

## REFERENCES

- Adams, C., and Yin, Y. (2014). *Undergraduate Students' Experiences of Time in a MOOC: A Term of Dino 101*. International Association for the Development of the Information Society
- Admiraal, W., Huisman, B., and Pilli, O. (2015). Assessment in massive open online courses. *Electronic Journal of E-learning*, 13(4), pp207-216.
- Aggarwal, R., Gupte, N., Kass, N., Taylor, H., Ali, J., Bhan, A., ... and Bollinger, R. C. (2011). A comparison of online versus on-site training in health Research Methodology: a randomized study. *BMC medical education*, 11(1), 1-10.
- Ahmed, S. S., Khan, E., Faisal, M., and Khan, S. (2017). The potential and challenges of MOOCs in Pakistan: a perspective of students and faculty. *Asian Association of Open Universities Journal*.
- Ahuja, R. (2018). MOOCs are A welcome step towards development. *University News*, Vol 56(6),18- 21
- Al-Aghbari, M. S., Osman, M. E., and Al Musawi, A. S. (2021). Contextualizing the Global Standards for Designing Online Courses: A Design-Based Research Approach for Developing Small Private Open Courses. *International Journal of Educational Methodology*, 7(1), 1-13.
- Alanazi, H., and Walker-Gleaves, C. (2019). Investigating student attitudes towards using Hybrid MOOCs in the Higher Education of Saudi Arabia. *Literacy Information and Computer Education Journal (LICEJ)*, 10(1), 3140-3146.
- Aljaraideh, Y. (2019). Massive Open Online Learning (MOOC) Benefits and Challenges: A Case Study in Jordanian Context. *International Journal of Instruction*, 12(4), 65-78.
- Alturkistani, A., Car, J., Majeed, A., Brindley, D., Wells, G., and Meinert, E. (2018). Determining the Effectiveness of a Massive Open Online Course in Data Science for Health. *International Association for Development of the Information Society*.
- Ambadkar, R. S. E-Learning Through SWAYAM MOOCs-Awareness And Motivation Among Commerce Students. Ambadkar, R. S. (2020). E-learning through SWAYAM moocs-awareness and motivation among commerce students. *International Journal of Scientific and Technology Research*, 9(2), 3529–3538.
- Anderson, T. (2013). Promise and/or Peril: MOOCs and open and distance education. *Commonwealth of learning*, 3, 1-9.

- Andone and Mihaescu, "Blending MOOCs into Higher Education Courses-A Case Study," *2018 Learning With MOOCS (LWMOOCS)*, 2018, pp. 134-136, doi: 10.1109/LWMOOCS.2018.8534606.
- Arantes do Amaral, J. A., dos Santos, L., and Rodrigues, R. J.(2018). Combining Project-Based Learning and Community-Based Research in a Research Methodology Course: The Lessons Learned. *International Journal of Instruction*, 11(1), 47-60.
- Arnold, P., Kumar, S., Schön, S., Ebner, M., and Thillozen, A. (2015). A MOOC on Open Educational Resource as an Open Educational Resource: COER13. *The MOOC case book: case studies in MOOC design, development and implementation*, 247-258.
- Atapattu, T., and Falkner, K. (2017, March). Discourse analysis to improve the effective engagement of MOOC videos. In *Proceedings of the Seventh International Learning Analytics and Knowledge Conference* (pp. 580-581).
- Aydin, I. E., and Yazici, M. (2020). Drop-Out in MOOCs. *Turkish Online Journal of Educational Technology-TOJET*, 19(3), 9-17.
- Ball, C.T., and Pelco, L.E. (2006). Teaching Research Methods to undergraduate psychology students using an active cooperative learning approach. *International Journal of Teaching and Learning in Higher Education*, 17( 2), 147-154.
- Bates, T. (2014, October 13). *Comparing xMOOCs and cMOOCs: philosophy and practice | Tony Bates*. Tony Bates. <https://www.tonybates.ca/2014/10/13/comparing-xmoocs-and-cmoocs-philosophy-and-practice/>
- BEZERRA, L. N., and SILVA, M. T. (2017). A review of literature on the reasons that cause the high dropout rates in the MOOCS. *Revista Espacios*, 38(05).
- Blackmon, S., and Major, C. (2017). Wherefore art thou MOOC: Defining Massive Open Online Courses. *Online Learning Journal*, 21(4).
- Bonafini, F. C. (2017). The effects of participants' engagement with videos and forums in a MOOC for teachers' professional development. *Open Praxis*, 9(4), 433-447
- Boud, D., and Falchikov, N. (2007). *Rethinking assessment in Higher Education* (pp. 191-207). London: Routledge.
- Carver, L., and Harrison, L. M. (2013). MOOCs and democratic education. *Liberal Education*, 99(4), n4.
- Chakravarty, R., and Kaur, J. (2016). MOOCs in India: Yet to Shine. *International Journal of Information Studies and Libraries*, 1(1), 14-21.
- Chakravarty, Rupak. (2016). MOOCs in India: Yet to Shine. *International Journal of Information Studies and Libraries*. 14.

