

Learning through MOOCs in India: A Step Forward towards Internationalization of Education

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Abstract

Institutional culture involves learning and cultural expansion. Globalization in education underpins all academic endeavours. In December 2016, 58 million students took online courses from 700 colleges and 6850 institutions. India's colleges are trying to address students' educational demands by offering MOOCs nationwide. NPTEL, mooKIT, IITBX, and SWAYAM provide online education.

"SWAYAM", the latest government project, aims to provide vast services. mooKIT can provide online classes of any size. It was created for cMOOCs (connectivist MOOC). mooKit has held 60 courses in India and abroad. The MoE, AICTE, and Microsoft developed the SWAYAM platform to help working professionals, rural students, and high school and college dropouts.

Globally, MOOC platforms improve education access. The top Indian MOOC platforms are NPTEL, mooKIT, IITBX, and SWAYAM.

Key words: Higher education, Indian MOOC, internationalisation of education, SWAYAM

Introduction

Societies have witnessed numerous changes in human civilization since the dawn of humanity. Every educational institution has the predisposition to strive for perfection. Yet, occasionally, these institutions shine brightly, perform admirably, and enjoy tremendous reputations, only to lose their luster and blend in with the masses of ordinary people at other times. Institutional culture is acquiring new knowledge and broadening cultural perspectives to improve the human condition through increased productivity, social equity, and learning, emphasizing growth, innovation, and progress.

Since the first university in Europe was established in the Middle Ages, internationalization in education has been a phenomenon that forms the cornerstone of all academic endeavours. Consequently, education institutions have recently made significant internationalization initiatives.

As a critical idea in the internationalization of education, it can be considered in the following ways, i.e., if a student travels abroad for their study, where are the institutions located there? First, in cases where the institution is moving, but the students aren't, such as when a branch of a specific school opens up in a different location. Where both the student and the institution are moving, i.e., when a student enrolls at a particular branch that best suits their schedule, another way is in situations where neither the student nor the institution is changing, such as online courses or e-learning (Massive Open Online Courses).

At the moment, competition prevails over collaboration throughout the entire planet. Therefore, education globalization may be advantageous in this aspect. In every way, the pandemic scenario is challenging. Students, teachers, institutions, and other teaching and learning scenarios all deal with various issues. These still have an impact today, post-pandemic. The globalization of education can benefit students' learning in this situation. E-learning and other MOOCs can be helpful to a lot of pupils.

MOOCs are currently the most widely utilized approach for offering online courses globally. Massive Open Online Courses, or MOOCs, are an online course delivery format that enables an infinite number of participants. Ever since its creation in 2008, it has become very well-known. In December 2016, there were about 58 million students worldwide. Students have registered for MOOCs from over 700 universities and more than 6850 course providers, such as Coursera, edX, and Udacity (Shah, D 2016). Institutions in India with organizational capacities and governing bodies are trying to address the nation's workers' increasing educational needs by offering MOOCs.

To raise the standard of instruction offered in the country's educational institutions, several recommendations were made as part of the New Education Policy (NEP) 2020. (HEIs). The establishment of "Academic Bank of Credit" (ABC), that would enable the digital preservation of academic credentials earned from various officially recognized along with registered MOOCs and institutions, is among the other essential measures. These credits would then be taken into consideration when awarding any degree.

Therefore, the goal of this investigation is to concentrate on discovering and utilizing the critical MOOC platforms that provide courses in India and their role in the internationalization of education.

THE STUDY

Different MOOCs Developed in India:

By providing MOOCs throughout the nation, institutions in India with organizational capacities and governing bodies are attempting to fulfill student's evolving needs for education. NPTEL, IITBX, mooKIT, and SWAYAM are serving to provide online education. The most recent government project, "SWAYAM", was launched to provide services on a massive scale and address the growing demands of learners.

NPTEL: National Programme on Technology Enhanced Learning

Working together, the IITs and IISc created the National Programme on Technology Enhanced Learning (NPTEL), which was funded by the Indian government's Ministry of Education (MoE) and launched in 2003. NPTEL was established with the goal of providing excellent education to all areas of the country. It currently offers more than 600 certification courses per semester in roughly 22 fields (NPTEL IITm. (n.d.).

It is the greatest online resource in the world for engineering, basic science, and a small number of humanities and management courses. With 1.3 billion views and more than 40 lakh members, NPTEL's YouTube channel is the most popular educational channel. Here are transcripts and subtitles for more than 56,000 hours of video content. Additionally, it boasts the most famous library of peer-reviewed educational materials worldwide. More than 12000 hours of English transcripts have also been translated into regional Indian languages. (NPTEL IITm. (n.d.). NPTEL offers courses using open-source software. The systems run on the Course Builder platform developed by Google, which is based on App Engine and Compute Engine. (Chauhan, J. 2017)

mooKIT

The Indian Institute of Technology Kanpur (IITK) developed the mooKIT management system for massive open online courses (MOOCs) in 2014. It is a lightweight platform that only makes use of open-source technology. It is a robust system that can provide online courses on any scale, ranging from very little to very large. It was developed to provide cMOOC (connectivist MOOC). Approximately 60 studies have been conducted by mooKIT so far, both in India and internationally. The numerous courses offered have drawn more than 200,000 students from more than 90 nations. (Sharma, R., & J.C, S. 2022)

According to the necessity, it provides four different sorts of solutions. (Chauhan, J. 2017)–

1. mooKIT Standard: A single course is run on it. YouTube videos can be used instead of local streaming if desired. For instance, mooconmooc.org/s
2. mooKIT Enterprise can handle running numerous online courses. Users can sign up for the courses they're interested in using a portal. Examples include agmoocs.in and mooc4dev.org.
3. mooKIT Replicated: Due to the ability for the material that will reside in local server caches, it is appropriate for places with poor bandwidth. Periodically, the servers will sync to get updates.
4. mooKIT Personal or Mobi. -mooKIT: Mobile devices with limited storage and processing power can run it. Due to device limitations, it does not offer social networking or forums.

