



INTERNATIONAL JOURNAL OF INFORMATION DISSEMINATION AND TECHNOLOGY

A Peer-Reviewed (Refereed) Journal for Information Scientists

Vol. 12 ISSUE 4

October-December 2022

CONTENTS

| Sr. No. | Article | Page No. |
|---------|--|----------|
| 1. | Redefine, Refine and Reframe Today Library Professionals <i>Parminder Kaur and Vijay Kumar</i> | 125 |
| 2. | Awareness and Use of Open Course Platform by the Research Students: A Case Study of Shivaji University Kolhapur <i>Rupali S. Bhosale, Sangram A. Killedar and Prakash B. Bilawar</i> | 130 |
| 3. | Strategies for Effective Outreach Services in Public Library: A Qualitative Study <i>Arup Bijali</i> | 136 |
| 4. | Bibliometric Report of Post Graduate Institute of Medical Sciences, Rohtak (PGIMSR): 2017-2021 <i>Seema Parmar and Ashok Kumar</i> | 140 |
| 5. | Computer Self-Efficacy's Impact on the Use of E-Resources: Perceptions of UG and PG Students <i>Neelam Devi, Neha Garg and Sunil Kumar</i> | 143 |
| 6. | Installation of KOHA with Commands in UBUNTU: Linux Operating System <i>Abhishek Kumar and Chandrabhan Singh Jadon</i> | 148 |

Awareness and Use of Open Course Platform by the Research Students: A Case Study of Shivaji University Kolhapur

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To Cite: Bhosale, R.S., Killedar, S.A. & Bilawar, P.B. (2022). Awareness and use of open course platform by the research students: A case study of Shivaji University Kolhapur. *International Journal of Information Dissemination and Technology*, 12(4), 130-135.

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ABSTRACT

In this article, researchers try to find out the level of awareness of Research students in the library and information science department at Shivaji University, Kolhapur regarding the use of online open course platforms and Massive Open Online Course. The main purpose of this research is to explore the use of online course content by the research students for their academic and research work. For this survey, all 29 students selected who are currently pursuing their Ph. D in the library and information science domain. For the present study, the descriptive research method, supportive of the Sampling methods, and questionnaire as a data collection tool are used. The analysis shows that 28(96.6%) research students were aware of the Study Webs of Active-learning for Young Aspiring Minds platform among the selected online platforms and 70 online courses completed by research students in this Study Webs of Active-learning for Young Aspiring Minds platform. The majority of 19(65.5%) research students preferred to complete courses in the relevant subject and, 29(100%) respondents agree that they completed the Massive Open Online Course for their professional development. As a result of completed courses, 18(67%) researchers used that knowledge to write research articles.

KeyTerms: Open Courses Platforms, MOOCs, SWAYAM, Research Scholar.

TIME LAG

Received on : 26.07.22
Revised on : 20.10.22
Accepted on : 12.11.22

Online Access

www.ijdt.com

DOI
10.5958/2249-5576.2022.00026.7

QR Barcode



INTRODUCTION

Today we see everywhere that people use online learning methods to increase knowledge. Online tutorials like YouTube and Google are being used for online learning. Now you can do the course at home, in your office and anytime. Through MOOCs (Massive Open Online Courses), you get information about different courses and you can participate in those courses. Many people from all over the world can participate in one course at a time. People or students are joining the course through mobiles, computers, tabs, etc., to develop their skills and knowledge in a particular subject.

The researchers have looked at the information on online course platforms and whether there is awareness among the research students. For this, the researchers have selected Ph. D. and M. Phil. research students in library and information science subjects at Shivaji University, Kolhapur. Researchers have also learned how students use a MOOC course after completing it. The main purpose of this research is to see how the research students

use the various skills acquired through the MOOC course in research work. Another objective of this research is that research student complete online courses that complement their research as well as acquire knowledge by completing various online courses such as Personal Skill Development, Subject Oriented, and Upcoming New Trends in Subject. After completing such various online courses through different coordinators, the researchers have reviewed the effect it has had on the research students in their work and personal life. The researchers have also tried to find what types of research students pay more attention to completing online courses. The researcher takes information to look out the research students have learned how to use the knowledge gained from the MOOC course on the online platform to write the research theory, Article, Prepare exam Notes, etc. The research also seeks to determine whether research students use information gathered through online courses to create educational videos, PPTs, websites, and blogs on social media.

