INDIAN JOURNAL OF EDUCATIONAL TECHNOLOGY

About the Journal

CIET, NCERT has been a premier institution for development and dissemination of resources and techniques related to Educational Technology (ET) for better understanding of teaching-learning at school level. With renewed thrust on educational technology using digital platforms, the need for a quality journal on educational technology in India is felt more than ever. Keeping this in regard, Indian Journal of Educational Technology will be a medium for scholarly presentation and exchange of information between researchers, professionals and practitioners of technology related fields of education. The journal aims at covering disciplinary areas of educational technology (ET) for school education and teacher education. The specific objectives of this journal are: i) to provide an open access journal for sharing updated and peer reviewed research on Educational Technology for easy access and ii) to promote research on the integration of technology in school and teacher education, promote innovative practice, and inform policy debates on educational technology. This bi-annual open access online peer reviewed journal will be a platform for exchange of ideas and would also become a basis for further innovation in ET in school and teachers' education.

Notes to Contributors

Indian Journal of Educational Technology is a UGC listed (UGC CARE list, List-1) peer reviewed bi-annual journal especially designed for scholarly discourse of use of various forms of technology in education. Some of the themes encompassed under its broad purview are: Education Technology (ET), Information and Communication Technology (ICT) in education, Distance education and technology, Technological integration into pedagogy and content, Open Educational Repositories (OER) and FOSS, Innovation in educational system, Computer-based learning, Audio-video and multimedia in education and issues thereof, Technology cognition and curriculum, Impact of technology in education, Nature of technology and learning, Mobile learning, Learning through social media, Technology assisted evaluation systems, Technology support for differently abled population, Flipped classroom, Virtual and Augmented Reality, Artificial Intelligence, robotics and education, Impact of technology on learning, Social media and children, Economics of technology and its impact on education system, Educational planning administration and technology and Online courses for school education and teacher education. We look forward to your contributions in the coming issues. Your feedback and suggestions are also welcome on the following address:

Email: ijet@ciet.nic.in

Editorial Team

List of Contents

Review Article

General Article

Book Review

Editorial

["Humanity has the ability to make development sustainable – to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs....." in Our Common Future; The World Commission on Environment and Development]

Like every year, the World Environment Day (WED) was celebrated across the globe on 5th June 2022 to create worldwide awareness of the environment. Fifty years ago, on this day, the first United Nations Conference on the Human Environment was held in Stockholm, Sweden from June 5-16 in 1972. The date coincides with the first day of the landmark Conference. This year's theme of the WED was focused on #OnlyOneEarth, which was also the motto for the 1972 Stockholm Conference. Even after five decades, the motto continues to be relevant – we have only one earth to live and we must do every bit at our command to save it and nurture it.

We are living in times when automation is the trend. This automation is largely driven by digital technology. A very large amount of data transfer is the key to this technology. As I write there are 5.3 billion people in the world who are using the internet. We have more than 1.9 billion websites functioning worldwide. On an average, we send more than 3 million emails in a second. More than 4 billion videos are viewed on YouTube in a day. More than 50 million images get uploaded daily on Instagram. More than 3 billion people are using Facebook actively. On an average, more than 4 lakhs computers get sold daily. More than 3 million smartphones get sold daily. On average, internet traffic consumes more than 7 billion GB of data daily. The internet alone leads to the consumption of more than 2 million MWh of electricity daily, which is equivalent to more than 2 million tons of CO_2 emitted globally daily. (https://www.internetlivestats.com/). In the last decade, digital technology's energy consumption has increased by more than 70 percent. Various studies have estimated that the digital carbon footprint is about 2.3 percent to 3.7 percent of the global CO_2 emissions, which is equivalent to the CO_2 emissions of the entire aviation industry.

We have been made to believe that the digital is always green! One has to accept it with a pinch of salt. In these times of climate change, we cannot afford to let our guards down. Demand side management can greatly ease the global CO_2 emissions on account of digital technology. According to a study, video streaming causes 75 percent of global traffic data. Reducing video streaming and using audio files for song listening is a way forward in this direction. Judicious purchase of devices and proper disposal of old devices continue to be the mantra for sustainable development. According to a study, more than 50 million metric tonnes of e-waste are generated every year globally. Minimizing dependence on the cloud for data storage leads to lesser energy consumption (https://www.myclimate.org/information/faq/faq-detail/what-is-a-digital-carbon-footprint/). According to an estimate, a country like the UK could reduce its carbon output by over 16,433 tons, simply by each adult sending one less email per day (https://www.genevaenvironmentnetwork.org/resources/updates/data-digital-technology-and-the-environment/)!

We are happy to carry 25 manuscripts consisting of research articles, general articles and book review in this issue. These relate to the topics such as creative commons, teaching-learning of different subjects using online methods, use of multimedia in teaching learning different subjects and effectiveness of online teaching for children with special needs. Online teaching and learning especially during the COVID times continue to generate a lot of research interest. In this issue too, there is a large number of such manuscripts discussing various aspects related to it. I hope these studies will contribute effectively in the academic discourse.

(ABHAY KUMAR)
Editor

Legal Education through MOOCs: A Study of Select International Online Platforms

Samar Iqbal Bakhshi[1] & Mohammad Amees[2]
[1]Assistant Librarian, National Law University Delhi, Delhi
Email: samariqbal.bakhshi@nludelhi.ac.in
[2]Junior Librarian, OP Jindal Global University, Sonipat, Haryana

Abstract

The study is inspired by the fact that Massive Open Online Courses (MOOCs) have penetrated the world's higher education system to a great extent and emerged as a sustainable solution in the era of technology, especially during the COVID-19 pandemic; it has gained a broader impetus. The study is carried out by analyzing the actual data available on five major MOOC platforms at the international level; i.e. edX, Coursera, Udemy, LinkedIn Learning, and SWAYAM; offering courses in the subject 'Law.' The findings reveal that the majority of the courses are offered from the Udemy platform. Most of the courses are offered on a payment basis; however, a good number of courses are available either free, or payment is required for certification only. It is also found that most of the courses are offered in the English language as well as most courses are offered for less than or equal to 48 hours duration. The study will provide an overview of the already offered courses through five select MOOCs platforms and encourage and motivate the students and legal practitioners to enrol in a course in their desired area. It may also abet the policymakers and intelligentsia, leveraging the potential of MOOCs to increase the quality of legal education as it exhibits an overall picture of the current scenario of its penetration into the higher education system. The study has excellent usability for stakeholders engaged in legal education and MOOCs research.

