

Chapter 11

The Impact of MOOC on Education System: The Current Scenario and the Future

T. Pant

IIT Allahabad, India

ABSTRACT

Recent developments in the field of MOOCs in India include the launching of the SWAYAM platform and the UGC guidelines to include MOOC courses through SWAYAM platform in the curriculum. The basic idea of MOOC is very simple; however, its accessibility is not a success as the theme promises. The worldwide success rate of MOOC is as low as 10% of the all registrations. This data is of very serious concern. On the brighter side of the discussion, its popularity has grown over time and more courses are now available for study. This chapter deals with the current status as well as the future scope of MOOC in India.

INTRODUCTION

The open educational resources (OER) and open course ware (OCW) have become recent innovations which have created the backbone of equitable access to quality education (Das, 2011). In this direction, Massive Open Online Courses (MOOC) has been evolved in recent past which is a web based distance learning program (Allen & Seaman, 2013, McAuley et al., 2010). The name itself suggests that MOOC is a massive collection of online courses which are open to all. The registrations are free of cost and the course contents are open and mostly free of cost to the interested participants through online platform (Klobas, 2014). The mere requirement for

DOI: 10.4018/978-1-5225-5146-1.ch011

accessing the courses is a connection to the internet via any desktop or handheld device. The open material is not only available in conventional ways of teaching, i.e., in form of text and video lectures but also in contemporary ways of teaching, i.e., interactive forums, including social media, for the users where the learners can communicate with the trainer too. The access to the courses is also very easy and free of cost as far as the availability of course details are concerned, however certain courses cost for the course material and nominal charges for getting registered for the examination. All these facilities make the term MOOC significant in form of open, online and massive.

The term MOOC was coined in 2008 (De Waard et al., 2012, Freitas, 2015, Klobas, 2014, Kovanović et al., 2015, Krause & Lowe, 2014, Liyanagunawardena et al., 2013), however it actually came into action as a boom in 2012 (Hsieh, 2016). In less than a decade of time MOOC has created a successive position in education system worldwide. The government of India has also promoted a platform for support MOOC courses which is named as SWAYAM. The word expands to Study Webs of Active-learning for Young Aspiring Minds (Santosh & Panda, 2016), which itself represents a platform for motivated self-learners. UGC has floated necessary guidelines to include the SWAYAM course into the curriculum of various universities and UGC is also monitoring them to conduct the courses properly.

This chapter briefly investigates the shortcomings and pitfalls of MOOC courses which cause relatively low success of the courses. It also highlights the problems associated with MOOC courses due to various inherited reasons including the course design and assessment and the impact of MOOC courses on library science in brief.

IMPACT OF MOOC

The positive parts of MOOC make it a boon– the availability of online courses which can be registered from any place without admission to a college or institution. This is indeed a brighter option for working professionals who want to enhance their knowledge and academic credentials but can't join the regular courses. The working professionals also face the problems of study leave which is not uniformly available to them in various organizations throughout our country. The options working professionals have for further learning involves part time study and evening or odd time study which can be very tedious practically. As an alternative, MOOC courses can highly relieve such professionals to enhance their education without suffering from the lack of time for regular study. MOOC is also beneficial in terms of monetary values as getting a certificate for MOOC course is almost free or has a very nominal charge which ultimately affects the working professionals desiring to cut their costs. The professionals willing to get a degree or certificate for some special course have to

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/the-impact-of-mooc-on-education-system/204192

Related Content

Preservation Initiatives in E-Environment to Protect Information Assets

Tawfeeq Nazir (2017). *Interdisciplinary Digital Preservation Tools and Technologies* (pp. 193-208).

www.irma-international.org/chapter/preservation-initiatives-in-e-environment-to-protect-information-assets/172619

Sustainable Information Development Practices and Societal Transformation in Kenya

Elisha Ondieki Makori (2021). *International Journal of Library and Information Services* (pp. 1-19).

www.irma-international.org/article/sustainable-information-development-practices-and-societal-transformation-in-kenya/279832

Information Literacy Skills Among the Undergraduate Students at the University of Livingstonia, Malawi

Donald Flyweland Boemo N. Jorosi (2018). *International Journal of Library and Information Services* (pp. 43-56).

www.irma-international.org/article/information-literacy-skills-among-the-undergraduate-students-at-the-university-of-livingstonia-malawi/206868

Collaborating to Explore Controlled Digital Lending as a Library Consortium

Michael Rodriguez, Nathan Mealey and Charlie Barlow (2023). *Cases on Establishing Effective Collaborations in Academic Libraries* (pp. 87-102).

www.irma-international.org/chapter/collaborating-to-explore-controlled-digital-lending-as-a-library-consortium/313674

One Plan, Four Libraries: A Case Study in Disaster Planning for a Four-Campus Academic Institution

Allison Galloup (2016). *Handbook of Research on Disaster Management and Contingency Planning in Modern Libraries* (pp. 166-183).

www.irma-international.org/chapter/one-plan-four-libraries/135190