MOOCs: Future and Changing Trends With Reference To India

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ABSTRACT
With the progress of ICT (Information Communication Technology), another term developed in the already flocks e-learning landscape: Massive Open Online Course (MOOC). MOOCs have been emerged as a popular medium of learning, the education learning has been changed from early classroom method to ICT based learning/teaching methods i.e. MOOCs (Massive Online Open Course). A large amount of growth in Massive Open Online Course (MOOC), and enrollment of students has been increased tremendously in these courses. While seeing the tremendous growth in the enrollment, India has started different projects for advancement of MOOC courses. Presently, IITBX, moocKIT, NPTEL and SWAYAM are the platforms used in India for advancement of courses. Aim of this paper is to give brief idea about MOOCs and its future and current trends in respect of India.

KEYWORDS: E-learning, online learning, open learning, SWAYAM, ICT.

INTRODUCTION
E-learning has become a mainstream provision in most higher education institutions, but is still not included as part of many internal and external quality assurance systems. Clearly e-learning should be integrated into quality systems, as it contributes to the quality of education by increased accessibility, flexibility, interactivity and personalization. MOOCs are “online courses designed for large numbers of participants that can be accessed by anyone anywhere as long as they have an Internet connection, are open to everyone without entry qualifications, and offer a full/course experience online for free”. A huge influx of opportunity has knocked the door of formative education as MOOCs which stand for Massive Open Online Courses. The term MOOC was obtained in 2008 by Dave Cornier of the University of Prince Edward Island and Bryan Alexander of the National Institute for Technology in Liberal Education. Vast interest of public for MOOCs took after later in 2011, with an open online course in pretended understanding by Stanford University and Massachusetts Institute of Technology (MIT). This course entice over 160 000 students from more than 190 countries. In 2015 Coursera was the greatest stage provider, with 33% of all MOOC courses on offer. MirriadaX turned into the first non-United States MOOC supplier to cross one million enrolled users, taking advantage of the substantial Spanish-speaking market around the world. More than 9400 courses offer through the MOOCs and 1800 plus free online courses are started in more than 800 universities all over the world. According to data accumulated by Class Central around 23 million fresh learners nod up for their first MOOC in 2017. That is homogeneous than the 23 million fresh learners who register for a MOOCs in 2016. At present around 81 million learners of MOOCs. Massive Open Online Courses (MOOCs) have established a change in inculcation. As per The New York Times year 2012 was declared as “The Year of the MOOCs”.

In India, various Institutions are searching for answers to influence large number of learner in less expensive way. Intense MOOC administration framework can be utilized to offer internet learning intended for mass participation, from tiny scale to huge. (MOOCs) Massive Open Online Courses offer for people of different backgrounds, and many best universities and college has initiated the course at free of cost for learners. Considering the popularity and relevance of MOOCs, Government of India has also launched an indigenous programme, SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) with an objective to serve mammoth learners and to fulfill the growing needs of learners in right manner step towards educational society. UGC too encourage the universities and college to start the MOOC courses vide 19th July, 2016 Regulation, UGC Credit Framework for Online Learning Courses through SWAYAM. MOOCs in India are gaining its importance in education sector. MOOCs have turned out to be a transform in India, as prove by increasing enrollments numbers, high achievement rates, and constant digitization. We're eager to see the numerous conceivable outcomes MOOCs have in store for India's future. While access to the course material is free, MOOC stages furnish organizations with cloud-based facilitating conditions for conveying courses; a course is design of short and long duration with nominal fee to discourage the non-serious participants.
OBJECTIVES
► Meet the demands of learners and societies.
► To reach the new students and creating the flexibility for learning (for those new learners).
► To developed and strength open education (MOOCs).
► To expand the level of education institutions in order to boost the online education so that it benefit to all.
► To empower the youth of our nation.

MODE OF TEACHING MOOCs
Following four Quadrant approach implies in e-learning system.

I. E-Tutorial might through Video & Audio interaction, Virtual labs and Animation.
II. E-Content may include PDF, e-books, Simulation etc wherever required.
III. Web Resources that might obtain through the e-mails, databases, related links, case studies and historical articles.
IV. Self-Assessment might through Assignments, Quiz’s, and discussion.

POPULAR MOOC PLATFORMS IN INDIA
Access to education to all, is the changeling job for any developing country. According to UNFPA projections, India will continue to have larger population of youth till 2030. Despite having smaller population than China, India has mammoth youth population with 356 million in the 10 to 24 year old. India’s youth face several development challenges, including access to education, gainful employment, and gender inequality and health services. In developing nation the greater part of the economies gone in giving fundamental education, health and to protect youth rights.

There is need of more education infrastructure as compared to developed country, and even it is not possible to enroll every learner on class room teaching methods. There are also many others reason too, but it is responsibilities of the respective Govt. to provide the basic infrastructure for education to every citizen. So with the advancement of ICT the education methods change from traditional to technology based methods of education i.e. variable. In India many elite’s institutions are imparting the courses on MOOCs pattern and as far as enrolments in courses offered by various MOOCs suppliers including edX, Coursera, and Udacity, India is among the main nations.