Keywords: Coursera, edX, Udemy, LinkedIn Learning, SWAYAM, Online Legal Education, MOOCs

Introduction

With the advent of internet and communication technologies and the emergence of digital media, a radical change has been witnessed in higher education with the significant participation of online learners and a plethora of platforms ubiquitously providing opportunities. The technological landscape has brought a sea change in the methods of imparting distance education, and now online education has emerged as a better solution in comparison to broadcast via radio/television. Online education is more interactive and easily accessible anytime from anywhere through the internet.

MOOCs are the most remarkable technological developments in the area of Online Education in the past decade and are believed to be a game-changer in the higher education system (McGrath et al., 2017; Warusavitarana et al., 2014). They have made the educational process break through the traditional restrictions of time and space and extend the ways to acquire knowledge (Zheng & Yang, 2017). MOOCs learners benefit from expanding their knowledge and skill to a great extent in a multidirectional manner at their own pace with lots of freedom. Despite serving on different platforms, such courses have a common characteristic that they are participatory

and less ambiguous.

Massive Open Online Courses (MOOCs) are aimed at unlimited participation in the open domains through the internet. These are large-scale web-based courses designed and delivered by accredited higher education institutions or Research and Development organizations through MOOC platforms. MOOCs are genuinely open and massive, anyone can register, and there are no admission formalities or other prerequisites. They are generally free, open access, global, video-based instructional content, and forums released through an online platform to high-volume participants aimed to be educated (Baturay, 2015). The participant with a smart device and an internet connection can enrol in a MOOC irrespective of age, gender, geographical location, or educational background.

In 2008, Steven Downs and George Siemens offered the first MOOC course at the University of Manitoba, Canada. The title of the course was "Connectivism, and Connective Knowledge/2008", which received more than 2000 learners unexpectedly, and the course was delivered through educational resources available in the public domain and free such as wikis, online forums, Google Docs, YouTube, and Facebook groups (Liyanagunawardena & Adams, 2013; Marques & McGuire, 2013). In 2011, Sebastian Thrun from Stanford University offered a course, "Introduction to Artificial Intelligence," which received over 160,000 registrations (Aulet, 2013, cited in Corbeil et al., 2018). The year 2012 witnessed three major MOOC platforms Udacity, Coursera, and edX, offering hundreds of courses to worldwide audiences. The New York Times proclaimed 2012 "The year of the MOOC" (Pappano, 2012). By 2020 during the Covid-19 outbreak, rapid growth in MOOCs was evident as approximately 180 million learners emerged to attend the MOOC courses (Shah, 2020). MOOCs have been widely used during school closures due to the COVID pandemic in Iran (Tajik & Vahedi, 2021). The most popular course during the Covid-19 pandemic in 2020 has been "*The Science of Well-Being*" offered by Yale University on Coursera. Moreover, in the recent past, the design of MOOCs is going through a sea change, new and compelling ways of disseminating information are on the rise, and with that, they enable the participants to learn through social media platforms. Nonetheless, such courses have a lot of challenges associated with them. The details of select MOOC platforms are provided in Table-1.

Table-1: Details of Select MOOCs Platforms

MOOCs Platform	Country of Origin	Year of Commencement	Number of Courses offered	Subject	Number of Learners
Udemy	USA	2010	*11431 courses	Business, Finance and Accounting, I.T. & Software, Design, Health & Fitness Social Science, etc.	40 million learners (https://about.udemy.com/?locale=en-us)

Coursera	USA	2012	*7453 courses	Arts & Humanities, Business, Social science, Computer Science, I.T., Math & Logic etc.	76 million (https://www.classcentral.com/report/mooc-stats-2020/)
edX	USA	2012	*4474 courses	Architecture, Communication, Economics & Finance, Humanities, Medicine, Law etc.	35 million (https://www.classcentral.com/report/mooc-stats-2020/)
LinkedIn Learning	USA	1995	*3185 Courses	Data Analysis, Human Resources, Finance and Accounting, Leadership & Management, Social Science, etc.	27 million (https://www.usnews.com/education/learn-linkedin-learning-guide)
SWAYAM	India	2017	*2064 courses	Architecture & Planning, Law, Humanities & Arts, Management & Commerce, Design, Social Science, etc.	16 million (https://www.classcentral.com/report/mooc-stats-2020/)

*Source: https://www.classcentral.com/providers (accessed 12 June 2021)

Legal Education through MOOCs

The Internet era has revolutionized and revitalized the overall scenario of the education system and provided opportunities to make it more democratic and accessible. The stakeholders and policymakers involved in imparting legal education use MOOCs platforms to launch their courses to provide opportunities to learners to get requisite education without the boundaries of time and location. Law is a subject where students are trained to 'think like a lawyer' (Ormrod, 1971), at the same time, it is an intellectual discipline to inculcate distinctive concepts and methods of reasoning as well as a critical viewpoint of day-to-day happenings at national and international level to create a better inclusive society. Legal education pedagogy includes lectures, seminars, group, and individual tutorials, simulated exercises like moot courts, client interviewing and mediation/conciliation, internships, etc. It also includes practical experiences from society as well as the justice delivery system. The pioneer of legal education in India Prof. N.R. Madhav Menon stressed that the legal profession in India needs to be transformed in order to keep up with the standards of globalization. Bajpai & Kapoor (2018) also opined that in India, legal education pedagogy needs a clear and comprehensive understanding of methods, i.e. collaborative teaching, outcome-based learning, field action projects, clinical method, research methods, etc. and stressed that teaching style and technique could make a difference to enhance the student participation in the teaching-learning process. MOOC being a disruptive innovation has altered the ways people used to acquire knowledge. However, in the field of law, MOOCs have proved a sustaining innovation that showers the rain of information equally to anyone

ubiquitously. For a long time, the concept of blended and flipped learning through the Internet was experimented with by professors and students of Law through 'legalED' by archiving the lectures in online mode (http://legaledweb.com/our-vision). In the year 2013, MOOCs for legal education became available (Schrag, 2014). While advocating the use of technology for teaching law, Corbin & Bugden (2018) argued that behaviourist, cognitivist, and constructivist learning theories must be applied in online law teaching environments. Law professors of prestigious universities worldwide have taken steps to develop MOOCs, launched them through MOOC platforms and provide certifications. The MOOCs developed to support legal education have unique discipline characteristics like subjectivity, logicality, speculative nature of the teaching contents and strong practicality (Zheng, 2020). It has several benefits, including ease of learning, resource sharing, cost savings, and increased learning performance.