History of MOOCs

The full form of MOOCs is Massive Open Online Courses. The term MOOCs was first coined in 2008 by George Siemens and Stephen Downs. The term MOOCs was coined for the course Connectivism and Connective Knowledge (CCK08). The aim was to take advantage of the interaction between different types of participants using online tools. The course was attended by 25 students from the University of Manitoba campus and 2300 students from around the world took part in the online course.

In 2012, Thrun founded an organization called Udacity to develop MOOCs and offer them for free. That same year, Andrew Ng and Daphne Collar started a company called Coursera in partnership with the university to create and offer MOOCs. MIT founded Edx in partnership with Howard. Edx is a non-profit consortium.

Indian MOOCs

Many countries around the world have set up their own MOOCs platforms. India itself has a total of 9 National Coordinators. The Government of India has set up the SWAYAM (Study Webs of Active-learning for Young Aspiring Minds) MOOCs platform. SWAYAM strives to deliver the best education to students far from the digital revolution and to accommodate them in the changing stream of knowledge. AICTE, CEC, IGNOU, IIMB, NCERT, NIOS, NITTR, NPTEL, and UGC are the SWAYAM National Coordinators.

Use of MOOCs

Anyone can enroll in any MOOC course and have no age limit. MOOCs are used by any person, students, teachers, etc.

- Students use MOOCs to understand subjects in their curriculum.
- Teachers learn about new concepts in their subject through those courses.
- MOOCs can use the course to develop their skills.
- Doing a MOOC course can give you a new opportunity as well as a promotion
- Taking online courses on the subjects and updating our knowledge about which we have less knowledge.
- You can enroll in MOOCs courses not only in your subject but also in any subject course you can get information about other subjects along with your subject and you can also become an expert in it.
- MOOC is an opportunity to develop yourself, identify your latent qualities, and develop them.

Statement of the Problem

The statement of the present study is "Awareness about the MOOCs by research students of Library and Information Science in Shivaji University, Kolhapur." Through this study, the Researcher to find out how much awareness there is among the library and information science researchers regarding the online open course platform, and library and information science researchers use the online open platform.

Scope of the Study

The scope of this study is limited to library and information science research students at Shivaji University, Kolhapur. The researcher has selected Ph.D. and M.Phil. The course appears Students in the last four years.

OBJECTIVES

- To know the awareness about MOOCs of LIS Research Scholars

- To identify which type of MOOCs Courses were completed by LIS Research Scholars
- To study the purposes of LIS Research Scholar to complete online Courses
- To examine the use and impact of the Open course platform in their research work

Significance of the Study

The study aims to show research students how to use the online Open Course platform for research work. It is necessary to look out for the research use of the online Open Course platform knowledge for daily work like writing articles, preparing notes for the exam, and day-to-day work.

LITERATURE REVIEW

Purkayastha & Sinha found widespread awareness among postgraduate students in Assam and Tripura universities about open online courses. He said (43%) of students visit the weekly library. They found that most library MOOCs do not offer awareness programs. Using the Lickert Score 5 rating scale, they found that respondents had sufficient knowledge of computers and technology and were interested in learning online. The findings show that (71.4%) of respondents knew about SWAYAM and (14.3%) have completed their MOOC courses. Similarly, students are interested in MOOC courses but have little or no knowledge of the course¹.

Shewale examined library and information science professional awareness about MOOC and self. They found that in rural workplaces, (52%) of respondents and (94.6%) of professionals heard the concept themselves, with (66.2%) enrolling and (39.2%) completing courses. They found that (77%) of LIS professionals are interested in learning through video lectures, an online education system².

Nayek focused on LIS professional students, teachers, and researchers and observed whether there is self-awareness. In that article, (70%) of respondents were aware of MOOCs and (98%) of respondents were interested in self-awareness courses. The researchers found that most LIS professionals were interested in digital library courses and recommended some changes to SWAYAM. They have observed that the LIS profession needs more awareness and updates on MOOCs³.

Suvirpandian examined LIS students' awareness and use of SWAYAM courses. The samples were taken only from selected university and library science students. They found that (83.33%) of respondents joined the course but (37.42%) of respondents submitted their assignments and discussed the reasons for not submitting assignments. Further, (50.26%) of respondents used laptops to complete the assignments. They discussed the results of that study in 23 tables and concluded that SWAYAM had a positive effect on the younger generation but, many learners did not complete the course⁴.

