



Role Of Mooc's Changing Behaviour : New Challenges And Issues Leads To Opportunity Of Divyangjan Society''

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Abstract- The Present research Proposal aim to investigate the role of the Mooc's and promoting social change Within the Divyangjan society, Focusing on the current new Challenges Divyangjan, a term used in India to refer to Person with Disabilities, represents a learning were also early incarnations of Various factors depends of nature of learning in the form of written Distance learning Mooc's are a recent development in divyangjan Online education. This Proposal intends to explore the ways in which Mooc's can empower Divyangjan individuals, enhance their inclusion and Promote changing behaviours. A massive open online course (Mooc's) is an online course aimed at large Scale interactive participation and open access via the web. In Additional to traditional course materials such as videos, readings and Problems sets, mooc's Provide – interactive uses forums that helps build a Community for the students in divyangjan, professors and teaching Assistants, Mooc's are a recent development in distance education Massive Mooc's gain the interest of Learners, special educators, providers institutions and universities. There one courses that requires no Prior Qualifications for entry, can be Accessed by anyone who has an Internet connection, and includes large or very large numbers of learners. A massive open online course (Mooc's) is an online course aimed at-large scale interactive participation and open Access via the web In addition to traditional course materials such As videos, reading and problem sets, Mooc's provide interactive user Forums that help build a community for the students, Professors and Teaching assistants (TAs), Mooc's are a recent development in distance education. The word Mooc's was coined in 2008 by Dave Cormier from the University of prince Edward Island for a course offered by the university Manitoba "connectives" and connective knowledge Developed by Stephen Downes And George Siemens According to the common wealth of learning 2015 "A Mooc's online course that requires no prior qualification for entry, can be Accessed by anyone who has an Internet connection and include Large or very large numbers of learners Mooc's are a recent development a distance education.

Keywords-MOOCs, Blended Learning, Opportunity divyangjan, E learning resources Student, Teacher.

The word MOOC was coined in 2008 by Dave Cormier, from the University of Prince Edward Island for a course offered by the University of Manitoba, "Connectives and Connective Knowledge." The course Connectives and Connective Knowledge developed by Stephen Downs and George Siemens Bates (2015) Specifies the essential elements behind each acronym of MOOC. Common in these definitions are the

following aspects to give meaning to the elements of a MOOC: Massive: designed for unlimited number of participants. This means that the course is designed such that the efforts of all services does not increase significantly as the number of participants increases in divyangjan for large numbers of geographically dispersed students. A MOOC might be patterned on a college or university course, or it can be less structured. Although they don't always offer ac. A massive open online course (MOOC) is a typically free web-based distance learning program that's design academic credits, these courses often offer a certification, enhance employment opportunities or further studies. Typically, MOOCs are used for higher education, up skilling and career advancement. MOOCs are online learning courses that a student accesses through the internet. Typically, these courses use cloud computing platforms for course delivery. The course content is created with course authoring tools and is subsequently hosted on a learning management systems (LMS) platform. The course provider, which is often a university, supplies the course materials and instructors. The LMS platform, such as EdX, Canvas, Coursers or Audacity, provides the technological infrastructure for course modules, user access and other learning resources. MOOCs consist of traditional class materials and can include the following Filmed or recorded video lectures, Assessments, Readings Problem sets, Online quizzes and examinations, Interactive learning modules, Interaction with other students via discussion forums. The course materials typically consist of pre-recorded short video lectures that usually range from five to 20 minutes.