Review of Related Literature

MOOCs, since their inception, became an attraction to online learners due to myriad reasons; one of the reasons was their open nature. Since 2010, Massive Open Online Courses (MOOCs) have been one of the most discussed and researched topics in the area of educational technology (Ebner et al., 2020). There are various studies on the advantages and pitfalls of MOOCs. However, they gained a strong impetus in the Covid-19 pandemic as more and more learners were attracted by such courses worldwide.

MOOCs were initially available for Science and Technology courses, the first MOOC for legal education was developed in the year 2014 (Schrag, 2014). At the early phase of the emergence of MOOCs, Binford (2014) opined that legal educators must show their presence in the MOOCs universe. Legal education

has been more receptive to integrating new and innovative technologies in the pedagogical services with MOOC as one of the recent additions. Colbran and Gilding (2014) suggested methods to adopt legal educators to explore the unhindered possibilities. MOOCs and other new teaching modes may help students achieve mutual complementarity between law courses through MOOCs and traditional Law and improve teaching quality (Zheng, 2020). The students' attitude towards legal knowledge absorption directly impacts the quality of law education in universities. Yang & Song (2019) reported that teaching through MOOCs in China is evolving for Law and legal studies, but still there is a need for improvement in pedagogical practices and students' enthusiasm. Pandit (2016) reported that in the Indian context, where a larger portion of the population is residing in remote areas, MOOCs can have an important role in skill enhancement and quality learning.

MOOCs have also been considered a strategy for the internationalization of higher education institutions (Kerr & Reda, 2019). The Law Society of Ireland launched its courses through MOOC in 2014, which has increased the society's flagship by rising enrollments and attracting international students (Grealy et al., 2019). A survey to examine the students' opinion of online learning during the COVID-19 pandemic in Sri Lanka opined that more than 80 per cent of students agreed to integrate online education into their courses in the future. Students perceive online learning as effective as face-to-face learning, enjoyable, able to learn at their own pace, easy access to online material as well as active participation (Akuratiya & Meddage, 2020). Pant et al. (2021) revealed that MOOC programs are popular in those European countries that utilize a lot of Information Technology.

Alhazzani (2020) reported that most university faculty in Saudi Arabia think that MOOCs directly impact improving educational outcomes and the developing of student learning skills. Enrolment in MOOC courses depends on awareness of relevant courses. In countries with economic disparities, MOOCs could play a key role in imparting education to everyone. Still, it is pertinent that there must be some awareness to get a fair idea about the course structure and fees. It is revealed that High-level awareness is evidenced among Science and Law students compared to Humanities (Kundu & Bej, 2020). The study conducted at Assam University, India suggested that the awareness of MOOCs among the students is not up to the mark, and there is a need to spread awareness (Purkayastha & Sinha, 2021). Another study carried out among undergraduate law students in Nigeria revealed that 78.3 per cent of learners intend to use MOOCs and the main source of awareness was the internet; the study concluded that awareness of MOOCs is critical to its use by undergraduate students and recommended that law librarians should create awareness of MOOCs among students (Adebayo & Babalola, 2021). The literature review clearly indicates that there is a dearth of literature to analyze and present legal education scenarios through MOOCs at the international level.

Need and Significance of the Study

The evolution and growth of MOOCs are the most significant development in the field of higher education. During the Covid-19 pandemic, the education system of the whole world was compelled to continue in online mode. Universities of repute have launched several courses as MOOCs, through various platforms for the benefit of learners. As a limited number of studies are conducted to present legal education through MOOCs, this study shows a comprehensive picture of the courses offered worldwide in Law through five major MOOC platforms i.e., edX, Coursera, Udemy, LinkedIn Learning and SWAYAM; creating awareness among law students and practitioners to opt for a course. It analyzes the free courses, which will allow economically weaker sections of the students to opt for their desired courses for free or at a minimal cost. The study may also benefit the policymakers and other stakeholders to evaluate the already available courses through MOOCs and introduce new courses which are not available.

Objectives of the Study

1. To enumerate and compare the MOOCs offered through five major MOOC platforms at the international level i.e., edX, Coursera, Udemy, LinkedIn Learning and SWAYAM in the subject 'Law'.

2. To investigate the free/paid MOOCs offered from the five MOOC platforms selected for the study.

3. To compare the MOOCs offered through five MOOC platforms with reference to their language and course duration (length of the course).

4. To analyze the contribution of Indian Universities/Institutions on the SWAYAM platform in the subject 'Law'.

Methodology

A thorough review of currently published related literature was conducted to prepare the background of this study. The study was carried out using the data available on five major MOOC platforms at the international level- edX (https://www.edx.org/search?tab=course&subject=Law), Coursera (https://www.coursera.org/

browse/social-sciences/law), Udemy (https://www.udemy.com/topic/law/), SWAYAM (https://swayam.gov.in/explorer), and LinkedIn Learning (https://www.linkedin.com/learning/search?entityType=COURSE&keywords=LAW).

These platforms were selected on the basis of the maximum number of courses offered. The data was collected from the websites of the respective MOOC platforms in the month of May 2021. A comprehensive list is prepared with all details of the courses available in the subject category 'Law' from the websites of five select platforms. A total number of 630 courses were found which were further analyzed and compared in view of the study's objectives. Microsoft Excel was used for creating tables and graphical representations of data. References are organized through the Mendeley reference manager using American Psychological Association Style 7th edition.

Analysis and Discussion

A total of 630 MOOCs in the subject 'Law' in five select platforms were analyzed and presented in the following tables and figures. Microsoft Excel was used to show the graphical representation of data, which is further interpreted as per the study's objectives.