IITBombayX

IIT-Bombay created and oversaw "IITBombayX", which has been running open-source, "Open edX" platform during 2014. This non-profit MOOC

platform receives financing under the "National Mission on Education-Information and Communication Technology" (NME-ICT) of the Indian Ministry of Education. It provides 63 courses covering the primary disciplines in a variety of topics. It is committed to enhancing students' educational choices on and off campus. Additionally, the platform gathers information to better understand how students learn (Sharma, R., & J.C, S. 2022).

Both online and in-person instruction should be of the highest caliber, according to IITBombayX. It was developed for students and organizations looking to reinvent themselves through cutting-edge technology, creative pedagogy, and challenging coursework.

This institution offers possibilities to anybody who wishes to prosper, progress, and succeed through the presentation of the best education available online. The IITBombayX platform is freely downloadable. The success of Indian massive open online learning is promoted by doing and sharing essential studies on how students are trained. This empowers and inspires educators throughout the world. (About Us | IITBombayX. (n.d.).

Increasing access to education for students located in rural and far-off locations is IITBX's primary objective. The other purposes are as follows- to improve classroom instruction and online learning and to improve teaching, and to learn through research. Furthermore, to provide high-quality education everywhere, there is internet access. (About Us | IITBombayX. (n.d.).

SWAYAM: Study Webs of Active Learning for Young Aspiring Minds

The government-backed SWAYAM programme seeks to maintain the three pillars of Indian education policy: excellence, equity, and access. The SWAYAM platform, developed by Ministry of Education (MoE) in partnership with the All-India Council for Technical Education (AICTE) and Microsoft, specifically intended to improve the well-being of professionals in employment, students from rural backgrounds, and dropouts from high school and college. With this effort, we hope to ensure that even the most underprivileged students have access to top-notch educational resources. And for students who have been left out of the information economy because they have not lived through the digital revolution, SWAYAM is working to bridge that gap. (Swayam Central, n.d.-b)

Each of SWAYAM's programmes falls into one of four categories:

1. Lessons with video.
2. Reading materials that have been specially crafted and are available for download or printing.
3. assessments and tests for self-evaluation.
4. A platform for online question and answer sessions i.e., discussion forum.

The teaching experience was improved by using advanced pedagogy and technology, audio-video, and multimedia.

Nine National Coordinators have been chosen to guarantee the highest caliber material is created and distributed. As follows:

1. Consult AICTE (All India Council for Technical Education) for self-paced and overseas courses.
2. Engineering NPTEL (National Programme on Technology Enhanced Learning)
3. Non-technical post-graduate education UGC (University Grants Commission)
4. Undergraduate education using CEC (Consortium for Educational Communication)
5. For school education, NCERT (National Council of Educational Research and Training)
6. National Institute of Open Schooling (NIOS) for educational purposes
7. Indira Gandhi National Open University (IGNOU) for students who are not enrolled in school
8. For management studies, go to IIMB (Indian Institute of Management, Bangalore).
9. Program for Teacher Training at the National Institute of Technical Teachers Training and Research (NITTTR)

While students can take the SWAYAM courses for free, earning a certificate requires them to pay for and physically appear at proctored final exams. Students can only acquire certificates if they fulfil the requirements listed on the course website. Institutions of higher learning that have authorised it may accept the course completion certificates or grades as transferable college credit. (Swayam Central. (n.d.).

Findings

Internationalization of Education through Indian MOOCs:

Table: Students' enrolment in different MOOC courses

Name of the MOOC	Number of students enrolled
NPTEL	Above 471 million
mooKIT	Above 2 lakhs
IITBombayX	1.25 million
SWAYAM	10 million

(Pant et al., 2021)

The fact that such a large number of students are participating in Massive Open Online Courses, as seen in the table above, suggests that these online learning environments are incredibly beneficial to the academic development of its student users. Furthermore, the massive open online courses are not just limited to India; they have a widespread expansion of their course offerings worldwide.

It is essential to point out at this juncture that the COVID-19 pandemic has had a significant influence on the offline instructional and educational process. Learners who complete their education through MOOCs have a more substantial number of benefits in this regard. In this way, massive open online courses (MOOCs) contribute to the globalization of the educational system.

Conclusion

The researcher in this study explored numerous Massive Open Online Course (MOOC) platforms extensively used in India, such as NPTEL, mooKIT, IITBombayX, and SWAYAM. Because of the enormous interest among students in taking part in MOOCs, it has also been underlined how beneficial these platforms are for the internationalization of education.

Massive open online course (MOOC) platforms to expand access to education are becoming increasingly common in countries worldwide, and India is not an exception to this trend.

The courses are made available in India through various massive open online course (MOOC) platforms, such as NPTEL, mooKIT, IITBX, and SWAYAM. This article focuses on the massive open online course (MOOC) platforms that deliver courses in India and the significance that these platforms play in the globalization of education. Both of the objectives have been accomplished to a satisfactory degree. The massive open online courses (MOOCs) offered by India play an essential part in the internationalization of the academic system. However, more research may be done to determine what proportion of students come from various geographic locations worldwide and enrol in these courses of different MOOCs.

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