In september20, 2004, EDUST launched, this was first dedicated “Educational Satellite” that provide the country with satellite based two way communication to class room for delivering educational materials. Indian government has taken numerous steps to support the open education. The objective to prove open resources in the form of e books, repositories, libraries etc. Therefore, developing their own platform by government to offer online courses, presently only few main institutes have initiate to support such steps. Some of the Institutes are as under:

A) NPTEL: With the joint activity of the seven IITs (Indian Institute of Technology) and IISc (Indian institute of Science Bangalore), National Program on Technology Enhanced Learning project emerge and funded by MHRD, started in 2003. And through this activity, it offer online courses and accreditation in different topics related to engineering and science. From Jan- April 2018, 226 courses are offered for online in two sessions i.e. morning and afternoon. It also initiates the NOC (NPTEL Online Certification) with cooperation of Google and NASSCOM (National Association of Software and Services Companies). As on Aug 2015, 420 web courses and 509 video courses developed and hosted, which can be accessed freely through the website http://nptel.ac.in. The fundamentals goals of the project to bring all the best teachers in the country under one roof of NPTEL and collaboration with IITs/IISc record the lectures and made available to people under open source accord.

HIGHLIGHT OF NPTEL
► 1900 plus courses started out of which 105 are new courses as on 01 April 2018
► 292 Million plus page views
► More than 19428 Videos views
► More than 5 lac’s plus subscribers
► More than 171 Million views
► Mostly viewed Educational Channel

HIGHLIGHT OF NPTEL ONLINE COURSES
► Exam runs finished 7 (as of 31st Dec 2015)
► Courses finished 93 (as of 31st Dec 2015)
► Unusual users in the portal 4 lac’s plus
► Candidates enrolled 6.2 Lac’s plus
Candidates registered 15000 plus
Candidates certified 13000plus
Certificates issue in four types (Participation, Successfully Completed, Elite, Elite plus Gold)
Male candidates certified 9003 and female candidates 4497.

BENEFITS TO STUDENTS THRUOUGH THE NPTEL
- Have access to 1900+ courses of NPTEL, view, download and copy.
- Get information about upcoming courses.
- If a mentor is available, get help when required.
- Be eligible for scholarship and avail DD payment.
- Use college infrastructure for courses access.
- All those who are gainfully employed in industries and all other walks of life and who require continuous training and updating their knowledge can benefit from well-developed and peer-reviewed course contents by the IITs and IISc.

B) MooKIT: Since 2012, IIT Kanpur offering MOOCS from department of computer science with latest telecommunications tools to meet the learners need and is also well known for its distinction in education and research. At present mooKIT has been running eighteen plus courses and havinf registered learner more than 1,20,000. Following are the key features of MooKIT.

i) Flexibility in varying bandwidth, choose the delivery mode as per available bandwidth i.e. audio, video or phone. And also suitable for those regions were cost of bandwidth is high because the content can save or download on local server.

ii) Discussions in depth and interactions in details.

iii) Learners are allowed to participate in twitter or face book forums to access.

iv) Merger of new language easily.

v) Assessments done through the evaluation of assignments.

vi) Issue of certificate online.

vii) Cost effective course, offer/ join more than one online course.

C) IITBombayX: Begin in 2014, is a non-benefit activity developed by IIT Bombay, to provide MOOCs for people from different environment dedicated towards improving understanding of learning, and delivering better educational experiences. Having experience in Hybrid MOOCs which grab the advantage of flipped classrooms, online talk and live correspondence. Prevailing IITBombayX platform is an integration of Drupal 8 with Open edX and courses are offered using Open edX, while Drupal will be used to fetch and display courses in various ways. Currently, IITBombayX offers courses only in English. However, in future, some courses under Skill MOOCs may be offered in some Indian regional languages as well. To become foremost resources for learners it functions on some principles and goals.

PRINCIPLES
- Non-gainful
- Made Freely available
- Joint venture

GOALS ARE
- Further learning and teaching by research work.
- Enlarge access to education for learners expand across far flung area.
- Develop quality education wherever web is access.
- Upgrade learning and knowledge on campus and on web.

IITBX provide four types of MOOCs plan to meet different learning demand. Edu MOOCs for academics, Life MOOCS for professional and others who want to undertake lifelong learning, Skill MOOCs for job related and skilling and Teach MOOCs for instructor training.

1. EduMOOCs focused for learner wishing to improve their academic knowledge in various fields of study. These are mostly IIT Bombay add-on courses and are instruct with same thoroughness as compare to campus.

2. LifeMOOCs provide courses of brief term for professional and other seek to follow lifelong learning. Lifelong learning is the trip that each student wants to pursue. The motive of LifeMOOCs is to raise the position of learners and also these MOOCs
may well be utilized as forerunners to some other area of MOOCs.