Platform-wise Distribution of MOOCs

Figure-1: Platform-wise distribution of MOOCs
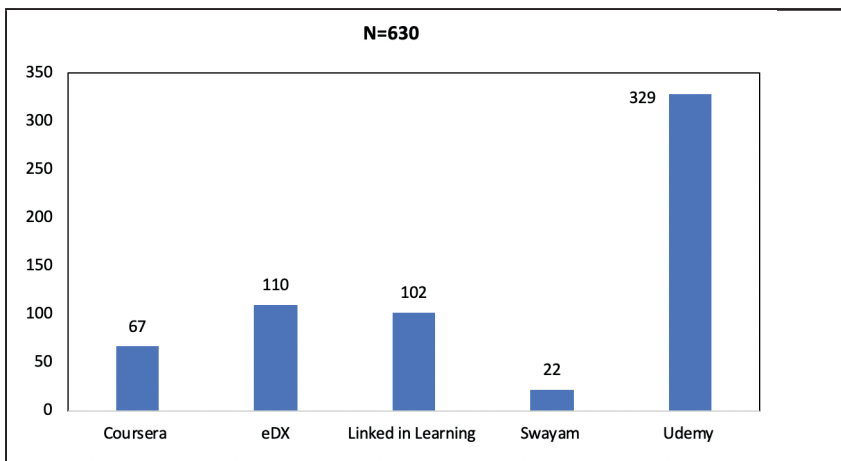
It is evident from Fig.-1 that of the total 630 MOOCs enumerated in Law, a significant number of courses 329 (52 per cent) were offered through Udemy, followed by edX 110 (17 per cent) courses. Similarly, 102 (16 per cent) courses were provided through LinkedIn Learning, this is followed by Coursera offering 67 (11 per cent) courses. The least number of courses, 22 (3 per cent), were provided by the SWAYAM platform. The study is in par with the findings of Binford (2014) that through three major players in the MOOC universe—Coursera, Udacity, and edX—only four MOOCs were taught by U.S. law professors. Similarly, Ivanova (2016) recommended Coursera and edX as the best platforms for accessible technology approaches in designing various learning situations for the organizations imparting large-scale curriculums. Another study conducted to analyze the usability of three popular MOOC platforms: edX, Coursera, and Udacity showed that

Coursera was significantly more usable than edX and Udacity. In addition, interaction efficiency was significantly higher while using Coursera compared to Udacity (Tsironis et al., 2016). The study conducted to analyze learners' satisfaction during the Covid-19 pandemic in China suggested that online education platforms should be improved to escalate online education to promote the reform of information-based education (Chen et al., 2020).

Free/Paid MOOCs

The data presented in Fig.-2 indicates that of the 630 courses offered through five select platforms, 496 (79 per cent) courses were paid, a learner has to pay for getting enrolled in the course and earning the certification. It is followed by 92 (14 per cent) courses that were free with a paid certificate; the learner has to pay a minimal amount of fees to appear in the assessment and get the certification grades. There is no amount to be deposited for enrolment in the course, and the lectures and other material are under an open license. Moreover, it is evident from Fig.-2 that 42 (7 per cent) courses are completely free with free assessment and certification. The learners need not deposit any fees for enrolment, assessment, and certification. Of the total 630 courses, it is clear from the figure that a considerable number of courses are paid (79 per cent) followed by courses with a paid certification (14 per cent). This is followed by completely free courses (7 per cent). Most of the free courses are of short duration. A detailed list of free courses through five select platforms is provided in Appendix 1.

Figure-2: Free/Paid MOOCs
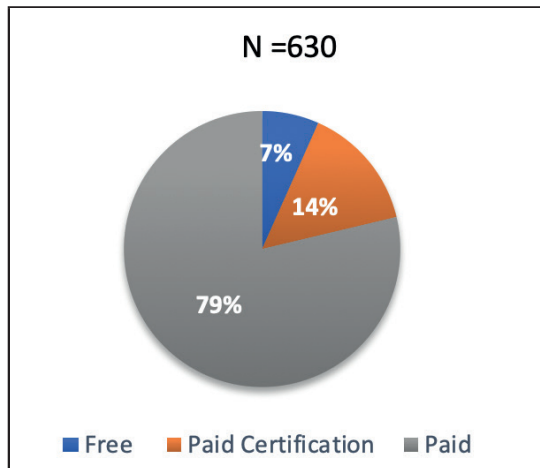
The courses under the free and paid certification category can help the students with weaker sections of society to get updated from legal knowledge and skills with minimal payment. As the courses are offered by well-reputed professors from highly ranked universities at the international level, it is an added advantage for learners from remote areas to get benefitted from it. (McGrath & Stenfors-Hayes, 2017) emphasized that MOOCs can be considered as a moral obligation as it can be articulated as a way of paying back to society, a form of non-reciprocal outreach, a way to share, disseminate, teach but also compensate those who were less able financially to engage in learning at a high level.

Language-wise Distribution of MOOCs

The language-wise distribution of MOOCs offered in 'Law' is presented in Fig.-3. It is evident from the Figure that a total of 630 MOOCs offered through five select platforms in the field of 'Law' were available in eighteen different languages. The data presented in Fig. 3 highlights that 346 (55 per cent) courses are offered in English, followed by Portuguese 86 (14 per cent) language. The other languages in which Law MOOCs are available are German 49 (8 per cent), followed by Spanish 44 (7 per cent), French 24 (4 per cent), Turkish 22 (3 per cent), and Russian 14 (2 per cent). Of the eleven courses, only (2 per cent) are offered in Indonesian and Italian languages, followed by five courses in the Chinese language. Four courses are offered in Japanese and Polish languages, followed by three courses in Arabic language. Two courses are offered in the Hindi language, while one course is provided in Azeri, Greek, Lithuanian and Romanian and Ukrainian languages.

Figure-3: Language-wise Distribution of MOOCs
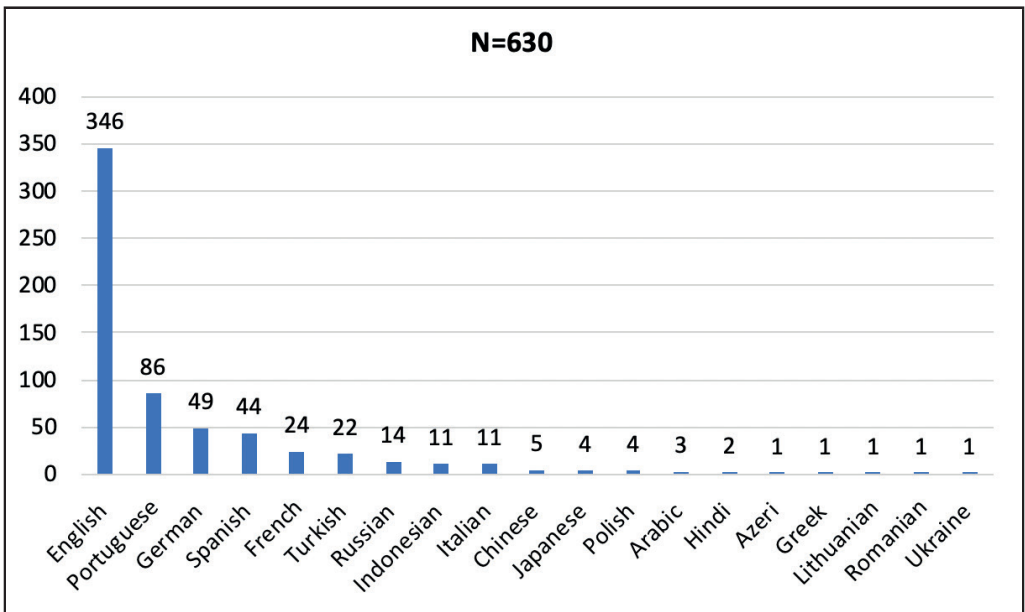
Course Duration-wise Distribution of MOOCs