- Chaudhari, Pinkal. (2016). *Developing and implementing multimedia learning package for enhancing ICT skills of student teachers at secondary level.* [Doctoral dissertation, The Maharaja Sayajirao University of Baroda, Vadodara, India]. Shodhganga. <https://shodhganga.inflibnet.ac.in/handle/10603/151391>.
- Chauhan, J. (2017). An overview of Mooc in India. *International Journal of Computer Trends and Technology*, 49(2), 111-120.
- Chauhan, J., and Goel, A. (2016, August). An analysis of quiz in MOOC. In *2016 Ninth International Conference on Contemporary Computing (IC3)* (pp. 1-6). IEEE.
- Chauhan, J., Taneja, S., and Goel, A. (2015, October). Enhancing MOOC with augmented reality, adaptive learning, and gamification. In *2015 IEEE 3rd International Conference on MOOCs, Innovation, and Technology in Education (MITE)* (pp. 348-353). IEEE.
- Chiu, T. K., and Hew, T. K. (2018). Factors influencing peer learning and performance in MOOC asynchronous online discussion forum. *Australasian Journal of Educational Technology*, 34(4).
- Christensen, G., Alcorn, B. and Emanuel, E. (2014), “MOOCs won’t replace business schools – they’ll diversity them”, *Harvard Business Review*, June 3. <https://cb.hbsp.harvard.edu/cbmp/product/H00U8Y-PDF-ENG>
- Christensen, L. B., Johnson, R. B., Turner, L. A., and Pearson. (2014). *Research methods, design, and analysis* (12th ed.). Pearson.
- Clark, D. (2013, April 16). *MOOCs: taxonomy of 8 types of MOOC*. Blogspot.com. <http://donaldclarkplanb.blogspot.com/2013/04/moocs-taxonomy-of-8-types-of-mooc.html>
- Connelly, L. M. (2008). Pilot studies. *Medsurg Nursing*, 17(6), 411-2.
- Cummins, S., Beresford, A. R., and Rice, A. (2015). Investigating engagement with in-video quiz questions in a programming course. *IEEE Transactions on Learning Technologies*, 9(1), 57–66.
- Daniel, B. (2018, 09 November) The need for innovation in Research Methodology. Retrieved it from <https://www.universityworldnews.com/post.php?story=20181107093621402>
- Daniel, B., Kumar, V., and Omar, N. (2018). Postgraduate conception of Research Methodology: implications for learning and teaching. *International Journal of Research and Method in Education*, 41(2), 220-236.
- Daniel, J. (2012). Making sense of MOOCs: Musings in a maze of myth, paradox, and possibility. *Journal of Interactive Media in education*, 2012(3).

