

Students Name: SMITA BIDANI

Supervisor Name: Professor Harjeet Kaur Bhatia

Name of Department: Department of Educational Studies

Name of Topic: POLICY AND IMPLEMENTATION OF MOOCs IN HEI: AN ANALYTICAL STUDY

Keywords: Policy, Massive Open Online Courses, MOOC, Higher Educational Institutions, HEI

### **Findings**

Under the document production and location aspect of the framework, documentary analysis revealed the national initiatives and international events that influenced the introduction of these policy documents in the country. An analysis of the documents' authorship and audience revealed that the guidelines had been prepared by the Ministry of Education under the central government, while the regulations had been notified in the official gazette by the University Grants Commission, the apex statutory body for regulating higher education in the country. The target audience for the documents were all the concerned stakeholders in the process of creation and delivery of MOOC on the SWAYAM platform including the nine National Coordinators. The policy context analysis revealed SWAYAM as a programme designed to achieve the three cardinal principles of education policy viz., access, equity and quality with the underlying objective to add to the quality of classroom teaching while developing MOOC compliant e-content for SWAYAM using audio and video and its incorporation within the formal educational system through the credit system was envisioned to benefit both teachers and learners. The analysis of policy text demonstrates that the main area of focus of the documents is the functional, logistical and financial aspect of operationalising the platform. An analysis of the policy consequences revealed that while the procedural parts of developing and delivering a MOOC through SWAYAM have received detailed attention, pedagogical components could have been addressed with the same vigour.

The strongest aspects of the current MOOC policy were using professional equipment and hiring a competent editing team, provision of designating a specific faculty member as a facilitator by the Parent Institution, explicitly mentioning the need of using innovative learning techniques under all the four quadrants to ensure learner engagement, issuing certificates by the National Coordinator and authorised signatory of the Host Institution, assessment of the MOOC proposal through the Academic Advisory Council (AAC) and Subject Matter Expert Groups (SMEGs) of the national coordinator, making efforts to include industry and syncing of MOOCs' calendar with regular academic session and announcing the complete evaluation scheme at the time of launch of the course also gives clarity to the MOOC structure.

Main weaknesses of MOOCs as perceived by teachers, were the strict and unrealistic timelines for MOOC development, submission of undertaking by the CC, lack of infrastructure and technical

requirements at the HEI end, lack of competence in facing the TV for recording videos for the MOOCs, conducting the term end proctored examination by a centralised authorised agency, copyright handling and intellectual property rights issues.

Teachers' perceived important opportunities as lifelong learning, developing MOOCs in regional languages, having access to better hardware and software techniques, effective tool in blended learning mode, possibility of heutagogical approach of teaching-learning, anytime-anywhere learning. The most important opportunities, according to the learners were access to courses from reputed HEI, increasing enrolments by providing MOOCs in regional languages, designing courses in learner centered pedagogical approach, anytime-anywhere learning and option to go for skill-based courses.

The biggest challenges faced by teachers was the difficulty in time management, completing MOOC related tasks while being consumed in normal teaching schedule, non-availability of suitable ranking and accreditation system for MOOCs, lack of confidence in camera-facing skill of experts, financial constraints at the end of the MOOC provider and low enrolments and completion rates. As perceived by the learners, the most important challenges were lack of institutional support, uninteresting course material, lack of self-discipline and self-motivation in learners and absence of a central ranking and accreditation mechanism for MOOCs

Based on the strengths, weaknesses, opportunities, and challenges analysed in this research study, a theoretical model has been proposed incorporating suggestions for further policy in the field. The model makes suggestions for each stage of the MOOC development process as defined under the current guidelines and regulations.