Fig 4 indicates that course duration is divided into four-time spans, i.e., the courses equal to or less than 48 hours (<=48 hours), greater than 48 hours, and similar to or less than 1 month (>48 hours and <=1 month), greater than one month and less than or equal to 6 months (>1 month and <=6 months) and greater than six months (>6 months) duration. The total number of courses (N=630) is analyzed as per the four-course durations defined and represented in Fig.4. It is evident from Fig.-4 that a significant number of courses, 459 (73 per cent), are offered for a duration more than or equal to 48 hours. 120 (19 per cent) courses follow it for more than one month and less than or equal to six months. Likewise, 39 (6 per cent) courses are offered for more than 48 hours and less than or equal to one month. The least number of courses 6 (1 per cent) are provided

for more than six months duration. The analysis depicts that many courses are offered for less than or equal to 48 hours from the five select platforms; it is also noticed that most of these short-duration courses are provided through Udemy and LinkedIn Learning. In Indian context, the courses offered through the SWAYAM platform range from 4-15 weeks.

Figure-4: Course duration-wise distribution of MOOCs
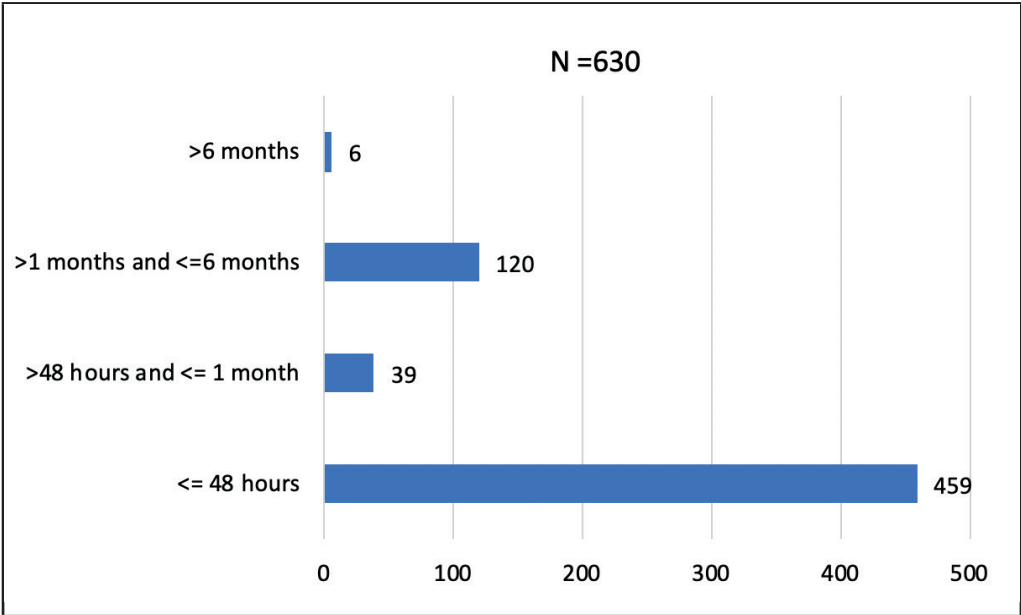
Contribution of Indian Universities through the SWAYAM Platform

The contribution of Indian Universities for MOOCs through the SWAYAM platform in the subject 'Law' is presented in Fig.-4. As per the data available on SWAYAM website (https://swayam.gov.in/explorer?category=Law) in May 2021, a total number of 22 MOOCs will be offered by Indian Universities. The maximum number of courses are offered from NLU Delhi (6 courses), followed by IIT Kharagpur (5 courses) and National Law School of India Bengaluru (3 courses). The English and Foreign Language University, Hyderabad and IIT Madras have offered 2 courses each. West Bengal National University of Juridical Sciences, OP Jindal Global University, RV University Karnataka and the University of Kashmir have offered one course each through the SWAYAM platform. The courses offered through IITs are in the areas of Law & Engineering/Sciences and IPR. Fees are required for assessment and certification only however, all the content is available under an open license. All the courses are offered in English Language and the course duration ranges from 4-15 weeks. A detailed list of the MOOCs offered through the SWAYAM under the subject 'Law' is provided in Appendix-2.

Figure-4: Contribution of Indian Universities through the SWAYAM Platform

N = 22

Bar chart values: NLU Delhi: 6, IIT Kharagpur: 5, NLSIU Bengaluru: 3, English and Foreign...: 2, IIT Madras: 2, West Bengal National...: 1, OP Jindal Global University: 1, RV University Karnataka: 1, University of Kashmir: 1
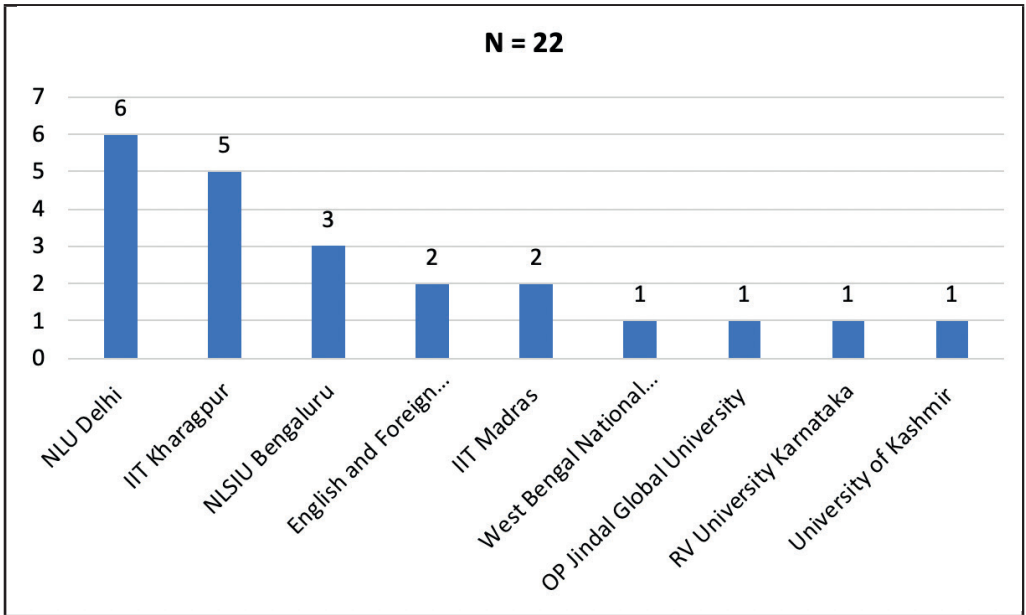
Findings and Discussion