- Deka, K. (2022, March 23). *Today, I. (2022, March 23). Movies. India Today.* <https://www.indiatoday.in/india-today-insight/story/ugc-must-move-beyond-issuing-guidelines-and-regulations-and-facilitate-change-m-jagadesh-kumar-1928538-2022-03-23> . India Today. <https://www.indiatoday.in/india-today-insight/story/ugc-must-move-beyond-issuing-guidelines-and-regulations-and-facilitate-change-m-jagadesh-kumar-1928538-2022-03-23>
- Deka, K. (2022, March 23). *UGC must move beyond issuing guidelines and regulations and facilitate change: M.Jagadesh Kumar.* India Today Insights.
- Desinguraj, S(2020) *Role of teacher in Massive Open Online Courses (MOOCS).IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL), Vol. 8, Issue 2, Feb 2020, 53–56.*
- Dion, M., Coxe, L.M., and Carne, M. (2011). Track Four: Teaching Methods, The American Political Science Association, 34(2) 155-171.
- Dixit, M. (2014). Teacher Education in India-problems and suggestions. *International Journal of Research, 1(4), 414-419.*
- Downes, S. (2014) *The MOOC of One*, Valencia, Spain, March 10
- Drake, J. R., T O'Hara, M., and Seeman, E. (2015). Five principles for MOOC design: With a case study. *Journal of Information Technology Education. Innovations in Practice, 14, 125.*
- Educause learning initiative (2012).7 things you should know about flipped classrooms. [.http://net.educase.edu/ir/library/pdf/ELI7081.pdf](http://net.educase.edu/ir/library/pdf/ELI7081.pdf)
- Educause. (2012). *What campus leaders need to know about MOOCs.* Retrieved from <http://tinyurl.com/c7gqj65>.
- EdX (2020). *High-quality education for everyone, everywhere.* (n.d.). <https://www.edx.org/assets/2020-impact-report-en.pdf>
- Fianu, E., Blewett, C., Ampong, G. O. A., and Ofori, K. S. (2018). Factors affecting MOOC usage by students in selected Ghanaian universities. *Education Sciences, 8(2), 70.*
- Fondo, M., and Konstantinidis, A. (2018). Design of a MOOC on personal language learning environments for digital language skills development. *Future-proof CALL: language learning as exploration and encounters–short papers from EUROCALL, 64.*
- Gamage, D., Perera, I., and Fernando, S. (2016). Evaluating effectiveness of MOOCs using empirical tools: learners perspective. In *0th annual International Technology Education and Development Conference.*

- Gawarikar, V., and Pramanik, S. (2015). A suggestive curriculum for the master of education (M. Ed.) program with an expanded employability quotient.
- Geri, N., Winer, A., and Zaks, B. (2017). Challenging the six-minute myth of online video lectures: Can inter- activity expand the attention span of learners? *Online Journal of Applied Knowledge Management*, 5(1), 101–111.
- Gil-Jaurena, I., and Domínguez, D. (2018). Teachers' roles in light of Massive Open Online Courses (MOOCs): Evolution and challenges in higher distance education. *International Review of Education*, 64(2), 197-219.
- Glance, D. G., Forsey, M., and Riley, M. (2013). The pedagogical foundations of Massive Open Online Course . *First Monday*. <https://doi.org/10.5210/fm.v18i5.4350>
- Goel, D. R., and Goel, C. (2013). The Teacher Education scenario in India: Current problems and concerns. *MIER Journal of Educational Studies, Trends, and Practices*, 2(2).
- Gonçalves, V., and Gonçalves, B. (2018). The Process of Planning and Building a xMOOC: A Practical Review. *International Association for Development of the Information Society*.
- Gonçalves, V., Chumbo, I., Torres, E., and Gonçalves, B. (2016). Teacher Education through MOOC: a case study. In *Proceedings of iCERi2016: 9th International Conference of Education, Research and Innovation* (pp. 8350-8358). IATED Academy.
- Goopio, J., and Cheung, C. (2021). The MOOC dropout phenomenon and retention strategies. *Journal of Teaching in Travel and Tourism*, 21(2), 177-197.
- Gordillo, A. G., López-Pernas, S. L. P., Barra, E. B., Gordillo, A., López-Pernas, S., and Barra, E. (2019). Effectiveness of MOOCs for teachers in safe ICT use training. *Comunicar: Media Education Research Journal*, 27(2).
- Griffiths, R., Mulhern, C., Spies, R., and Chingos, M. (2015). Adopting MOOCs on campus: A collaborative effort to test MOOCs on campuses of the university system of Maryland. *Online Learning*, 19(2), n2.
- Guo, P. J., Kim, J., and Rubin, R. (2014, March). How video production affects student engagement: An empirical study of MOOC videos. In *Proceedings of the first ACM conference on Learning@ scale conference* (pp. 41-50).
- Guo, P. J., Kim, J., and Rubin, R. (2014, March). How video production affects student engagement: An empirical study of MOOC videos. In *Proceedings of the first ACM conference on Learning@ scale conference* (pp. 41-50).
- Hardway, C. L., and Stroud, M. (2014). Using Student Choice to Increase Students' Knowledge of Research Methodology, Improve Their Attitudes toward Research, and Promote