1. Introduction

In the 21st century, providing educational opportunities to all has been one of the top Priorities of higher education across the world. However, the learners out there should also be able to avail the opportunity to enroll themselves in need-based and skill-based quality of *MOOC* -- which rhymes with *kook* -- was coined in 2008 by Dave Cormier of the University of Prince Edward Island in Canada for an online course offered by the University of Manitoba. There were 25 tuition-paying students from the university and 2,300 non paying students from the general public who took the course "Connectivism and Connective Knowledge" online. There were RSS feeds for material, and participation was facilitated through a variety of venues, including the Model LMS, blog posts, the Second Life online virtual world and real-time online meetings. In 2011, Massachusetts Institute of Technology (MIT) Open Course Ware became the first large collection of MOOC resources made available by a university. In 2012, MIT and Harvard University spearheaded the EdX initiative for the promotion of MOOCs. As the demand for technology jobs increases, so does the popularity of online courses. As a result of the COVID-19 pandemic, MOOCs are becoming the new standard of education and specialization at all levels -- from elementary education through bachelor's and master's degree programs -- as part of remote learning plans. Enrolment in MOOCs surged during the pandemic, and many new MOOCs have been launched since then. What to consider before taking a MOOC. It's important to consider a few factors before enrolling in a MOOC. Key points to consider include the following **Define the purpose**, before picking a specific MOOC, it's important to clarify the reason for taking the course. For example, is the person hoping to switch careers, improve job prospects, be promoted or learn new skills? **Select the course**. Spend time thinking about which course to select. This process can be accomplished by perusing different courses on the desired topic and assessing the course content and necessary prerequisites to ensure they're in line with the intended objectives, Evaluate **the time commitment**. The individual should evaluate how much time they can realistically dedicate to the course every week. Since MOOCs can vary from a few hours per week to more intensive commitments, it's important to select a course that accommodates the schedule. Open: access to the course is free without entry qualifications. Online: the full course is available through the internet in divyangjan Course: the offering is a course, meaning that it offers a

complete learning experience, i.e. structured around a set of learning goals in a defined area of study and includes the course materials, quizzes, feedback, examination and certificate of completion. A massive open online course (MOOC) is an online course aimed at large-scale interactive participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for the students, professors, and teaching assistants (TAs). MOOCs are a recent development in distance education in opportunity of divyangjan MOOCs - stands for extended Massive Open Online Courses which are based on traditional course structures and make use of established teaching approaches and materials. Students will observe pre-recorded lectures, complete required readings, and participate in discussions as produced and curate by the course instructor or an instructional team from a higher education institution. It follows the behaviouristic approach of learning in divyangjan. MOOCs - 'c' in MOOC stands for connectives, which represents the nature of MOOC and based on connectives learning models that privilege collaboration as a form of active learning. Divyangjan Students in a MOOC will work together to locate, evaluate, and contribute course content, uploading materials (tweets, blog posts, blogs, wikis, etc.) to the course using the learning platform, According to the commonwealth of learning 2015 "A MOOC is an online course that requires no prior qualifications for entry, can be accessed by anyone who has an Internet connection, and includes large or very large numbers of learners". MOOCs PROVIDERS however universities plays important role in creating MOOCs but they rarely provide MOOCs themselves. Instead, they depend on course providers such as: Courses edX , Future Learn , university etc. divyangjan students can go through these platforms or others for taking MOOCs . Course- work with universities and organisations to provide courses in physics, engineering, humanities, medicine, digital marketing, data science, mathematics, business, social-sciences, among others edX-Created in 2012 by The Massachusetts Institute of Technology and Harvard University it is a massive MOOC provider and different from other providers as it is a non-profit organization and runs on the Open edX open-source software. It has over 7 million students taking over 700 different online courses. Future Learn- launched and wholly owned by The Open University in Milton Keynes, England was founded in December 2012. As on January 2017 it has 109 UK and international partners and also includes non-university partners such as the British Museum, European Space Agency, the British Council, UCAS, UNESCO, Cancer Research UK, the National Film and Television School Udacity- founded by Sebastian Thrun, David Stavens, and Mike Sokolsky and is a for profit organization offering MOOCs. Originally focused on offering university style courses but now focuses on vocational courses for Professionals. NovoEd- founded by Stanford University professor Amin Saberi and PhD student Farnaz Ronaghi, it partners with universities, foundations, and corporations to offer massive open online courses (MOOCs) as well as small private online courses (SPOC) INDIAN PLATFORMS FOR MOOCs SWAYAM -Stands for Study Webs of Active Learning for Young Aspiring Minds. It is an India Chapter of Massive Open Online Courses, indigenously developed IT platform, initiated by Government of India, which is instrumental for self-actualization providing opportunities for divyangjan a life-long learning. It is an integrated MOOCs platform for distance education that is aimed at offering all the courses from school level (Class IX) to post-graduation level. SWAYAM was developed in 2014, collaboratively by MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) with the help of Microsoft and is capable of hosting 2,000 courses. NPTEL- is an acronym for National Programme on Technology Enhanced Learning which is an initiative by seven Indian Institutes of Technology (IIT Bombay, Delhi, Guwahati, Kanpur, Kharagpur, Madras and Roorkee) and Indian Institute of Science (IISc) for creating online course contents in engineering and science. It is a project funded by the Ministry of Human Resource Development (MHRD) and contents for the courses were based on the model curriculum suggested by All India Council for Technical Education (AICTE) and the syllabi of major affiliating Universities in