Sahoo's study was conducted on UG and PG students who enrolled in those academic administration and management courses and 30 students who had already completed that course. The results showed that (42.53%) of PG students were aware of MOOC courses as they were CBCS based and mentioned the usefulness of MOOC courses and (77%) of these students were watching video lessons while studying in the classroom⁵.

METHODOLOGY

Researchers have used descriptive research methodology for this present research. A questionnaire method has been adopted to collect information for this research. The questionnaire was given to 29 research students in the field of

library and information science to collect information.

Designing of the Questionnaire

The questionnaire was divided into three sections, namely Section I: Personal Information, Section II: Open Course Platform, Section III: Use of MOOCs Courses. The questionnaire comprises 19 no of questions. A questionnaire was designed in google and distributed via email to researchers.

DATA ANALYSIS

Reflects the Category

The collected study data analysis in Excel and presented in tables and graphs format. The Total no of responses is 29 Research scholars in LIS. We consider this response to be (100%). Table 1 shows that 100% of responses are divided into 2 parts one is Ph.D. Research Student 28(96.6%) and the second M. Phil. student is 1(03.4%).

Table 1: Reflects the Category of Respondent Research Scholar

| Category | Responses | (%age) |
|--------------|-----------|------------|
| M. Phil. | 1 | 03.4 |
| Ph. D. | 28 | 96.6 |
| Total | 29 | 100 |

Gender wise Respondents

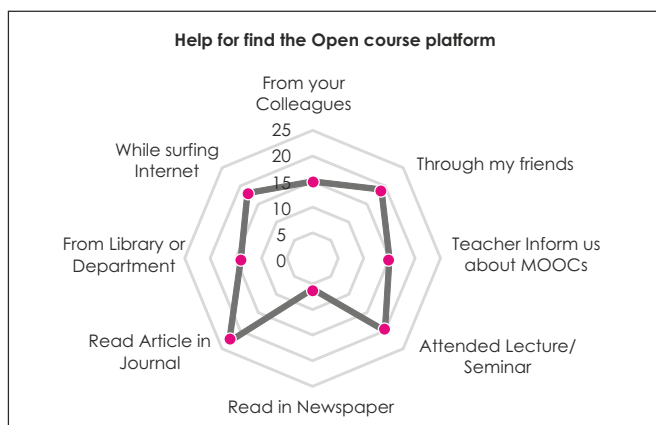
We found that the research respondents responded (100%) to the questionnaire and that (65%) of the respondents were male and (34.5%) of the respondents were female and most of the respondents were male.

Table 2: Shows the Gender wise Respondents

| Category | Responses | %age |
|--------------|-----------|------------|
| Male | 19 | 65.5 |
| Female | 10 | 34.5 |
| Total | 29 | 100 |

Sources for help to find out the Open Course Platform

The percentage and responses show which source is helpful to find out the open course platform in represent table 3 below shows that most respondents learned about 23(79.3%) open course platforms through reading articles in journals, meaning that researchers update their knowledge by reading journals and articles. 20(69%) respondents helped with lectures or seminars and through friends, 19(65.5%) respondents learned about the open-source platform, followed 18(62.1%) respondents surf the Internet, and 15(51.7%) respondents gathered information from their colleagues. Similarly, 15(51.7%) respondents provided us with information about MOOCs from teachers. 14(48.3%) respondents received information from the library department and only 6(20.7%) respondent's received



information about the open course platform from the newspaper.

Table 3: Shows the Source For Helped To Find Out the Open Course Platform

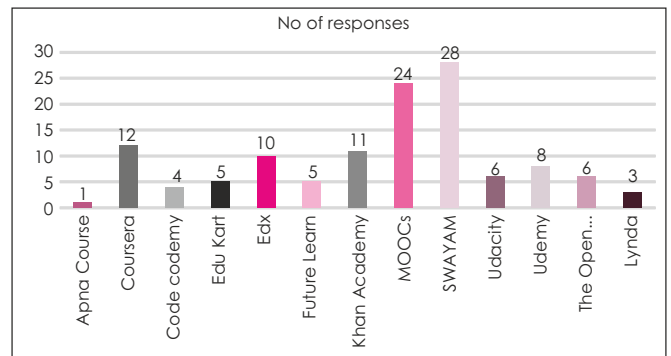
| Sources | Responses | (%age) |
|-----------------------------------|-----------|--------|
| From Your Colleagues | 15 | 51.7 |
| Through my friends | 19 | 65.5 |
| The teacher Inform us about MOOCs | 15 | 51.7 |
| Attended Lecture / Seminar | 20 | 69 |
| Read in Newspaper | 6 | 20.7 |
| Read Article in Journal | 23 | 79.3 |
| From Library or Department | 14 | 48.3 |
| While surfing Internet | 18 | 62.1 |