- Acquisition of Professional Skills. *International Journal of Teaching and Learning in Higher Education*, 26(3), 381-392.
- Haywood, J and Macleod, H (2015). To MOOC or not to MOOC. In Kim P, *MASSIVE OPEN ONLINE COURSE. The MOOC revolution* (p-62). Routledge
- Hew, K. F., and Cheung, W. S. (2014). Students' and instructors' use of Massive Open Online Courses (MOOCs): Motivations and challenges. *Educational research review*, 12, 45-58.
- Hibbert (2014) *what Makes an Online Instructional Video Compelling?*  
<https://er.educause.edu/articles/2014/4/what-makes-an-online-instructional-video-compelling>
- Ho, A. D., Chuang, I., Reich, J., Coleman, C., Whitehill, J., Northcutt, C., Williams, J. J., Hansen, J., Lopez, G., and Petersen, R. (2015). *HarvardX and MITx: Two years of open online courses* (HarvardX Working Paper No. 10).
- Inchiparamban, S and Pingle, S (2017). Developing and Implementing a MOOC In Educational Technology for Student Teachers and Testing Its Effectiveness – An Experiment. *Review of Research Journal, International Level Multidisciplinary Research Journal*, 6(12)
- Inchiparamban, S and Pingle, S (2017). Developing and Implementing a MOOC In Educational Technology for Student Teachers and Testing Its Effectiveness – An Experiment. *Review of Research Journal, International Level Multidisciplinary Research Journal*, 6(12)
- Internet usage statistic (2021). Retrieved from <https://www.internetworldstats.com/top20.htm>
- Isaac, S., and Michael, W. B. (1995). *Handbook in research and evaluation*. San Diego, CA: Educational and Industrial Testing Services.
- Ismail, M. E., Utami, P., Ismail, I. M., Hamzah, N., and Harun, H. (2018). Development of massive open online course (MOOC) based on addie model for catering courses. *Jurnal Pendidikan Vokasi*, 8(2), 184-192.
- Israel, M. J. (2015). Effectiveness of integrating MOOCs in traditional classrooms for undergraduate students. *International Review of Research in Open and Distributed Learning*, 16(5), 102-118.
- Jaganatthan, G. S., and Sugundan, N. (2019). MOOCs: a comparative analysis between Indian scenario and global scenario. *Int. J. Eng. Technol.*)

- Janssen, M., Claesson, A. N., and Lindqvist, M. (2016). Design and early development of a MOOC on “Sustainability in everyday life”: role of the teachers. In *New developments in engineering education for sustainable development* (pp. 113-123). Springer, Cham.
- Karthika ,R. (2020).Awareness Of MOOC Among Arts And Science College Students In Relation To Their Self Learning Strategies And Interest Towards Mobile Technology. [Doctoral thesis, Tamil Nadu Teachers Education University].Shodhganga. <http://hdl.handle.net/10603/344737>.
- Kaur, R. (2019). MOOCs in Higher education.Challenges and opportunities. In *International Journal of 360 Management Review*. <https://www.ij360mr.com/docs/vol7/spcl/32.pdf>
- Khirwadkar. A and Chaudhari. P (2019).Technological Pedagogical Content Knowledge (TPACK) Preparedness of the Teacher Candidates in Pre-service Programme. *International Journal of Advance and Innovative Research*,6(1)(XIV)
- Kilgore, P. J. (2018). *Adult College Students' Perceptions about Learning Mathematics via Developmental Mathematical xMOOCs*. University of South Florida.
- King, M., Luan, B., and Lopes, E. (2018). Experiences of Timorese language teachers in a blended massive open online course (MOOC) for continuing professional development (CPD). *Open Praxis*, 10(3), 279-287.
- Kizilcec, R. F., Piech, C., and Schneider, E. (2013). Deconstructing disengagement: analyzing learner subpopulations in Massive Open Online Courses. In *Proceedings of the third international conference on learning analytics and knowledge* (pp. 170-179).
- Koller, D., Ng, A., and Chen, Z. (2021, June 3). *Retention and Intention in Massive Open Online Courses: In-Depth*. Educause Review.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques (2ndRev.ed.)* New Delhi: NEW AGE INTERNATIONAL (P) LIMITED.
- Koukis, N., and Jimoyiannis, A. (2018). MOOCs and Teacher Professional Development: A Case Study on Teachers' Views and Perceptions. *International Association for Development of the Information Society*.
- Kuder, G. F., and Richardson, M. W. (1937). The Theory of Estimation of Test Reliability. *Psychometrika*, 2, 151-160. <http://dx.doi.org/10.1007/BF02288391>.
- Kumar, S. (2018).Lessons from the Nalanda University of Ancient Times and Stanford University of Modern era for a New India. *NHRD Network Journal*, 11(1), 76-80.
- Lakhera Himangani. (2017). *Development and implementation of a package for enhancing listening speaking reading and writing LSRW skills in English language among secondary CBSE students*[Doctoral dissertation, The Maharaja Sayajirao University of