India. mooKIT- is a light-weight MOOC Management System like EdX which is conceived, designed and developed at IIT Kanpur to deliver and manage a course online. mooKIT Management System has been built ground up at the Computer Science department at IIT Kanpur with best of breed features and state-of-art technology. ITBX- is MOOC platform developed by IIT Bombay through significant customization of open edX code base. IITBX platform is an integration of Drupal 8 with Open edX. The courses are offered using Open edX, while Drupal is used to fetch and display courses in various ways. This platform has been created for learners including academicians, students, researchers, professionals, administrative staff, and novice users, including educationally, socially, economically, physically disadvantaged groups or others that seek to transform themselves through cutting-edge technologies, innovative pedagogy, and rigorous courses. IIMBx - is a MOOC founded on the philosophy that management education has strong potential to transform our educational systems and that high quality education must be available to all unconstrained by limitations imposed by location, finances or prior educational background. APPLICATIONS OF MOOCS, Professional development Skill development Faculty development—fostering soft skills, inculcating research Development of knowledge.

2. Objectives of the Paper-

From the aforementioned deliberations, it may be assumed that in the present industrial era, MOOCs can play a crucial role in mobilizing education in a cost-effective manner. The MOOCs initiatives taken in the Indian context are focused on providing lifelong skill-based Learning opportunities to the population who want education to fulfil their dreams. Through This paper, an attempt has been made:

- (1) To explore how the existing MOOCs would help in providing new opportunities to the divyang learners in accessing lifelong quality education in India.
- (2) To enlist the challenges of producing and adopting MOOCs in the context of India for Mobilizing the education system and providing educational opportunities to the India.

3. Methodology or data source: Currently, the whole world is talking about sustainable education for sustainable living. Sustainable education, one may argue, follows an inclusive and non-discriminatory pedagogy. Moreover, it may be seen as the only way to provide the basic knowledge, training and skills to the divyang learners to make them productive in the real sense. Sustainable education would allow every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future which in turn would bring long-term benefits and welfare to all. It is worth mentioning here that the document entitled *Transforming Our World: The 2030 Agenda for Sustainable Development* mentioned 17 Global Sustainable Development Goals, which would transform the world by 2030. One of the objectives of Goal 4 is to achieve inclusive and equitable quality education while also promoting lifelong learning opportunities for all as it is expected to lead to sustainable living. The main idea here is to focus on the acquisition of foundational and higher-order skills, greater and more equitable access to technical and vocational education, training and higher education throughout a person's life and so on. However, the knowledge, skills, While

writing the paper, descriptive research methodology has been used. Sources such as Report of Census 2011, Human Development Report 2016, 2018, And Economic Survey 2016 and so on are consulted. The data analysed in this paper are extracted from the three National Coordinators namely Consortium of Educational Communication (CEC), University Grants Commission (UGC) and Indira Gandhi National Open University (IGNOU) under SWAYAM as available in the website www.swayam.gov.in. List of January 2024 Semester Courses approved by SWAYAM Board. Higher Education Courses for January 2024 Semester S.N. NC Name No. of Courses Approved by SWAYAM Board for January 2024 Semester, 1) CEC (PG + UG Non Engineering) 153. 2) NPTEL (UG & PG Engineering) 720. 3) IGNOU (Certificate & Diploma Courses) 191. 4) IIM B (Management) 57. 5) UGC 4. 6) AICTE (Foreign Universities) + ARPIT 18. 7) NITTTR (Teacher Training) 40. (Total 1183)

