Awareness on Massive Open Online Courses (MOOCs) among the Postgraduate Students of Fakir Mohan University

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Abstract

In the present study an attempt has been made by the researchers to study the awareness on Massive Open Online Courses (MOOCs) among the postgraduate students of Fakir Mohan University, Balasore. For this study researchers formulated certain objectives like to study the awareness of post graduate students of Arts, Science and Commerce Stream of Fakir Mohan University about Massive Open Online Courses. To conduct the study researchers used descriptive survey method and stratified random sampling techniques is used to select samples from different stream. Data were collected by using Massive Open Online Course Awareness Scale developed by the researchers and data were analysed by using simple percentage techniques. After analysis of data it is found that most of the students of Arts stream in comparison to Science and Commerce are aware about massive open online courses.

Keywords: MOOCs, Post Graduate Students

1. Introduction

The early 20th century open educational resource movement brought about a radical shift in the educational landscape. Nowadays, many people who are unable to pursue their academic degree because of some issue in their daily lives find that online learning is an excellent alternative. The government creates a variety of online learning platforms in order to provide education to everyone, which leads to the development of several massive open online courses. According to McAuley et al. (2010), a number of experts refer to MOOCs as open educational programs, which are online courses that anyone with access to a computer and an internet connection can enroll in. On the other hand, MOOCs offer both free and paid courses that are offered by various platforms. SWAYAM, EdX, Coursera, and other similar platforms are free, however they charge for certification. Some paid platforms that require certification in addition to course fees are Great Courses, Udemy, and others. It consists of lectures that have already been recorded, videos, and text that people can see at their own convenience and pace. It can assist students in broadening their knowledge in several fields.

Need of the study:

Most of the studies conducted in India found that few students are aware about MOOCs. But there is no such feasible study conducted in Odisha context. However, it is assumed that during the pandemic period all students have been exposed to MOOCs as teaching activities were conducting virtually, and

most of the studies were conducted by taking into account the initiative of Indian Government i.e. the courses offered only through SWAYAM platform but, in Worldwide various MOOCs are offered through different platform by international organization. Thus, in the present study researchers wants to know the awareness among the postgraduate students of Fakir Mohan University on Massive Open Online Courses provided through different online platform.

Objectives of the study:
1. To study the awareness of postgraduate students of arts stream about Massive Open Online Courses.
2. To study the awareness of postgraduate students of science stream about Massive Open Online Courses.
3. To study the awareness of postgraduate students of commerce stream about Massive Open Online Courses.

Research questions of the study:
1. To what extent the postgraduate students of Arts stream are aware on the MOOCs?
2. To what extent the postgraduate students of Science stream are aware on MOOCs?
3. To what extent the postgraduate students of Commerce stream are aware on MOOCs?

Design of the study
Method: In the present study researchers has employed survey method to study the awareness among post graduate students of Arts, Science and Commerce stream.
Population, Sample and sample techniques: In the present study researchers has selected 128 samples from the total population of 1280 students by using Stratified Random sampling techniques as here the researchers considered the Arts, Science and Commerce stream.
Tools and Techniques: In this study researchers used self made Massive Open Online Course Awareness scale for collection of data regarding the awareness of students on Massive Open Online Courses by using stratified random sampling technique.
Procedure of data collection and analysis: The data were collected by using questionnaire and based on the filled up questionnaire received from the respondents data were analysed by using percentage techniques.

Analysis and interpretation of data
Objective-1 Awareness of post graduate students of Arts stream about MOOCs

Table-1 MOOCs platforms usually used by students

Particulars	Responses(percentage)
Coursera	9(16.07%)
SWAYAM	33(58.92%)
Future learn	2(3.58%)
NPTEL	4(7.14%)
MooKIT	3(5.35%)
Khan Academy	12(21.4%)
Linkedin learning	7(12.53%)
Udemy	6(10.11%)

Table-1 shows the MOOCs platforms usually used by Arts students and it is clear that 16.07% used Coursera, 58.92% students used SWAYAM, 3.58% students used Future learn, 7.14% students used NPTEL, 5.35% students used MooKIT, 21.4% students used Khan Academy, 12.53% students used Linkedin learning and 10.11% students are used Udemy.

Objective-2 Awareness of postgraduate students of science stream about MOOCs
Table-2 MOOCs platforms usually used by students

Particulars	Responses(percentage)
Coursera	12(20.68%)
SWAYAM	33(56.87%)
NPTEL	14(24.13%)
Khan Academy	21(36.20%)
Linkedin learning	8(13.79%)
Udemy	2(3.44%)

Table-2 shows the MOOCs platforms usually used by Science students and it is clear that 20.68% used Coursera, 56.87% students used SWAYAM, 24.13% students used NPTEL, 36.20% students used Khan Academy, 13.79% students used Linkedin learning and 3.44% students are used Udemy.

Objective-3 Awareness of postgraduate students of Commerce stream about MOOCs
Table-3 MOOCs platforms usually used by students

Particulars	Responses(percentage)
Coursera	1(7.14%)
EdX	1(7.14%)
SWAYAM	15(71.42%)
Udacity	1(7.14%)
NPTEL	6(42.83%)
Khan Academy	2(14.28%)
Linkedin learning	6(42.85%)
Udemy	2(14.28%)

Table-3 shows the MOOCs platforms usually used by Commerce students and it is clear that 7.14% students used Coursera, 7.14% students used EdX, 71.42% students used SWAYAM, 7.14% students used Udacity, 42.83% students used NPTEL, 14.28% students used Khan Academy, 42.85% students used Linkedin learning and 14.28% students are used Udemy.

Major Findings
1. To what extent the postgraduate students of Arts stream are aware on the MOOCs?
The study reveals that majority of the students (94.64%) are aware of MOOCs whereas (5.35%) students are not aware of MOOCs. It is found that majority of students (58.94%) are usually used SWAYAM, 16.07% are usually used Coursera, 3.58% are Future learn, 7.14% are usually used NPTEL, 5.35% are used MooKIT, 21.4% are usually used Khan Academy, 12.53% are usually used Linkedin learning and 10.71% are usually used Udemy.
2. To what extent the postgraduate students of science stream are aware on the MOOCs?
The study reveals that majority of the students (93.10%) are aware of MOOCs whereas (6.89%) students

are not aware of MOOCs. It is found that majority of students (56.8%) are usually used SWAYAM, 20.68% are usually used Coursera, 24.13% are usually used NPTEL, 36.20% are usually used Khan Academy, 13.78% are usually used Linkedin learning and 3.44% are usually used Udemy.

3. To what extent the postgraduate students of Commerce stream are aware on the MOOCs?

The study reveals that majority of the students (71.42%) are aware of MOOCs whereas (28.57%) students are not aware of MOOCs. It is found that majority of students (71.42%) are usually used SWAYAM, both 7.14% are usually used Coursera, EdX and Udacity, 42.85 % are usually used NPTEL, 14.28% are usually used Khan Academy, 42.85% are usually used Linkedin learning and 14.28% are usually used Udemy.

Conclusion

From the present study it is found that, most of the students of Fakir Mohan University in Arts stream are more aware about Massive Open Online Courses (MOOCs) then the students from Science and Commerce stream. To improve the quality of online education Further research is needed to examine the user experience and the motivation behind learning through MOOCs, particularly in the area of instructional design.

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