- Baroda, Vadodara, India]. Shodhganga. <https://shodhganga.inflibnet.ac.in/handle/10603/223594>.
- Lakshmi, Y. V., Das, J., and Majid, I. (2020). Assessment of e-Learning Readiness of Academic Staff and Students of Higher Education Institutions in Gujarat, India. *Indian Journal of Educational Technology*, 2(1), 31.
- Latha, A. (2019). Challenges and implications of learning through massive open online course mooc a consumer perspective in india.
- Leedy, P. D., and Ormrod, J. E. (2013). Practical research: Planning and design. <https://www.pearsonhighered.com/assets/preface/0/1/3/4/0134775651.pdf>
- Lehti, S., and Lehtinen, E. (2005). Computer-supported Problem-based Learning in the Research Methodology Domain. *Scandinavian Journal of Educational Research*, 49(3), 297-324.
- Li, F., Du, J., and Li, B. (2014). *The Curriculum Design and Development in MOOCs Environment*. International Association for the Development of the Information Society.
- Lin, J., and Cantoni, L. (2018). Decision, implementation, and confirmation: Experiences of instructors behind tourism and hospitality MOOCs. *International Review of Research in Open and Distributed Learning*, 19(1).
- Manallack DT, Yuriev E (2016) Ten Simple guidelines for Developing a MOOC. *PLoS Comput Biol* 12(10):e1005061. <https://doi.org/10.1371/journal.pcbi.1005061>.
- McAuley A, Stewart B, Siemens G, Cormier D (2010) The MOOC model for digital practice. [http://www.elearnspace.org/Articles/MOOC\\_Final.pdf](http://www.elearnspace.org/Articles/MOOC_Final.pdf).
- Mekonnen, F. D. (2020). Evaluating the Effectiveness of Learning by Doing Teaching Strategy in a Research Methodology Course, Hargeisa, Somaliland. *African Educational Research Journal*, 8(1), 13-19.
- MHRD (2020). National Educational Policy 2020. Ministry of human resources development. Government of India.
- Mishra, S. (2020). *MOOCs, e-Content Development, and OER*. [http://oasis.col.org/bitstream/handle/11599/3659/2020\\_Mishra\\_MOOC\\_OER\\_Transcript.pdf?sequence=3&isAllowed=y](http://oasis.col.org/bitstream/handle/11599/3659/2020_Mishra_MOOC_OER_Transcript.pdf?sequence=3&isAllowed=y)
- Moe, R. (2014). The MOOC problem. <http://www.hybridpedagogy.com/journal/mooc-problem/>.

- Mor, Y., and Warburton, S. (2016). Patterns for using video in MOOCs. In *Proceedings of the 21st European Conference on Pattern Languages of Programs*. ACM, New York, NY, USA, [im Druck].
- Najafi, H., Evans, R., and Federico, C. (2014). MOOC integration into secondary school courses. *International Review of Research in Open and Distributed Learning*, 15(5), 306-322.
- National Council for Teacher Education. (2014). Curriculum Framework: two-year M.Ed. programme. New Delhi: NCTE.
- National Knowledge Commission. (2007). Libraries: Gateways to Knowledge, A Roadmap for Revitalisation.
- NCTE (1998). *Curriculum Framework For Quality Teacher Education*. National Council for Teacher Education. Http:// 14.13 9.60 .1 53/bitstream/123456789/2 174/1/Curriculum%20framework%20for% 20quality%20teacher%20education%20D10151.pdf
- NCTE(2021)26th ANNUAL REPORT 2020 – 2021 .https://ncte.gov.in/website/ PDF/Annual report/English-2020-21.pdf
- Nordmann, E., Horlin, C., Hutchison, J., Murray, J. A., Robson, L., Seery, M. K., and MacKay, J. R. (2020). Ten simple rules for supporting a temporary online pivot in higher education. *PLoS Computational Biology*, 16(10), e1008242.
- NOU21 ED01. (2021). MOOC's Design and Development [YouTube Video]. On *YouTube*. <https://www.youtube.com/watch?v=fbpXSTM17k0>
- O'Prey, P. (2013). *Massive Open Online Course, Higher Education digital moments?* Universities UK.
- Oakley, B., Poole, D., and Nestor, M. (2016). Creating a sticky MOOC. *Online Learning*, 20(1), 13-24.
- Onah, D. F., Sinclair, J. E., and Boyatt, R. (2014, November). Exploring the use of MOOC discussion forums. In *Proceedings of London International Conference on Education* (pp. 1-4).
- Onah, D. F., Sinclair, J., and Boyatt, R. (2014). Dropout rates of massive open online courses: behavioural patterns. *EDULEARN14 proceedings*, 1, 5825-5834.
- Onyema, E. M., Deborah, E. C., Alsayed, A. O., Noorulhasan, Q., and Sanober, S. (2019). Online discussion forum as a tool for interactive learning and communication. *International Journal of Recent Technology and Engineering*, 8(4), 4852-4859.