As MOOCs are the most significant development in the field of education in the twenty-first century, contemporary university leaders and policymakers find themselves at crossroads as new technology-enhanced learning approaches, which have the potential to democratize higher education, are emerging at a time when traditional models of higher education are often criticized for being increasingly unaffordable and ineffective for addressing educational inequality (Flavin, 2017). The study aimed to find out the impact of MOOCs on legal education and the platforms contributing to imparting various courses. To identify the platforms that offer maximum courses, the fee structure, and language of instruction have not been researched until now. In the Covid-19 pandemic, digital platforms have played a significant role in reaching out to millions of online learners through ways in their comfort zones. Therefore, to a large extent, it has made learning more individualized,

accessible, and democratic. However, there are still some impediments yet to clear to rationalize the MOOCs in comparison to traditional courses. The large and diverse student enrolment in MOOCs, the high dropout rate of MOOCs compared to conventional courses, and the relative lack of instructor presence or support in MOOCs compared to traditional courses (Hew & Cheung, 2014). Schrag (2014) reported that leading universities are in a rush to offer the courses through MOOC platforms and become part of the newest wave of law teaching seeking revenues, but if they value the type of education that their law schools offer, they will give considerable thought to what elements of traditional legal education should be preserved, and how MOOCs can interact with and support, rather than destroy within a few years, a system of legal education that the nation's universities have taken a century to develop (Schrag, 2014).

One distinguishing feature of MOOCs is that they involve more self-directed learning than any other online course.

Apart from that, MOOCs are more flexible in nature and more dynamic, a learner is free to attend the course anytime, anywhere, and there are no constraints of space and time. Therefore, MOOCs are more relevant to the legal fraternity than any other discipline. In the present study, the focus was on the platforms they choose, and the flexibilities in terms of fee and language were taken into consideration; the study highlights that of the total 630 MOOCs enumerated in 'Law' from five major international platforms edX, Coursera, Udemy, LinkedIn Learning, and SWAYAM a significant number of courses (52 per cent) are offered through Udemy. SWAYAM provides the least number of courses, but these are of longer duration. One important motivation for choosing online courses is their fee structure. Usually, people like free courses and studies suggest that up to 90 per cent of dropouts are due to reasons including a lack of incentive, failure to understand the content material and having no one to turn to for help, and having other priorities to fulfil (Hew & Cheung, 2014). In this study, the idea was to accentuate the course fee structure. The study finds that a considerable number of courses are paid (79 per cent), followed by courses with a paid certification (14 per cent), and followed by completely free courses (7 per cent). Most of the free courses are of short duration and available through the Udemy platform. Furthermore, language plays an essential role in the motivation of learning a course. Therefore, it was pertinent to find out the languages through which the courses are being delivered. It was found that the highest number of courses (55 per cent) was offered in the English language, followed by Portuguese (14 per cent) language. The analysis also depicts that a significant number of courses were offered for less than or equal to 48 hours, and most of these short-duration courses are offered through Udemy and LinkedIn Learning. Of the 630 courses, only six courses are offered for more than six months duration. In the Indian context, it is found that a maximum number of Six courses are offered by National Law University Delhi, followed by IIT Kharagpur (4 courses) and NLSIU Bengaluru (3 courses). The total number of courses offered on the SWAYAM platform under the subject 'Law' from Indian Universities is twenty-two.

Conclusion

MOOCs contribute to the universal plan of addressing the digital divide and promoting equity in educational opportunities (Chauhan, 2014; Ma & Lee, 2019, as stipulated in the Sustainable Development Goal, United Nations General Assembly, 2015). On the other hand, a classroom is an opportunity for a global, collaborative, emotional, constructive, and peer dialogue; the same narratives cannot be developed by adopting online education models. Without one-to-one personal interaction, there is a challenge to ensure personalized guidance and mentorship, which leads to a lack of an effective system to measure and validate the learners' progress and uptake. Covid-19 pandemic and the limitations that arise have also compelled the policymakers to rethink the future of the education system in the whole world and constrained them to adopt MOOCs as a full-time credit course for completion of Degrees. A total of twenty-two MOOCs are launched from different Indian Universities through SWAYAM under the subject 'Law'. From the year 2021, University Grants Commission has facilitated to allow upto 40 per cent of the total course through online learning through the SWAYAM platform (UGC, 2021). As per National Educational Policy (2020), the academic bank of credits (ABC) is also proposed, which will facilitate students to opt for

online courses and gain credits for the same. Several Indian Universities are collaborating with foreign universities to launch online courses through other international platforms.

This disruptive technology has created many challenges for educators, administrators, and learners, but it has also brought many opportunities for its stakeholders, especially during the Covid-19 crisis. MOOCs and other alternate technology-based innovations in the higher education system can be used as a means as per the requirement/situations, but it cannot be a replacement for traditional classroom teaching fostering the overall development of students.

References

Adebayo, E. A., & Babalola, Y. T. (2021). *Awareness and Intention to Use Massive Open Online Courses by Law Students in Osun State, Nigeria*. *Information Impact: Journal of Information and Knowledge Management*, *11*(4), 37–47. https://doi.org/10.4314/iijikm.v11i4.4

Akuratiya, D. A., & Meddage, D. N. (2020). *Students' perception of online learning during COVID-19 pandemic: A survey study of IT students*. *International Journal of Research and Innovation in Social Science* , *IV*(IX), 755-758.

