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Title: **Role of SWAYAM-MOOCs in Democratization of Higher Education**

Abstract

Massive Open Online Courses (commonly MOOCs) is a path breaking and hopefully the most discussed sector in the digital era of distance education. They have taken higher education by storm. The SWAYAM, the government of India initiatives, is going to be the boon to Indian and Indian learners. The skill India dream can be materialized with the help of SWAYAM. The objective of this effort is to take the best teaching learning resources to all.

Undertaking the findings of the present research, expansion of Higher education through SWAYAM-MOOC was much visible as participants were from varied age groups, religions, social categories and place of residence but participation was low from the female gender. According to the participants, there was no biasness in the process and content, convenient to all the genders, differently- able learners and learners with different language understanding but they were not convinced that the learning through this platform is equivalent to formal education. Participants were satisfied with all the components of this platform and 4 identified Es but they definitely feel that there was still a scope for improvement. They have also provided the challenges faced by them (instructional, communication and technical).while pursuing the course and also provided suggestions to further improve these courses.

Instructors and Providers took part in the research. They were also satisfied with all the components of this platform and 4 identified Es but they definitely feel that there was still a scope for improvement. They listed certain challenges and suggestions based on their experiences.

Comparing the responses of the three stakeholders reflected that all the three were positive towards the effectiveness of SWAYAM components and 4Es in democratising higher education but their likelihood towards different parameters varied. Similarly, in case of comparison of ARPIT and Non-ARPIT participants, both were positive towards the effectiveness of SWAYAM components and 4Es in democratising higher education but varied in their intensity towards identified parameters.

Implications were identified for SWAYAM platform, policy makers, instructors and participants to eliminate the shortcomings of the platform. Limitations of the study were identified as per the researcher. Suggestions for future researches were made to conduct further researches on SWAYAM at different scales and levels. Cross-sectional comparative studies can be conducted. Follow-up studies should be conducted to identify the reason behind the low participation of any particular social group.