Chapter 4
MOOCs in Higher Education:
Current Trends in India and Developed Countries

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ABSTRACT

Online education has gained a lot of acceptance among the learners in the recent past. The advances in technology and changing demand from students and business as well as the possibility for reducing costs and generating income has led to a MOOC explosion. Over the last years, massive open online courses (MOOCs) have received a great deal of attention from the academic community, business, and the media, especially after the World Health Organization (WHO) officially declared COVID-19 as a pandemic in March 2020. The pandemic has caused educational disruption across the globe. Educational institutes faced with the challenge of maintaining the continuity of learning and were almost forced to switch to the online mode. The seemingly simple and immediate solution is to conduct school remotely using online resources. The aim of this study is to investigate the current trends and prediction with respect to the adoption of MOOCs in the Indian higher education system and identify various influencing factors facilitating this adoption.

INTRODUCTION

There are substantial differences in the economic and demographic development indicators in different countries including India and European countries, but one common concern is the need to scale education to keep up with an overwhelming demand of their respective population.

The growing global demand for higher education, especially in India, where 40 million additional University places are estimated to be required by 2025 (Everitt, 2013) provides a strong case for MOOCs.

Like the western-based MOOCs, Asian countries like China and India are showing a great interest in this technology in the past few years. "XuetangX", and "SWAYAM" may be the best examples. Currently, a Chinese platform 'XuetangX' has become one of the largest MOOC platforms of the World, similarly there are millions of learners are studying through SWAYAM MOOC platform in India.. Overall Class Central estimates that there were 110 million people in the world enrolled in MOOCs in 2019 (Shah, 2019). Twice a year, 1000 institutions (2019) across the India pick SWAYAM courses, they'll grant credit for in the upcoming term. (Mendez, 2019)

MOOCs as technology is one of the most critical tools to support remote learning when learners need to remain outside of classrooms. The most prominent and fiery example is, during the crisis of covid-19 approximately 1.7 billion students and 190 countries have been affected, so OECD, World Bank Group and Global Education Innovation Initiative are working joint international initiative to support quality education using online technology to ensure that classes continue and that the most vulnerable don't get left behind.

The EMC-LM project is a successful outcome of the European MOOC Consortium, that not only combine the world of education and training, but also the world of work as a Public Employment Service, companies and sectoral organisations (Farrow, 2019).

Many renowned International organization of the world like the Harvard Global Education Innovation Initiative, HundrED, the OECD Directorate for Education and Skills and the World Bank Group Education Global Practice are combining support countries to provide the information and resources from around the world on the education response to the crisis (BRIEF, 2020).

Higher education offers the potential to support global, national, and local development. There is a need to expand educational opportunities for society and humankind. For that educational institution, technologists, governments, internet and hardware providers, NGO's, etc. can work together to truly democratize education. The MOOCs may create opportunities for universities to take an active role in educating society and provide affordable pathways to lifelong learning for a wider population, on a global scale.

MOOC EVOLUTION

The term MOOC was introduced in 2008 by Dave Cornier by the University of Prince Edward Island and Bryan Alexander of the National Institute for Technology in Liberal Education.

"A MOOC is an online course with the option of free and open registration, a publicly shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of education." (McAuley, Bonnie, George, & Dave, 2010)

Vast interests of public for MOOCs was observed in 2011, with an open online course by Stanford University and Massachusetts Institute of Technology (MIT). This course enticed over 160,000 students

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