Awareness about Open Course Platforms

Table 4 shows total respondents 29(100%) that most of 28(96.6%) respondents are aware of the SWAYAM platform followed by 24(82.8%) of MOOCs platforms, aware of Coursera 12(41.4%), and respondents are aware khan academy 11(37.9%), respondents are aware Edx 10(34.5%), Udemy online platform aware of 8(27.6%), about Udacity and The Open University are same as aware of 6(20.7%) respondents, about Edu kart and Future learn same as aware of 5(17.2%) respondents, and aware Codecademy 4(13.8%), aware Lynda 3(10.3%), and only 1(3.4%) is aware of Apna course.

Table 4: Reflects Awareness about Open Course Platforms in LIS Research Students

| Open Course Platforms | Responses | (%age) |
|-----------------------|-----------|--------|
| Apna Course | 1 | 3.4 |
| Coursera | 12 | 41.4 |
| Codecademy | 4 | 13.8 |
| Edu Kart | 5 | 17.2 |
| Edx | 10 | 34.5 |
| Future Learn | 5 | 17.2 |
| Khan Academy | 11 | 37.9 |
| MOOCs | 24 | 82.8 |
| SWAYAM | 28 | 96.6 |
| Udacity | 6 | 20.7 |
| Udemy | 8 | 27.6 |
| The Open University | 6 | 20.7 |
| Lynda | 3 | 10.3 |



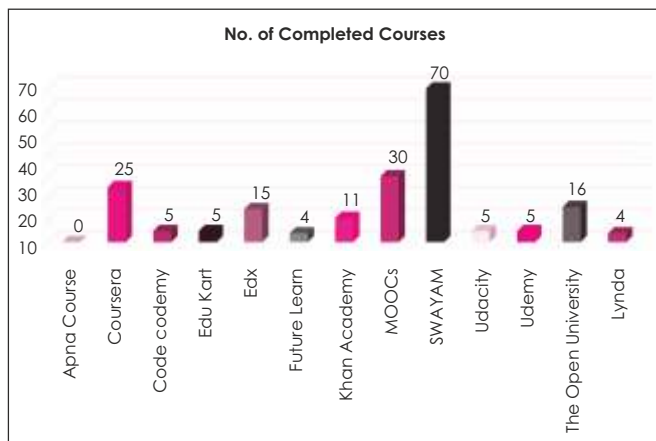
The total number of courses completed in Online Open Course platforms by LIS Research Students

Table 5 shows how many courses the respondents completed on a particular open course platform A maximum of 20 respondents completed 70 courses on the SWAYAM platform, and 11 respondents completed 30 courses on the MOOCs platform. Twenty-five courses have been completed by 6 people using the Coursera platform, 3 participants completed 16 courses using the platform The

Open University, 2 participants completed 15 courses using the Edx platform, and 2 participants completed 11 courses on the Khan Academy platform. In Codecademy, Edu kart, Udacity, and Udemy platforms, 1 respondent each completed 5 courses, 4 courses on Future learn completed by 2 participants, and 1 respondent completed 4 courses on Lynda platform.

Table 5: Reflects the No of Completed Courses by LIS Research Students

| Open Course Platforms | 0 | 1 | 2 | 3 | 4 | 5 | 5 above | 10 above | Completed Courses |
|-----------------------|---|---|---|---|---|---|---------|----------|-------------------|
| Apna Course | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coursera | 7 | 2 | 0 | 1 | 0 | 0 | 2 | 1 | 25 |
| Codecademy | 8 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| Edu Kart | 8 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 5 |
| Edx | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 15 |
| Future Learn | 7 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 4 |
| Khan Academy | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 11 |
| MOOCs | 7 | 6 | 2 | 0 | 0 | 0 | 2 | 1 | 30 |
| SWAYAM | 4 | 7 | 5 | 3 | 1 | 0 | 0 | 4 | 70 |
| Udacity | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| Udemy | 7 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| The Open University | 6 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 16 |
| Lynda | 7 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 |



