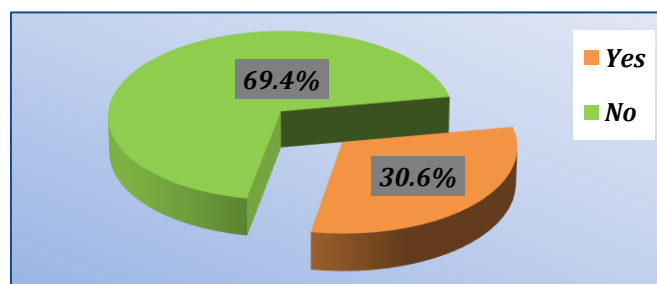


Fig-6: Respondents Awareness on MOOCs

4. D.2 Respondents Awareness about following MOOCs Platforms

Out of 91 respondents, a large number of respondents, **65 (71.4%)**, are aware of **Swayam**, which is followed by **26 (28.6%)** respondents who are aware of **Udemy**; **25 (27.5%)** are aware of **The Open University**, **23 (25.3%)** respondents are aware of **Coursera**, **22 (24.2%)** respondents are aware of **NPTEL**, about **edX 17 (18.7%)** respondents are aware, about **FutureLearn 14 (15.4%)** respondents are aware, about **Udacity 8 (8.8%)** respondents are

aware, significantly less no. of respondents **6 (6.6%)** are aware of **EduKart**. Lastly, **4 (4.4%)** are aware of **ApnaCourse** shown in Table- 7.

Table: 7 Respondents Awareness about Following MOOCs Platforms (N=91)

List of MOOCs	Assam University		Tripura University		Total	Overall % (N=91)
	Respondents (N=42)		Respondents (N=49)			
The Open University	11	(26.2%)	14	(28.6%)	25	27.5%
Udacity	7	(16.7%)	1	(2.0%)	8	8.8%
Coursera	11	(26.2%)	12	(24.5%)	23	25.3%
edX	10	(23.8%)	7	(14.3%)	17	18.7%
EduKart	5	(11.9%)	1	(2.0%)	6	6.6%
NPTEL	17	(40.5%)	5	(10.2%)	22	24.2%
Swayam	24	(57.1%)	41	(83.7%)	65	71.4%
FutureLearn	6	(14.3%)	8	(16.3%)	14	15.4%
Udemy	14	(33.3%)	12	(24.5%)	26	28.6%
ApnaCourse	4	(9.5%)	0	(0.0%)	4	4.4%

4 D.3 Sources from where the Respondents Come Across MOOCs (N=91)

Out of the total respondents, i.e., **91**, majorities of the respondents, **43 (47.3%)** came to know about MOOCs **while surfing the internet**, followed by **22 (24.2%)** From their **colleagues**, **19 (20.9%)** respondents **Attended Lecturer/ Seminar** about MOOCs, **4 (4.4%)** respondents **From Library** and lastly **From Newspaper 3 (3.3%)** respondents came to know about MOOCs showed in Figure- 7.

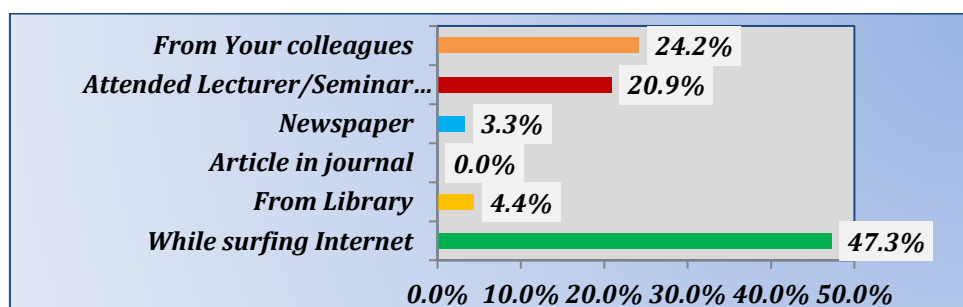


Fig- 7: Sources from where the Respondents Come Across MOOCs

4. D.4 Respondents Interest in pursuing MOOCs

Table -8 depicts that most of the respondents, **81(89.0%)**, are interested in doing MOOCs, whereas **10 (11.0%)** are not interested in doing MOOCs.

