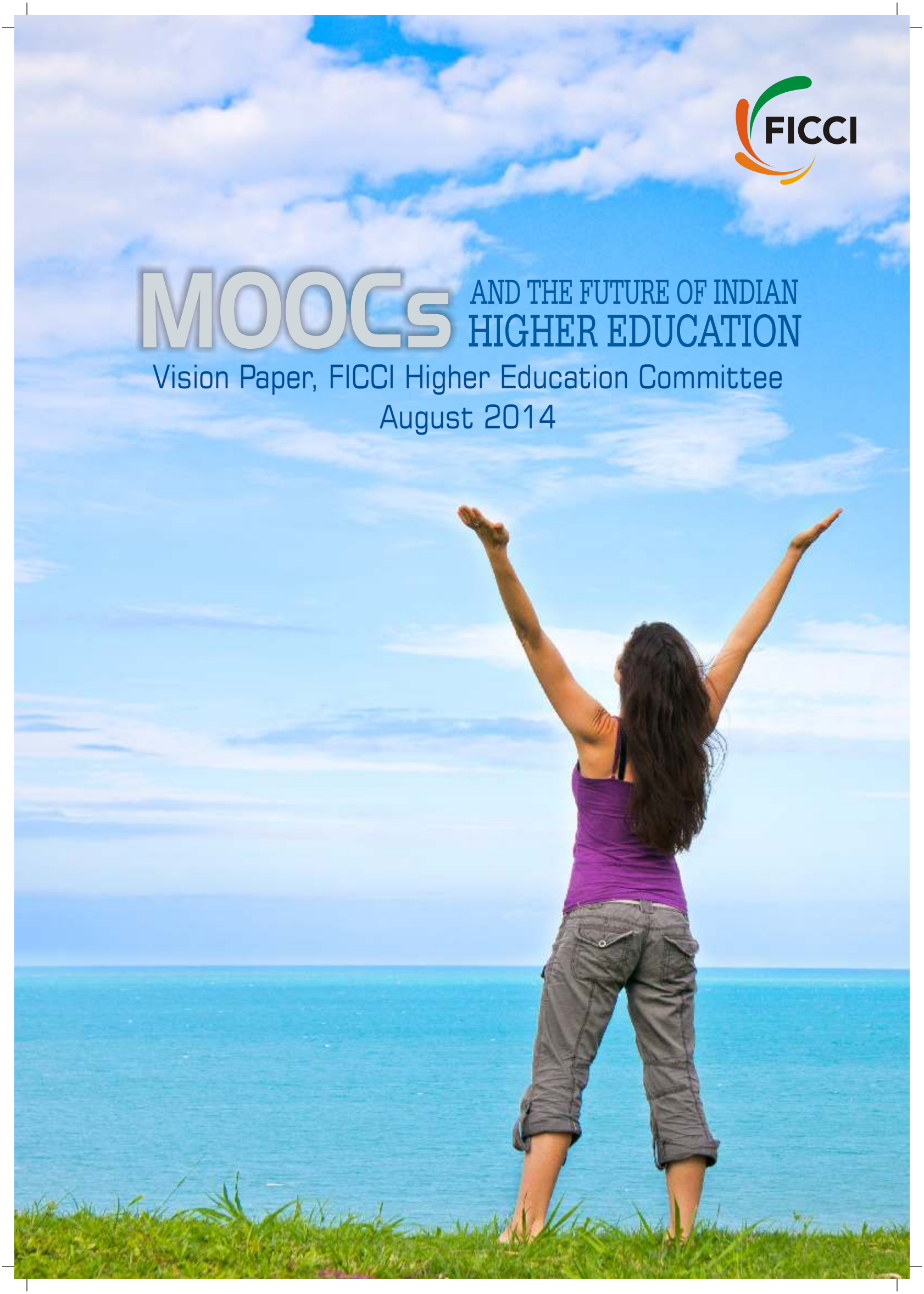
MOOCs AND THE FUTURE OF INDIAN HIGHER EDUCATION

Vision Paper, FICCI Higher Education Committee

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Foreword

It would scarcely be an exaggeration to state that the recent advances in educational technology and networked pedagogy are poised to redefine and transform what our education system is capable of achieving. The idea that both learning and teaching could be powerfully redefined to openly meet the needs of a massive population of learners, has caught the imagination of people worldwide.

The Massive Open Online Course has made a remarkable mark in just a few years since its inception in 2008. It has been equally vilified as the new fad and glorified as the new order. Every development in its shape or form has received instant worldwide attention. In just the past 3 years, the MOOCs have scaled to over 20 million students, 200 top universities, 40 providers and 20,000 courses.

In India, we have not remained immune to this disruption. Nearly 2 million Indian learners, who constitute the second largest group of MOOC learners worldwide, have given us the mandate to respond quickly and decisively by putting in place systems and policies for MOOC based education.

In the times to come, MOOCs and their variants will permeate every sector of Higher Education and provide meaningful education & training to millions of people in India. We are at an inflection point in technology enabled learning, a point beyond which there exist limitless possibilities to transform our potential.



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Foreword

The phenomenal growth of Massive Open Online Courses over just the past 3 years is enough to show that MOOCs mark a strategic inflection point for the education system. If the phenomenal response to MOOCs by Indian learners is any indication, MOOCs are here to stay as a very visible and powerful medium to teach and to learn.

This report explores the potential impact of MOOCs in Higher Education. It focuses on identifying practical use cases for MOOCs, not just in the formal sector, but also in the non-formal and informal sectors. In the end, it makes several important recommendations for key stakeholders in our education system. It attempts to show how MOOCs may be instrumental in tackling some very important challenges such as faculty shortage, affordability, equity, weak infrastructure, lack of high quality digital content and lack of employability.

It is our hope that the findings of this report and its recommendations serve as a starting point for further deliberations, ignite innovations in education and act as a prophecy of the future.

We would like to thank the FICCI Higher Education Committee for having provided us the opportunity to create this report, and the MOOCs sub-committee members (Girish Gopalakrishnan, Lokesh Mehra, Manish Upadhyay and Mohan Kannegal) for having put in their painstaking effort in writing and reviewing this report.



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