**Program Inclusive, Credit-Based SWAYAM MOOCs in Higher Educational Institutions of India.**

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**ABSTRACT**

The University Grants Commission of India, in its recent directions, has advised Higher Educational Institutions (HEIs) to deliver 20% of the program curriculum through credit-based MOOCs available on the SWAYAM portal. This paper reviews and analyses the various aspects related to this policy initiative. It probes the objectives of launching, its role, and achievements. It also delves into student and institutional readiness to implement this policy. It analyses the student success rate so far and reviews the possibility of MOOCs as an alternative or aid to the traditional educational setup in India. The study is based upon a descriptive research methodology that draws inferences from previous research and analyses data and information available from secondary sources such as AISHE (2019-20), UGC notifications, National Education Policy, 2020, MHRD, Government of India, and a few relevant websites. The findings reveal a considerable increase in student enrollment but with extremely low certifications and indicate delivery of MOOCs is more effective in synchronous mode. Making MOOC, program inclusive is a huge challenge with rich dividends attached.

**Keywords: SWAYAM; MOOCs; Credits; Curriculum: Education; Higher.**