Table- 8: Respondents Interest in Pursuing MOOCs (N=91)

Respondents interest	Assam University		Tripura University		Total	Overall% (N=91)
	Respondents(N=42)		Respondents(N=49)			
Yes	35	(83.3%)	46	(93.9%)	81	89.0%
No	7	(16.7%)	3	(6.1%)	10	11.0%

<i>Total</i>	<i>42</i>	<i>49</i>	<i>91</i>	<i>100.0%</i>
--------------	-----------	-----------	-----------	---------------

4. D.5 Respondents Completed / Doing MOOCs (N=91)

Figure- 9 depicts fewer respondents, i.e., 13 (14.3%), have completed/doing MOOCs, whereas 78 (85.7%) maximum no. of respondents have not completed/doing MOOCs.

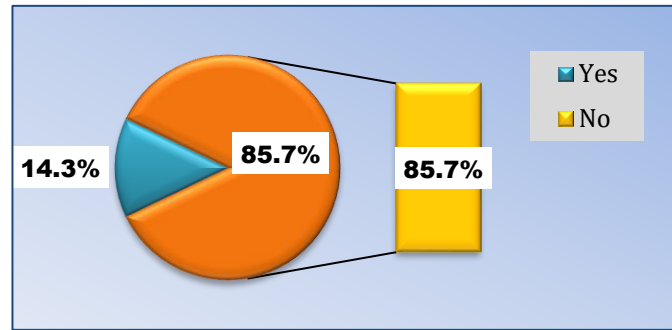


Fig-8: Respondents Completed / Doing MOOCs

4. D.6 Respondents Awareness on MOOCs as given Weightage as an Open Course (N=91)

It reveals in Table- 9 that 23 (25.3%) no. of respondents knew MOOCs were given Weightage as an open course, whereas a maximum of 68 (74.7%) no. of respondents have not known.

Table: 9 Respondents Awareness on MOOCs as Given Weightage as Open Course (N=91)

MOOCs given weightage as Open course	Assam University Respondents(N=42)		Tripura University Respondents(N=49)		Total	Overall% (N=91)
	Yes	12 (28.6%)	11 (22.4%)	23		
No	30 (71.4%)	38 (77.6%)	68	74.7%		
Total=	42	49	91	100.0%		

4. D.7 Respondents Interest in Taking an Open Course from SWAYAM / NPTEL (N=91)

Out of 91 respondents, 69(75.8%) respondents want to take Open Course from Swayam/NPTEL, whereas 22(24.2%) respondents are not interested in taking Open Course from Swayam/NPTEL, revealed in Figure- 9.

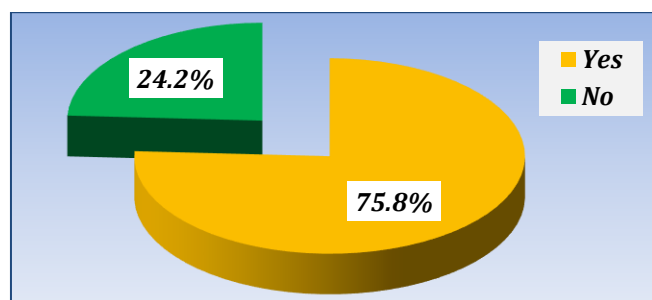


Fig-9: Respondents interest in taking Open Course from Swayam / NPTEL

4. D.8 Respondents preference regarding Face to Face vs. Online Study

Out of 91 respondents large number of respondents **35 (38.5%)** have chosen **50% F2F and 50% Online** followed by **22(24.2%)** respondents **100% online**, 19(20.9%) respondents **40 % F2F and 60 % Online** and **15(16.5%)** respondents **60% F2F and 40 % Online** shown in Table- 10.

Table: 10 Respondents Preference Regarding Face to Face vs. Online Study (N=91)

Respondents opinion	Assam University		Tripura University		Total	Overall % (N=91)
	Respondent(N=42)		Respondents(N=49)			
40 % F2F and 60 % Online	8	(19.0%)	11	(22.4%)	19	20.9%
50% F2F and 50% Online	11	(26.2%)	24	(49.0%)	35	38.5%
60% F2F and 40 % Online	12	(28.6%)	3	(6.1%)	15	16.5%
100% online	11	(26.2%)	11	(22.4%)	22	24.2%
Total=	42		49		91	100.0%