- Orr, D., M. Rimini and D. Van Damme (2015), *Open Educational Resource: A Catalyst for Innovation*, Educational Research and Innovation, OECD Publishing, Paris.<http://dx.doi.org/10.1787/9789264247543-en>
- Orsini-Jones, M., Altamimi, S., and Conde, B. (2017). Integrating a MOOC into the postgraduate ELT curriculum: reflecting on students' beliefs with a MOOC blend. *Beyond the language classroom: researching MOOCs and other innovations*, 71-83.
- Ouyang, F., Li, X., Sun, D., Jiao, P., and Yao, J. (2020). Learners' Discussion Patterns, Perceptions, and Preferences in a Chinese Massive Open Online Course (MOOC). *International Review of Research in Open and Distributed Learning*, 21(3), 264-284.
- Pandit A.,(2016). Can 2016 Be the Inflection Year for MOOCs in India?" The Financial Express. [www.financialexpress.com/jobs/can-2016-be-the-inflection-year-for-MOOCs-in-India/232269/](http://www.financialexpress.com/jobs/can-2016-be-the-inflection-year-for-MOOCs-in-India/232269/).
- Pappano, L (2012). The Year of the MOOC. *The New York Times*, 2(12).
- Parvin, N. (2021). Teacher Education in India: Problems and Concern in Present Scenario. *International Journal of Research in Engineering, IT and Social Sciences*, 11. [https://www.indusedu.org/pdfs/IJREISS/IJREISS\\_3756\\_43601.pdf](https://www.indusedu.org/pdfs/IJREISS/IJREISS_3756_43601.pdf)
- Perifanou, M., Sophocleous, S. P., Bradley, L., and Thouësny, S. (2016). Designing strategies for an efficient language MOOC. *CALL communities and culture—Short papers from EUROCALL*, 386-90.
- PerniasPeco, P., and Lujan-Mora, S. (2013). The architecture of a MOOC based on CourseBuilder. Paper presented at the 2013 12th International Conference on Information Technology Based Higher Education and Training (Ithet 2013).
- Punia, Y. (2017). Supplementing the Pre-service Teachers' Training through MOOCs. *Voice of Research*, 5(4). (pp.15–16). [http://www.voiceofresearch.org/doc/Mar-2017/Mar-2017\\_5.pdf](http://www.voiceofresearch.org/doc/Mar-2017/Mar-2017_5.pdf)
- Pushpanadham, K. (2019). Massive Open Online Courses: The emerging landscape of digital learning in India. *International Institute for Educational Planning*. [https://unesdoc.unesco.org/ark:/48223/pf0000367825?1=nulland\\_queryId=6348f3f9-084e-4d53-a9cc-2649eb1f97fb](https://unesdoc.unesco.org/ark:/48223/pf0000367825?1=nulland_queryId=6348f3f9-084e-4d53-a9cc-2649eb1f97fb).
- Rai, L., and Chunrao, D. (2016). Influencing factors of success and failure in MOOC and general analysis of learner behavior. *International Journal of Information and Education Technology*, 6(4), 262.