Alhazzani, N. (2020). *MOOC's impact on higher education. Social Sciences & Humanities Open, 2*(1), 100030. https://doi.org/10.1016/J.SSAHO.2020.100030

Bajpai, G. S., & Kapoor, N. (2018). *Innovative Teaching Pedagogies in Law: A Critical Analysis of Methods and Tools. Contemporary Law Review*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3172741

Baturay, M. H. (2015). *An overview of the world of MOOCs*. *Procedia-Social and Behavioral Sciences*. https://www.sciencedirect.com/science/article/pii/4281507363

Binford, W. W. H. (2014). *Envisioning a twenty-first century legal education*. *Washington University Journal of Law & Policy*, *43*. https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/wajlp43&section=9

Chauhan, A. (2014). *Massive open online courses (MOOCS): Emerging trends in assessment and accreditation. Digital Education Review*, *25*. https://dialnet.unirioja.es/servlet/articulo?codigo=4778256

Chen, T., Peng, L., Yin, X., Rong, J., Yang, J., & Cong, G. (2020). *Analysis of user satisfaction with online education platforms in China during the COVID-19 pandemic. Healthcare.* https://doi.org/10.3390/healthcare8030200

Colbran, S. & Gilding, A. (2014). *MOOCs and the rise of online legal education. Journal of Legal Education* 63(3), 405-427.

Corbeil, J. R., Khan, B. H., & Corbeil, M. E. (2018*). MOOCs Revisited: Still Transformative or Passing Fad?. Asian Journal of University Education*. https://eric.ed.gov/?id=EJ1207738

Corbin, L., & Bugden, L. (2018). *Online teaching: The importance of pedagogy, place and presence in legal education. Legal Education Review*. https://search.informit.org/doi/abs/10.3316/ielapa.228725427010991

Ebner, M., Schön, S., & Braun, C. (2020). *More Than a MOOC—Seven Learning and Teaching Scenarios to Use MOOCs in Higher Education and Beyond*. 75–87. https://doi.org/10.1007/978-981-15-0618-5_5

Flavin, M. (2017). *Disruptive technology enhanced learning: The use and misuse of digital technologies in higher education*. Springer. https://link.springer.com/content/pdf/10.1057/978-1-137-57284-4.pdf

Grealy, F., Collender, S., Lunney, J., & O'Boyle, R. (2019). *Education, Empowerment and Access to All-Public Legal Education and Massive Open Online Courses at the Law Society of Ireland. International Journal of Public Legal Education*, *3*(1), 2019. https://www.northumbriajournals.co.uk/index.php/ijple/article/view/832

Hew, K. F., & Cheung, W. S. (2014). *Students' and instructors' use of massive open online courses (MOOCs): Motivations and challenges. Educational Research Review*. https://www.sciencedirect.com/science/article/pii/S1747938X14000128

Ivanova, M. (2016). *Technology landscape in MOOCs platforms. 19th International Symposium on Electrical Apparatus and Technologies (SIELA)*.

Kerr, R., & Reda, V. (2019). *MOOCs as Institutional Internationalization Strategy: first Italian courses on edx platform*. EMOOCs-WIP.

Kundu, A., & Bej, T. (2020). *Perceptions of MOOCs among Indian State University students and teachers. Journal of Applied Research in Higher Education*, *12*(5), 1095–1115. https://doi.org/10.1108/JARHE-08-2019-0224/FULL/HTML

Liyanagunawardena, T. R., & Adams, A. A. (2013). *MOOCs: A systematic study of the published literature 2008-2012. International Review of Research in Open and Distributed Learning*, *14*(3), 202–227. https://doi.org/10.19173/irrodl.v14i3.1455

Ma, L., & Lee, C. S. (2019). *Investigating the adoption of MOOCs: A technology–user–environment perspective. Journal of Computer Assisted Learning*, *35*(1), 89–98. https://doi.org/10.1111/jcal.12314

Marques, J., & McGuire, R. (2013). *What is a massive open online course anyway? MN+R attempts a definition*. MOOC News & Reviews. https://scholar.google.com/scholar? hl=en&as_sdt=0%2C5&q=What+ is+a+massive+open+online+course+anyway%3F+MN%2B+R+attempts+a+definition&btnG=

McGrath, C., & Stenfors-Hayes, T. (2017). *Exploring dimensions of change: the case of MOOC conceptions. . . International Journal for Academic Development*, *22*(3), 257–269. https://doi.org/10.1080/1360144X.2017.1291430

McGrath, C., Stenfors-Hayes, T., Roxå, T., & Bolander Laksov, K. (2017). *Exploring dimensions of change: the case of MOOC conceptions. International Journal for Academic Development*, *22*(3), 257–269. https://doi.org/10.1080/136014 4X.2017.1291430

Ormrod, R. (1971). *Reforming Legal Education in England. ABAJ*. https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/abaj57&section=169

Pandit, A. (2016, April 3). *Can 2016 be the Inflection year for MOOCs in India? The Financial Express*.

Pant, H. V., Lohani, M. C., & Pande, J. (2021). *MOOCs in Higher Education: Current Trends in India and Developed Countries.* In *Ubiquitous Technologies for Human Development and Knowledge Management* (pp. 58-77). IGI Global.

Pappano, L. (2012). *The Year of the MOOC. The New York Times.* https://www.lernspielwiese.com/cms/lib07/MN01909547/Centricity/Domain/272/The%20Year%20of%20the%20MOOC%20NY%20Times.pdf

Purkayastha, N., & Sinha, M. K. (2021). *Unstoppable study with MOOCs during Covid 19 pandemic: a study. Library Philosophy and Practice*. https://search.proquest.com/openview/22ec876251c6abd60572ab46cb52ae66/1?pq-origsite=gscholar&cbl=54903

Schrag, P. G. (2014). *MOOCs and legal education: Valuable innovation or looming disaster*. *Villanova Law Review 59(1)*. https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/vllalr59&section=6

Shah, D. (2020). *By the numbers: MOOCs in 2020*. The Report. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=%22By+the+numbers%3A+MOOCs+in+2020%22&btnG=

Tajik, F., & Vahedi, M. (2021). *Quarantine and Education: An Assessment of Iranian Formal Education during the COVID-19 Outbreak and School Closures*. *International Journal of Education and Development Using Information and Communication Technology*, *17*, 159–175. https://eric.ed.gov/?id=EJ1285530

Tsironis, A., Katsanos, C., & Xenos, M. (2016). *Comparative usability evaluation of three popular MOOC platforms. IEEE Global Engineering Education Conference (EDUCON)* . https://ieeexplore.ieee.org/abstract/document/7474613/?casa_token=UJ9qpb-400AAAAAA:kr2f-49Wxw27AxBFE4S5lMKbIxnHmhX2NfmjQcehULYUpmfn97orC66o23u1V70gX041mdQ6sA