4. MOOCs under SWAYAM -The emergence of SWAYAM can be seen as an Indian response to the emergent 21st century culture of online learning or ODEL (Open Distance and e-Learning). Acknowledging the potentials of MOOCs for transforming a society, the MHRD, Govt. of India, introduced SWAYAM in the year 2016, where teachers from institutions such as the IITs, IIMs and central universities offered online courses to the citizens of India. In order to ensure the quality of the course contents produced and delivered through SWAYAM, nine National Coordinators such as NPTEL for engineering, UGC for post-graduation education, CEC for undergraduate education, NCERT and NIOS for school education, IGNOU for out-of-school students and IIMB for management studies and so on had been appointed. Subsequently, the UGC through the credit framework for online learning courses through SWAYAM Regulation 2016 mentioned that at least 20% materials from the total number of courses by an Indian University should be released in the form of MOOCs for the fast mobilization and dissemination of knowledge and information among the prospective learners. Another pertinent study on the awareness of MOOCs in India has been carried out by Singh and Chauhan (2017) where they have stated that MOOCs can be used as a best effective means for pre-service and in-service teacher training programmes for their professional Lifelong learning opportunities in India 87 development. In order to assess the awareness level of the teachers, the authors selected 156 teacher educators teaching in Elementary and Bachelor of Education through convenient sampling method for their study. However, the study revealed that the teacher educators were having the basic ideas about MOOCs, their strength, mode of offering the courses and their benefits. Still, it was revealed that there is a lack of understanding about the role of MOOCs for teacher training or about the Indian MOOC initiatives under the SWAYAM. The study concluded that there is an emergent need not only to develop proper understanding about MOOCs for teacher educators but also to provide them with the facilities to develop and integrate MOOCs into their regular classroom practices. Regarding the awareness level on the initiatives of SWAYAM, the authors stated that 34.52% teacher educators did not know what SWAYAM stands for. Only 38.9% were aware about its launching date and year. When they were asked about the nature of the courses being offered through SWAYAM, the responses were quite scattered. Around 70% of the teachers knew about diploma and

certificate-level courses, around 53% knew about degree-level courses and around 32% knew about senior secondary-level courses. Such findings reflect that the awareness among the teacher educators about various challenges.

5. Challenges of adopting and implementing MOOCs in the Indian context - In the industrial and techno-based era, MOOCs have emerged as one of the most potential tools for offering quality learning opportunities to the entire world. It is observed that Country-wise, various national digital platforms have evolved as the fallouts of the explosion of knowledge and technology in both the developed and developing countries. In case of India too, it is observed that the policymakers and education providers seem to be emphasizing more on the implementation of online courses in virtual learning environment. But in the real sense, due to the variations and availability of adequate resources in different parts of the Country, the outcome or the success rate of such online courses is yet to be fully assessed in India. The following are some of the challenges to be met against the contexts of discussions in this paper.