Preference criteria behind the use of Online Open Course platforms for LIS Research Students

Table 6 presented the opinion of respondents to choose courses or completed courses. In that question research students 19(65.5%) completed courses in subject relevant and 6(20.6%) respondents have hardly and weak out completed subject relevant courses, never 4(13.8%) interest to complete Ph. D or M. Phil subject relevant courses. The 14(48.3%) Students completed courses to learn related to new trends and many times 6(20.7%) and occasionally 3(10.3%) respondents have completed courses related to the new trend, 6(20.7%) respondents never completed courses related to the new trend. Of the respondents 13(44.9%) almost always completed courses in skill development and 7(24.1%) and 4(13.8%) respondents often and sometimes completed courses on skill development and, 5(17.2%) respondents did not complete skill development related courses. A total of 29(100%) respondents out of 12(48.3%) are completed only research-oriented and 7(24.1%) and 6(20.7%) regularly and intermittently completed research-oriented courses and 4(13.8%) respondents have yet not completed any research-oriented courses.

Table 6: Shows the Scaling-Wise Preferences Given by LIS Research Students

| Preference Criteria | Almost always (5) (%age) | Often (4) (%age) | Sometimes (3) (%age) | Seldom (2) (%age) | Never (1) (%age) |
|------------------------------|--------------------------|------------------|----------------------|-------------------|------------------|
| Subject Relevant | 19(65.5) | 3(10.3) | 3(10.3) | 0 | 4(13.8) |
| Only Research Oriented | 12(48.3) | 7(24.1) | 6(20.7) | 0 | 4(13.8) |
| Related to the new trend | 14(48.3) | 6(20.7) | 3(10.3) | 0 | 6(20.7) |
| Related to skill Development | 13(44.9) | 7(24.1) | 4(13.8) | 0 | 5(17.2) |

Research Scholar Purpose for doing a MOOCs Course

Table 7 includes the purpose of the MOOCs course and the response it received. We found that the majority of 27(93.1%) respondents agree to MOOC courses intended to develop subject knowledge, while 2(6.9%) respondents responded that they completed the MOOC course with an uncertain purpose. The 28(96.6%) respondents agree that they completed the MOOC course to seek help for research work, while 1(3.4%) participants disagree. The 27(93.1%) research students have agreed to adopt new trends in the subject and 2(6.9%) respondents have given uncertain responses for completed MOOC courses. The 27(93.1%) participants agreed that they completed the MOOC course to learn external skills, while 2(6.9%) respondents gave an uncertain response. All 29(100%) respondents agree that they completed the MOOC course for their professional development and 24(82.7%) respondents agree that they completed the MOOC course to use it for library work, while 5(17.2%) found it to be uncertain.

Table 7: Reflects the Purpose of Doing a MOOCs Course for LIS Students

| Purpose for doing a MOOCs Course | Strongly Agree (5) (%age) | Agree (4) (%age) | Undecided (3) (%age) | Disagree (2) (%age) | Strongly Disagree (1) (%age) |
|--------------------------------------|---------------------------|------------------|----------------------|---------------------|------------------------------|
| To Develop Subject Knowledge | 19(65.5) | 8(27.6) | 2(6.9) | 0 | 0 |
| To get help in Research work | 15(51.7) | 13(44.9) | 0 | 1(3.4) | 0 |
| Adopt new trend in Subject | 18(62.1) | 9(31.1) | 2(6.9) | 0 | 0 |
| To learn external Skill | 17(58.7) | 10(34.4) | 2(6.9) | 0 | 0 |
| To Increase professional Development | 18(62.1) | 11(38) | 0 | 0 | 0 |
| For use in your library work | 14(48.3) | 10(34.4) | 4(13.8) | 1(3.4) | 0 |

Impact of MOOCs Completed the Course on the Information-Seeking Behavior of LIS Students