5.0 Important Findings

The study arrived at the following finding based on the results from the analysis of the data gathered:

- ❖ The study reveals that out of 360 distributed questionnaires, only **(91.4%)** of the questionnaire is received back, which is an excellent response
- ❖ Out of 297 respondents, it is found from the study that the majority of the Respondent **(50.5%)** were **Male**, whereas **(49.5%)** respondents were **Female**.
- ❖ The Survey reveals most of the respondents **(60.6%)** were in the **Below 23** age group, whereas the lowest **(0.7%)** respondents were in the age group of **Above 30**.
- ❖ The majority of the Respondent's, i.e. **(35.7%)** family income ranges between **1 Lakhs to 3 Lakhs**.
- ❖ The Survey depicts that the highest respondents **(43.4%)** visit the library weekly, which regresses the progress of the Library, which is followed by **(22.6%) Monthly** **(21.9%) Daily** and **(12.1%) Fortnightly**. On here daily basis, students need more attention from the Library to improve library services.
- ❖ The **Afternoon** is the preferred time to visit the Library among the Respondent **(44.1%)**.
- ❖ More than 50% of respondents, i.e. **(74.4%)**, say that their **Library does not provide an awareness program on Open Course**.
- ❖ It is highly appreciable that the maximum number of Respondent **Agreed** to have sufficient knowledge and equipment to support technology for online learning.

- ❖ It is also notable that the majority of the respondents **Agreed** to have full interest in online learning.
- ❖ The study reveals that the highest numbers of respondents (**69.4%**) are not aware of MOOCs, and only (**30.6%**) respondents are aware of MOOCs.
- ❖ It is found that the maximum no. of respondents (**71.4%**) are aware of **SWAYAM** than other MOOCs platforms.
- ❖ The majority of the respondents (**47.3%**) come to know about MOOCs **While Surfing the Internet**.
- ❖ Maximum no of respondents (**89.0%**) say that they are interested in pursuing MOOCs.
- ❖ The study depicts that most of the respondents (**85.7%**) have not done/doing MOOCs and only (**14.3%**) respondents have done/doing MOOCs out of 91 respondents.
- ❖ The maximum no of respondents (**74.7%**) is not aware of MOOCs given Weightage as Open Course, whereas only (**25.3%**) are aware.
- ❖ The majority says of the respondents (**75.8%**) want to do MOOCs from SWAYAM / NPTEL as Open Course revealed in the Survey.
- ❖ The majority of the respondents (**38.5%**) preferred **50% Face to Face and 50% Online**.

6.0 Suggestions and Recommendation

The following suggestion has been made based on the findings of the study:

- MHRD, Govt. of India, in collaboration with INFLIBNET or IITs, should organize a regular workshop on MOOCs; although they are conducting workshops on MOOCs, they should organize more number workshops in North Easter Region universities also;
- The government can provide a regular training program for the teachers on how to develop a MOOC using any open source software like Moodle across the universities in India;
- MOOCs is a new phenomenon, so the students should get proper guidance regarding the enrolment of any MOOCs; and
- Universities around North East can come together with their best courses and teachers to provide quality education in a single platform through MOOCs.

The following are the recommendations to be considered:

- ❖ The study finds that a maximum no of the Respondent is not aware of MOOCs, so the government should take proper initiative for spreading the awareness among students. regarding MOOCs; and
- ❖ The government of India should mandate the implementation of MOOCs among all the universities around India;

7.0 Conclusion

In this study, the researcher found significantly fewer students aware of the massive open online course. There is a lack of proper orientation and guidance on how to choose and use a MOOC. Massive Online Open Courses (MOOCs) have become a much-discussed development within higher education. MOOCs bring a new perspective to traditional education. When higher education is being criticized for low productivity, increasing costs, and inefficient use of technology (Richard C. Levin, 2013), MOOCs provide viable alternatives of high productivity, low cost (or free), and utilization of leading-edge technology. MOOCs platforms help students, and teachers get knowledge and the best course material efficiently and engage good teachers to teach many students directly. Students who are not physically present in the class to complete a course with MOOCs can easily enroll himself/themselves in any course with the help of the internet by staying far from the classroom. MOOCs may also help to increase professional knowledge and increase general competencies. MOOCs provide a global learning environment that allows accessing the course material anytime, anywhere, connecting other learners, and getting access to the content without considering any geographical boundaries.