- Rathee, N. (2018). *MOOC: A trenchant technological tool for quenching the quest of learning of masses*. MOOC, IJRAR- International Journal of Research and Analytical Reviews .[http://ijrar.com/upload\\_issue/ijrar\\_issue\\_1935.pdf](http://ijrar.com/upload_issue/ijrar_issue_1935.pdf)
- Rohilla, S. (2020). Development of an educational programme on data analysis techniques for m ed students through cooperative learning. Handle.net. <https://doi.org/http://hdl.handle.net/10603/329666>
- Rohilla, S. (2020). Development of an educational programme on data analysis techniques for M.Ed. students through cooperative learning. Handle.net. <https://doi.org/http://hdl.handle.net/10603/329666>
- Rothkrantz, L. (2016, April). Dropout rates of regular courses and MOOCs. In *International Conference on Computer Supported Education* (pp. 25-46). Springer, Cham.
- Rubens, W. (2014). Improving the Learning Design of Massive Open Online Courses. *Turkish Online Journal of Educational Technology-TOJET*, 13(4), 71-80.
- Salas-Rueda, R. A., Castañeda-Martínez, R., Eslava-Cervantes, A. L., and Alvarado-Zamorano, C. (2022). Teachers' Perception About MOOCs and ICT During the COVID-19 Pandemic. *Contemporary Educational Technology*, 14(1), ep343.
- Sekret, I., and Morze, N. (2017). Designing module “presence and online tutoring” for the Massive Open Online Course “ict tools for e-learning.” In M. Hrubý, DISTANCE LEARNING, SIMULATION AND COMMUNICATION 2017 (p.187).Conference proceedings.[https://www.academia.edu/36769631\\_DESIGNING\\_MODULE\\_PRESENCE\\_AND\\_ONLINE\\_TUTORING\\_FOR\\_THE\\_MASSIVE\\_OPEN\\_ONLINE\\_COURSE\\_ICT\\_TOOLS\\_FOR\\_E\\_LEARNING\\_](https://www.academia.edu/36769631_DESIGNING_MODULE_PRESENCE_AND_ONLINE_TUTORING_FOR_THE_MASSIVE_OPEN_ONLINE_COURSE_ICT_TOOLS_FOR_E_LEARNING_)
- Shah D (2018, 11 Dec.) By The Numbers: MOOCs in 2018.Retrieved from <https://www.classcentral.com/report/mooc-stats-2018/>
- Shah, V., Banerjee, G., Murthy, S., and Iyer, S. (2018, December). Learner-centric MOOC for teachers on effective ICT integration: Perceptions and experiences. In *2018 IEEE Tenth International Conference on Technology for Education (T4E)* (pp. 77-84). IEEE.
- Shah, V., Murthy, S., Warriem, J., Sahasrabudhe, S., Banerjee, G., and Iyer, S. (2022). Learner-centric MOOC model: a pedagogical design model towards active learner participation and higher completion rates. *Educational technology research and development*, 1-26.

- Shaikh, S. A. (2017). Student teacher awareness of MOOCS–massive online open courses. *International Journal of Educational Science and Research (IJESR)*, 7(6), 105-110.
- Sharma, A. (2018). *The Role of Massive Open Online Courses MOOCs in Furthering Executive Education in India*. [Doctoral dissertation, Chitkara University]. Shodhganga. <http://hdl.handle.net/10603/218605>
- Shigeta, K., Koizumi, M., Sakai, H., Tsuji, Y., Inaba, R., and Hiraoka, N. (2017). A survey of the awareness, offering, and adoption of OERs and MOOCs in Japan. *Open Praxis*, 9(2), 195-206.
- Shinde, L(2016). Effectiveness of video instructional material on Research Methodology and statistics in terms of achievement and reaction towards it of Post Graduate students. [Doctoral thesis, Devi Ahilya Vishwavidyalaya]. Shodhganga. <http://hdl.handle.net/10603/95586>
- Siemens, G., 2012. Designing, developing, and running (massive) open online courses. Retrieved from <http://de.slideshare.net/gsiemens/designing-and-running-a-mooc>.
- Siemens, G., 2013. Massive Open Online Courses: Innovation in education. *Open Educational Resources: Innovation, Research and Practice*, 5.
- Singh, A. B., and Mørch, A. I. (2018). An analysis of participants' experiences from the first international MOOC offered at the University of Oslo. *Nordic journal of digital literacy*, 13(1), 40-64.
- Singh, G., and Chauhan, R. (2017). Awareness towards Massive Open Online Courses(MOOCs) and their usage for Teacher Education in India. *Asian Journal of Distance Education*, 12(2), 81-88.
- Singh, G., and Chauhan, R. (2017). Awareness towards Massive Open Online Courses (MOOCs) and their usage for Teacher Education in India. *Asian Journal of Distance Education*, 12(2), 81-88.
- Sivakumar, R. (2019). Awareness of MOOCs-SWAYAM among Student-Teachers. *Sanshodhan Chetana*, 8(1), 62-68.
- Soffer, T., and Cohen, A. (2015). Implementation of Tel Aviv University MOOCs in academic curriculum: A pilot study. *International Review of Research in Open and Distributed Learning*, 16(1), 80-97.
- Spyropoulou, N., Pierrakeas, C., and Kameas, A. (2014). Creating MOOC Guidelines based on best practices. *Edulearn14 Proceedings*, 6981-6990.