Table 8 shows that a large number of 18(67%) respondents may use MOOCs completed course knowledge to write research articles, 6(22.2%) respondents use that knowledge to rarely write research articles, and 3(10.3%) respondents did not use it. Knowledge of MOOC curriculum utilization is widely used by 16(59.2%) respondents to write research theories, while 10(37.3%) respondents seldom use it and 1(3.7%) responders do not use it to write research theories. The 16(61.5%) respondents make extensive use of the knowledge of the course completed by MOOCs to develop their subject notes, 9(34.6%) respondents seldom use this knowledge and 1(3.8%) responders do not use MOOC course knowledge to develop subject notes. We found that 13(52%) respondents use this knowledge to create their e-content and 10(40%) participants seldom use course knowledge to create e-content and 2(0.8%) research students do not use that knowledge. 17(65.38%) use MOOC course knowledge a lot in their day-to-day work and 7(2.6%) participants rarely find this

knowledge useful in their library daily work and 2(7.6%) respondents do not use MOOC course knowledge in daily work.

Table 8: Shows the Impact on the Information-Seeking Behavior of LIS Students after Completing the MOOCs Course

| Impact Criteria | Extremely (5) | Very (4) | Moderately (3) | Rarely (2) | Not at all (1) |
|-------------------------------|---------------|----------|----------------|------------|----------------|
| To Write Research Article | 11 | 7 | 3 | 3 | 3 |
| To Write Research Theory | 8 | 8 | 5 | 5 | 1 |
| To Develop your Subject Notes | 9 | 7 | 6 | 3 | 1 |
| To Create your E-Content | 6 | 7 | 5 | 5 | 2 |
| If helps in your daily Work | 4 | 13 | 4 | 3 | 2 |

| Research Work | Responses | Non-Responses |
|-------------------------------|-----------|---------------|
| To Write Research Article | 27 | 2 |
| To Write Research Theory | 27 | 2 |
| To Develop your Subject Notes | 26 | 3 |
| To Create your E-Content | 25 | 4 |
| If helps in your daily Work | 26 | 3 |

FINDINGS

- Most of the research students 23(79.3%) learned about open course platforms through reading articles in journals and only 6(20.7%) respondents received information about the open course platform from the newspaper which means researchers update their knowledge by reading journals and articles.
- We find that 28(96.6%) research students were aware of the SWAYAM platform among the selected online platforms and only 1(3.4%) research student was aware of the Apna Course.
- We found that 20 respondents have completed a maximum of 70 courses on their SWAYAM platform and three respondents have completed at least four courses on Future Learn and Lynda platforms.
- We found that 19(65.5%) research students preferred to complete online courses in the relevant subject and 12(48.3%) research students preferred only research-oriented online courses.
- We found that 29(100%) research students agree that MOOC courses help enhance professional development and 2(6.9%) research students disagree that MOOC courses help research work and use in library work.
- After completing the MOOC course, a maximum of LIS research students are writing research articles, and 9(34.6%) research students have no use of completed MOOC courses in research work.

SUGGESTIONS AND RECOMMENDATIONS

- Course material should include Animation oriented presentations.
- Besides, theoretical content should be in graphical mode.
- Assignment should include the practical aspects.
- Course examination fees must be minimum.
- Educational institutions should take initiative to raise awareness among the users.
- Everyone wants to do an open course work but not everyone can attend the course work because some colleges and institutes do not allow them to do that course work so the university should force such colleges and institutes that everyone must complete open course work.

CONCLUSION

Throughout this research, the researcher found that research students in the library and information science department at Shivaji University, Kolhapur are aware of the online open course platform. The research students are aware of the various courses made available through MOOCs. Among the online open courses run through nine National Coordinators, out of that needed courses completed by research students. Students are glad to complete research-related courses, mainly subject-related, as well as skill development-related courses. Research students use the knowledge and information acquired through online courses for various research work, including writing articles, Ph.D., M. Phil. research writing. The knowledge gained through the online open course platform is used by a research student in interview preparation, exam preparation, daily library work, and learning new things. If the online courses are beneficial in research work, then research students need to complete such courses as much as possible. They should always be aware of this so that they can keep abreast of new topics. Research students firstly completed research-related courses to understand the various aspects of the research, so there will be reduced problems in conducting the actual research work. Researchers have studied these different things. Based on the information received, from the library and information science, researchers are aware of MOOCs courses and are using them. Researchers have looked at whether online courses help students meet their research needs. Research students use online courses to acquire personnel and research skills. Acquiring knowledge through online courses helps them to improve themselves. The researcher observed research students complete the online courses related to the research and its subject, which is beneficial in the research work. Most of the research scholars completed many courses in SWAYAM.

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