3. SkillMOOCs successfully prepares individuals for job related skills and main focused on professional advancement. By obtaining such skills the learners get edge over headway in picking up.

4. TeachMOOCs is plan for teacher in such manner to increase their teaching ability and mostly conducted through online interaction.

D) SWAYAM: (Study Web of Active Learning by Young and Aspiring Minds) SWAYAM programme initiated by MHRD (Ministry of Human Resource Development) and AICTE (All India Council for Technical Education) started in 2016 with the support of Microsoft covering different discipline i.e. diploma, school level, graduate, post graduate, law, skillful and other courses keenly able to introduce eighty thousand hours and almost two thousand courses for study.

Courses provided via SWAYAM are accessible free of cost to learners, however, learners need a certificate are required to register themselves and completing the course successfully are required to pay a small amount of fee. At the conclusion of individual course there will be an appraisal for the learners through which the grade or marks granted in favor of learners may carry to the academic document of the learners. Vide Regulation 2016, UGC furnish Credit Framework for online learning courses through SWAYAM, encouraging the Universities to distinguish courses where credits can be transferred on to the academic record of the learners for the course completed on SWAYAM. Right now, SWAYAM programme mange 350 free online courses.

For the objective of advancement of the communication of online courses, e content and supervise the appraisal measure of courses extent on SWAYAM, the different National coordinator appointed. But, the MHRD can add the Coordinators according to the growing requirement of courses. So ensure to provide the perfect quality content and made easily available to learners the following coordinator have been appointed.

1. AICTE for self measure courses
2. NCERT & NIOS for school education
3. CEC for Under Graduate programme
4. UGC for Post Graduate programme
5. NPTEL for engineering
6. IGNOU for out of school programme
7. IIM Bangalore for management studies

CHALLENGES

India today has 1.5 billion populations in the age group of 32 year mere, as less by ten year from rest of the world. India is the largest contributor of the worldwide workforce and it surpasses around 950 million. No doubts having distinctive demographic advantage, India has risen to be the world’s third biggest economy power. One of the major challenges face by Indian education system is the mismatch of employer need and curriculums of education and also lack of skilled workforce further create an obstacle for continuous growth of India.

As per the survey by MHRD, Govt. of India there is need of 6 universities and 270 colleges each every month to cope up the learning need. India is a developing country. It’s known that MOOCs play a vital but MOOCs are primarily available to those already educated. How will it reach to those least educated is the main question. In context to India, main problem is that without considerable use of ICT tools the expansion would be unbelievable. India is diversity country in language, culture and learning habit, varies from place to place, so to meet the expectation of diverse learner, the paucity of sufficient telecommunication infrastructure outside of urban settings is perhaps the most physical challenge of MOOCs.

The utmost challenge for MOOCs is that it does not have fool proof system to check and valid the advancement of learners and also how to merge the course credits with the present educational framework. MOOCs are helpful as they give an available method to individuals to increase new information skills and knowledge. However, the nature of MOOCs makes assessing their quality and effectiveness difficult. MOOCs have no established evaluation criteria. The lack of validated assessment criteria and the variety of learning objectives makes these courses difficult to evaluate. Traditional course evaluation methods do not easily apply to MOOCs as they are based on classroom teaching.

In MOOCs completion rate is less, as learner’s engage only in discussions and do not complete their course and required the motivation to meet this changeling. Accessibility is also one of the most vital hurdles for the successfulness of MOOCs because it course are available online for everyone and sometime in multimedia (Videos, audio lectures & online discussion etc) content need to access for everyone. If faculties of ICT not available in that area it become difficult for learner to attend /
participated and also become difficult for her/him to understand and evaluate.

Another challenge in evaluating MOOCs is the coordination between the teacher/instructor and student/learners relationship, and MOOCs can’t make individual attention towards learners, this result make learner disconnected with the course, evaluating teaching effectiveness is difficult.

CONCLUSION: India appears to have surely a golden age for advancement of higher education. Many sustained stride have been taken in twelfth, thirteenth and fourteenth five years plans come to fullness. The nation has emerged as role model for the rest of world eager learners by providing the high quality education system as low cost. Luckily, MOOCs (Massive Open Online Course) has appears an attractive mode of learning, making educational content on various topics and subjects available for many learners. Many popular MOOCs offerings are closely tied with industries to meet their demand, such machine learning etc. MOOCs are absolutely breathing modern life into a stationary industry of India

At present no India universities in the top 200 list among the world but with the advancement in the higher education and cogent use of ICT, India appears as a regional centre of education and lure worldwide learns among the world and becoming a world powerful economy, every fourth going graduates in respect of world is from India by 2030, and fulfills the need of society and also will become the youthful nation among the world. According to “Higher education in India: Vision 2030” report India must achieve the target of top twenty Indian universities among the world. Obviously 2030 requires to plan out a model to achieve it otherwise worsen the higher education vision. It’s not premature to say that MOOCS might have influence in higher education in the long run.

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