- Subaveerapandiyam, A. (2020). Awareness And Usage of Swayam Courses Among Library And Information Science Students: A Survey. *Library Philosophy and Practice (e-journal)*.
- Subrahmanyam, V. V., and Swathi, K. (2017). MOOCs Initiative of IGNOU Using SWAYAM. Retrieved on 10th December, 2018 from [https://www.researchgate.net/profile/V\\_Subrahmanyam/publication/316854024\\_XXI\\_IDEA\\_Annual\\_Conference](https://www.researchgate.net/profile/V_Subrahmanyam/publication/316854024_XXI_IDEA_Annual_Conference)
- Sukhbaatar, O., Choimaa, L., and Usagawa, T. (2018). Students' perception and experience of Massive Open Online Courses in Mongolia. *Creative Education*, 9(12), 1818-1828.
- SWAYAM Central. (2016). SWAYAM.gov.in. <https://SWAYAM.gov.in/about>
- Taneja, S., and Goel, A. (2014). MOOC Providers and their Strategies. *International Journal of Computer*
- Trehan, S., Sanzgiri, J., Li, C., Wang, R., and Joshi, R. (2017). Critical discussions on the Massive Open Online Course (MOOC) in India and China. *International Journal of Education and Development using ICT*, 13(2).
- Tungprapa, T. (2015). Effect of using the electronic mind map in the educational Research Methodology course for Master-degree students in the faculty of education. *International Journal of Information and Education Technology*, 5(11), 803
- Tzovla, E., Kedraka, K., Karalis, T., Kougiourouki, M., and Lavidas, K. (2021). Effectiveness of In-Service Elementary School Teacher Professional Development MOOC: An Experimental Research. *Contemporary Educational Technology*, 13(4), ep324.
- Udemy, online education steps up: What the world is learning (from home). [https://research.udemy.com/research\\_report/online-education-steps-up-what-the-world-is-learning-from-home/](https://research.udemy.com/research_report/online-education-steps-up-what-the-world-is-learning-from-home/), (2020).
- United Nations. (2020). *Policy Brief: Education during COVID-19 and beyond*. [https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg\\_policy\\_brief\\_covid-19\\_and\\_education\\_august\\_2020.pdf](https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf)
- Uppal, R (2019). Effectiveness of massive open online course in training higher education teachers. [Doctoral Thesis SNDT Womens University]. Shodhganga. <http://shodhganga.inflibnet.ac.in/handle/10603/259957#on31stJan2022>.
- Vardi MY (2012) Will MOOCs destroy academia? *Communications of the ACM* 55(11):5
- Varghese, S. S., Ramesh, A., and Veeraiyan, D. N. (2019). Blended Module-Based Teaching in Biostatistics and Research Methodology: A Retrospective Study with Postgraduate Dental Students. *Journal of dental education*, 83(4), 445-450.

- Ventista, O. M. (2018). Self-assessment in massive open online courses. *E-Learning and Digital Media*, 15(4), 165-175
- Ventista, O. M. (2018). Self-assessment in massive open online Courses. *E-Learning and digital media*, 15(4), 165-175.
- Verma, P. (2021). Role of SWAYAM MOOCs in Democratisation of Higher Education. *Inflibnet.ac.in*. <https://doi.org/http://hdl.handle.net/10603/359676>
- Vezne, R. (2020). Teacher Candidates' Satisfaction with Massive Open Online Courses in Turkey. *Cypriot Journal of Educational Sciences*, 15(3), 479-491.
- Wood, J. (2022). *These 3 charts show how online learning is growing globally*. World Economic Forum. <https://www.weforum.org/agenda/2022/01/online-learning-courses-reskill-skills-gap/>
- Xia, J., Fielder, J., and Siragusa, L. (2013). Achieving better peer interaction in online discussion forums: A reflective practitioner case study. *Issues in Educational Research*, 23(1), 97-113.
- Xiao, C., Qiu, H., and Cheng, S. M. (2019). Challenges and opportunities for effective assessments within a quality assurance framework for MOOCs. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 24, 1-16.
- Zheng, S. (2016). Occupy MOOCs: Understanding Users Motivations, Perceptions and Activity Trajectories.
- Zúbrik, T. (2015, October 10). *8 reasons for WordPress-TomWeb*. TomWeb. <https://tomweb.sk/8-reasons-for-wordpress/>