University Grants Commission (2019). https://www.ugc.ac.in/pdfnews/2702581_SWAYAM_letter_for_Regulations__2021.pdf

United Nations General Assembly (2015). *United Nations: Transforming our world: The 2030 agenda for sustainable development*. *Division for Sustainable Development Goals*. doi: https://sustainabledevelopment.un.org/post2015/transformingourworld/publication

Warusavitarana, P. A., Dona, K. L., Piyathilake, H. C., Epitawela, D. D., & Edirisinghe, M. U. (2014). *MOOC: a higher education game changer in developing countries*. *Rhetoric and Reality: Critical Perspectives on Educational Technology. Proceedings Ascilite Dunedin*. https://www.ascilite.org/conferences/dunedin2014/files/fullpapers/321-Warusavitarana.pdf

Yang, X., & Song, Z. (2019). *College Students' Law Education Platform Based on Browser/Server and Massive Open Online Courses*. *International Journal of Emerging Technologies in Learning*.

Zheng, J. (2020). *The application and perfection of law MOOC. In 2019 3rd International Conference on Education, Economics and Management Research (ICEEMR*

2019). https://www.atlantis-press.com/article/125931727.pdf

Zheng, Y., & Yang, R. Y. (2017). *The rise of MOOCs: The literature review of research progress and hot spots of MOOCs education in mainland China. Eurasia Journal of Mathematics, Science and Technology Education*, *13*(9), 6165–6174. https://doi.org/10.12973/EURASIA.2017.01056A

Appendix - 1: List of Free MOOCs through five select MOOC platforms (May 2021)

| S. No.	Course Title	Platform	Language
1	Introduction to American Civics: Presented by Zero-L	edX	English
2	Civil Liberties	edX	English
3	Constitutional Interpretation	edX	English
4	Incarceration's Witnesses: American Prison Writing	edX	English
5	The Customs and Traditions of Afghanistan: Pashtunwali and Its Foundations	edX	English
6	فهم صنع السياسات القتصادية	Coursera	Arabic
7	Property and Liability: An Introduction to Law and Economics	Coursera	English
8	Law in the Time of COVID-19: A Northwestern Teach-Out	Coursera	English
9	Introduction to Intellectual Property	Coursera	English
10	Searching for the Grand Paris	Coursera	French
11	Firearm Purchaser Licensing Teach-Out: The Background Check Policy Not Enough People Are Talking About	Coursera	English
12	Community Awareness: Police Brutality in the U.S.	Coursera	English
13	The Wonders and Challenges of Bible Education	Coursera	English
14	English Legal System in 60 Minutes: A Fast Track Summary	Udemy	English
15	Launching a Successful 21st Century Law Practice	Udemy	English
16	Cybersecurity Law	Udemy	English
17	Paralegal Power Breaks	Udemy	English
18	Learn the Contract Basics All the Professionals Know	Udemy	English
19	MPRE Review for Multistate Professional Responsibility Exam	Udemy	English

20	Introduction to Child Rights	Udemy	English
21	Pass The California Police Academy Written Examinations	Udemy	English
22	E-Way Bills under Goods & Services Tax	Udemy	English
23	Interpretation of Statutes	Udemy	English
24	Introduction to Health Law in Nigeria	Udemy	English
25	Basics of Indian Environmental Legislative framework	Udemy	English
26	Hukukun Üstünlüğünün Esasları	Udemy	Turkish
27	Explicación General del Derecho Administrativo en Honduras	Udemy	Spanish
28	Curso sobre o Sigilo Bancário	Udemy	Portuguese
29	Lawyer Web	Udemy	Portuguese
30	Advocacia, Site e Divulgação no Google com Custo Reduzido	Udemy	Portuguese
31	Švari Advokato Mantija	Udemy	Lithuanian
32	Diritto costituzionale da zero	Udemy	Italian
33	Direito na escola Experience	Udemy	Portuguese
34	PPh Pasal 22	Udemy	Indonesian
35	Código de Ética do Psicólogo Comentado	Udemy	Portuguese
36	Pengantar Teori Penalaran Hukum	Udemy	indonesian
37	Direitos dos Animais | Curso Básico	Udemy	Portuguese
38	租税法修士論文の基本問題	Udemy	Japanese
39	Modelo de Procuração Particular | Download e Prática	Udemy	Portuguese
40	Comment payer moins d'impôts, et Droit des successions	Udemy	French
41	Aplicación del estatuto del consumidor a proveedores	Udemy	Spanish
42	Introduzione al diritto	Udemy	Italian

Appendix -2: List of MOOCs offered through SWAYAM under the subject 'Law' (May 2021)

S. No.	Course	University/ Organization	Language
1	Access to Justice	NLU Delhi	English
2	Administrative Law	University of Kashmir	English
3	Advanced Constitutional Law	NLU Delhi	English

4	Constitution of India and Environmental Governance: Administrative and Adjudicatory Process	NLSIU Bengaluru	English
5	Corporate Law	NLU Delhi	English
6	Criminal Justice Administration	NLU Delhi	English
7	Entrepreneurship and IP Strategy	IIT Kharagpur	English
8	Environmental Law	NLU Delhi	English
9	Human Rights	NLSIU Bengaluru	English
10	Human Rights in India	OP Jindal Global University	English
11	Human Rights System	RV University Karnataka	English
12	Indian Judicial System: Legal Aid and Environmental Protection	English and Foreign Languages University	English
13	Intellectual Property	NLU Delhi	English
14	Introduction to Law on Electricity	IIT Kharagpur	English
15	Legal and Regulatory Issues in Biotechnology	IIT Kharagpur	English
16	Patent Drafting for Beginners	IIT Madras	English
17	Patent Law for Engineers and Scientists	IIT Madras	English
18	Patent Search for Engineers and Lawyers	IIT Kharagpur	English
19	Private International Law and Alternative Dispute Resolution : Indian Legal Position	English and Foreign Languages University	English
20	Right to Information and Good Governance	NLSIU Bengaluru	English
21	Roadmap for patent creation	Indian Institute of Technology, Kharagpur	English
22	Socio Economic Offences: Nature and Dimensions	West Bengal National University of Juridical Sciences	English

विद्या S धृतमश्नुते

एन सी ई आर टी
NCERT

Central Institute of Educational Technology
National Council of Educational Research & Training
Sri Aurobindo Marg, New Delhi - 110016