6. Blended Learning- Blended learning combines the better of two training environments – traditional face-to-face learning and eLearning – to meet the evolving needs of modern learners. Blended learning takes learning outside the walls of the classroom, making it possible to access resources both online and offline. This helps engage all types of divyangjans learners – both those who learn better in a traditional classroom environment as well as those who work best with semi-autonomous, computer-based training in divyangjans ,While classroom learning offers an opportunity for immediate face-to-face interaction, online learning offers self-paced learning with interactive media such as games, videos, tutorials, quizzes, etc. all accessible from the learner's home page in a learning management system (LMS),Here are the five most common types of blended learning framework. In the flipped model traditional classroom instruction is inverted. Learners first encounter the instructional content outside of class, typically through video lectures, readings, or online modules. Then, in-class time is dedicated to active learning activities, discussions, group projects, and exercises that reinforce and apply the pre-learned material. The flipped model allows for more personalized and interactive learning during face-to-face sessions and provides students with the flexibility to learn at their own pace, The face-to-face driver blended learning model is the closest to traditional classroom training, as most of the training takes place in a classroom setting under the guidance of an instructor. This approach offers individual, personalized support to learners who are struggling to grab the new concepts or are falling behind the training curriculum. In the rotational model, learners rotate between different learning modalities, such as face-to-face instruction, online activities, small-group discussions, and independent study. These rotations can be on a fixed schedule (e.g., daily or weekly) or based on learners' progress. It offers flexibility and caters to various learning styles, allowing employees to work in the modality that best suits their needs at a particular time. The flex model provides learners with significant autonomy and control over their learning path. It combines online learning with in-person support as needed. Using an adaptive learning platform,

learners have the flexibility to choose when and where they access online content and resources, making it suitable for self-paced learning. Instructors are available to assist learners when required, helping them navigate through the material and address any challenges. The enriched virtual model is primarily an online learning experience with periodic face-to-face sessions. Most of the learning occurs in a virtual environment, but learners attend physical classes, or workshops at designated times for hands-on activities, assessments, or collaborative projects. This model combines the flexibility of online learning with the benefits of in-person interaction, ensuring learners receive both individualized instruction and opportunities for group engagement.

Benefits of Blended Learning in opportunity of divyangjan . While there are many students and learner benefits of implementing a blended learning model, here are seven of the most impactful benefits. Benefits of both divyangjan in Person and virtual learning. A mixture of both offline and online training approaches give you the best of both strategies. Blended learning is quite flexible and adaptable as compared to a single-method approach. It takes every type of learner into account, whether they prefer the traditional classroom, online sessions, or a mixture of both, meaning no student is left behind. The right blended learning model helps you break the monotony of corporate training, and achieve higher employee engagement levels through a plethora of training modes including multimedia, presentations, instructor-led training, classroom workshops, real-life projects, etc. Cuts costs and improves ROI, Blended learning helps you reduce your training costs as fewer trainers for less time, means fewer expenses for travel and accommodation. Furthermore, it helps to reduce the number of man-hours spent on travelling, resulting in a significant increase in productivity. Of course, online training is not free of charge as it requires multiple resources and skilled training facilitators to develop high-quality training content. However, you can keep its cost at low levels by opting for many free educational technologies available today. All in all, the blended learning approach can significantly increase your corporate training's ROI by reducing traditional training costs and improving employee productivity. Facilitates corporate training Feedback from employees is used as an indication of their performance levels. But the traditional training methods make it challenging for organizations to collect employee feedback regularly. The self-reporting surveys are unreliable most of the time, which might affect the quality of employees' performance within an organization. An effective blended learning platform lets employees track their performance via periodic online quizzes and tests and saves you valuable time spent in collecting training feedback in a physical environment. Online blended learning platforms can help track the time taken by an employee to complete a task, the number of times they take a lesson, and the efficacy of blended learning. Furthermore, the collaboration of multiple learning modules makes it easier for organizations to monitor and measure the effectiveness of their blended training program. The division in modules will help you collect employee feedback in small chunks that are frictionless and not intrusive. Allows employees to learn at their own pace-A successful training plan is one that can work with every individual's schedule. The training program should be available whenever an employee is ready to learn. An effective blended learning platform leaves no employee behind as it allows every employee to move through the online portion of the program at their own pace and ask queries divyangjan in person during live