Bibliography

- Akuratiya, D. A. , and D. N. R. Meddage. "Students' Perception of Online Learning during COVID-19 Pandemic: A Survey Study of IT Students." *International Journal of Research and Innovation in Social Science* IV, no. IX (September 2020): 755-758.
- Asiri, O. I. Y. (2014). *A Comparison between International and US Graduate Students' Attitudes and Experiences Using Massive Open Online Courses (MOOCs)*. Rochester Institute of Technology.
<https://search.proquest.com/openview/4dec80eee54bb1fdacb8a29a56d393ea/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Barclay, C., and D. Logan. "Towards an understanding of the implementation & adoption of massive online open courses (MOOCs) in a developing economy context." *Annual Workshop of the AIS Special Interest Group for ICT in Global Development*. 2013. 1-14.
- Das, A. K., Das, A., & Das, S. "Present Status of Massive Open Online Course (MOOC) initiatives for Open Education Systems in India–An Analytical Study." *Asian Journal of Multidisciplinary Studies* 3, no. 7 (2015): 67-80.

- Devgun, P. (2013). Prospects for success of MOOC in higher education in India. *International Journal of Information and Computation Technology*, 3(7), 641-646. https://www.ripublication.com/irph/ijict_spl/05_ijictv3n7spl.pdf.
- Gupta, Mohit, Sheel Bhadra Yadav, and Aparna Dixit. "MOOCs: An E-Campus." *11th International CALIBER-2017*. Chennai: INFLIBNET, 2017. 48-54.
- Gul, S., Mahajan, I., Shafiq, H., Shafi, M., & Shah, T. A. (2018). Massive Open Online Courses: Hype and Hope. *DESIDOC Journal of Library & Information Technology*, 38(1), 63-66. <http://publications.drdo.gov.in/ojs/index.php/djlit/article/view/11141>.
- Kumar, S., & Mishra, A. K. (2015). MOOCs: a new pedagogy of online digital learning. *Int. J. Sci. Innov. Res. Stud*, 3(4), 8-15. <http://www.csirs.org.in/downloads/ijisirs/vol-3-issue-4/a-new-pedagogy-of-online-digital-learning.pdf>.
- Kothari, C. R. *Research Methodology: Methods and Techniques*. Wiley Eastern Ltd 2nd. New Delhi: New Age International Publishers, 1992.
- Lane, Andy (2013). The potential of MOOCs to widen access to, and success in, higher education study. In: *The Open and Flexible Higher Education Conference 2013*, 23-25 Oct 2013, Paris, EADTU, pp. 189–203. http://www.eadtu.eu/images/stories/Docs/Conference_2013/eadtu%20annual%20conference%202013%20-%20proceedings.pdf.
- Rao, P. N., Komaraiah, M., & Reddy, P. N. (2015). A case for MOOCs in Indian higher education system. *Journal of Engineering Education Transformations*, 29(1), 15-25. <http://www.journaleet.org/index.php/jeet/article/view/77104>.
- Sawant, Sarika . "MOOCs as a means of continuing professional development for LIS educators in India." *IFLA WLIC 2016 – Columbus*. Columbus: IFLA, 2016. 1-7.
- Shelley, U., & Srivastava, K. Impact of Massive Open Online Courses (MOOCs) on Higher Education: Opportunities or Threat. http://www.scdl.net/InternationalConference/PDFS/DigitalProceeding/full%20Kiran%20Shrivastava_Full%20paper.pdf.
- Wong, B. T. M. (2016). Factors leading to effective teaching of MOOCs. *Asian Association of Open Universities Journal*, 11(1), 105-118. <https://www.emeraldinsight.com/doi/full/10.1108/AAOUJ-07-2016-0023>.

Web Sites Visited

- NPTEL*. n.d. <https://nptel.ac.in/> (accessed 11 24, 2020).
- Swayam*. n.d. <https://swayam.gov.in/> (accessed 1 13, 2021).
- Coursera*. n.d <https://www.coursera.org/> (accessed 11 1, 2020).
- edX*. n.d <https://www.edx.org/> (accessed 09 26, 2020).
- About MOOCs*. n.d. <https://www.mooc.org/> (accessed 08 20, 2020).
- Massive open online course*. n.d. https://en.wikipedia.org/wiki/Massive_open_online_course (accessed 08 20, 2020).