meetings. It's a win-win for balancing busy schedules, employee preferences, and pace of learning. Training via a blended learning approach makes your employees more active and helps them develop critical thinking because of face-to-face and technology-enhanced approaches. Blended learning can be customized. Combining instructor-led training with online courses offers a unique opportunity to customize training to meet employees exactly where they are in terms of skills and knowledge. Blended learning allows organizations to set up multiple channels that cater to every employee's learning style and demands. Information in customized training programs can be presented in different formats, based on an employee's learning preferences and goals. The tailor-made learning program enables employees to find information through online resources, webinars, eBooks, etc. With such an approach, learners can experience the advantages of a traditional classroom, along with the flexibility of eLearning in divyangjans. Provides ultimate flexibility-Is the online lecture moving too fast? Hit pause. Having trouble understanding a particular concept? Discuss in the face-to-face session. Whatever your employees' needs are, blended learning is flexible enough to meet them. As discussed in the previous point, blended learning gives learners the freedom to learn at their own pace, in the comfort of their own space offering them great flexibility in learning. Also, blended learning adds the much-needed warmth of human interaction that enables learners to interact with a subject expert to clarify their doubts before they could affect their progress. Increased knowledge retention. A blended learning approach helps ensure that you reach all of your employees, whether they are visual, auditory, or kinaesthetic learners. It only makes sense that reinforcing training by activating more senses helps retain information longer than in a traditional approach. The Digital Divyangjan Management System (DDMS) is an integrated platform to bring all the stakeholders working for the empowerment of divyangjans on a single forum. It has a divyangjans friendly voice-based search and input module. DDMS through digital access to services, products, and markets for divyangjans empower them toward a better life. All the services/products (public, private, NGO) related to divyangjan at one-stop, Information and access to all the government schemes related information at one click. Centralized information about all the stakeholders who are providing services to divyangjan along with govt. resources. Platform for divyangjans to be notified about events, jobs, and matrimony services, Artificial Intelligence & Machine learning tools to assist Divyangjan, Advanced Grievance management system, Can track the performance of all the stakeholders who are providing services to divyangjans along with govt. resources-learning tools to improve capacity and knowledge of government resources.

7. Conclusion : Currently, the whole world is talking about sustainable education for sustainable living. Sustainable education, one may argue, follows an inclusive and non-discriminatory pedagogy. Moreover, it may be seen as the only way to provide the basic knowledge, training and skills to the learners to make them productive in the real sense. Sustainable education would allow every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future which in turn would bring long-term benefits and welfare to all. It is worth mentioning here that the document entitled *Transforming Our World: the 2030 Agenda for Sustainable Development* mentioned 17 Global Sustainable Development Goals, which

would transform the world by 2030. One of the objectives of Goal 4 is to achieve inclusive and equitable quality education while also promoting lifelong learning opportunities for all as it is expected to lead to sustainable living. The main idea here is to focus on the acquisition of foundational and higher-order skills, greater and more equitable access to technical and vocational education, training and higher education throughout a person's life and so on. However, the knowledge, skills It is important to note here that a new kind of social transformation is currently being initiated across the world by encouraging more and more online interventions in education. In fact, various studies have been being conducted on the implementation of online courses across the world, particularly in the developed countries where more than 70% education is delivered online. However, in India, MOOCs do not seem to be so popular till today and it is accessible only to a small section of the society. The UGC, with a view to promoting CBCS as well as credit transfer, made 20% course delivery through MOOCs mandatory in the area of Indian higher education. However, the CBCS itself has several loopholes in the Indian context, Lifelong learning opportunities in India 93 as it was launched without sufficient ground work and a majority of the people does not have a clear idea of its implementation method for the time being. The UGC's mandate for credit transfer through MOOCs was to introduce a system of education in learners that would help in bringing a parity of the Indian higher education with the Western or European higher education systems. This, however, necessitates a detailed study on MOOCs differentiation in India on the basis of a survey of the common problems that need to be resolved first and how an analysis of the situation is too essential as part of meeting the needs of lifelong learning for the divyang Indian learners. As many researchers have already proven, MOOCs are the future of ODL in the Present century.

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