

MOOC POLICY

1. Purpose and Objectives

The concept of Massive Open Online Courses (MOOCs) represents a transformative change in higher education, enabling learners worldwide to access high-quality education from reputed universities at scale. MOOCs facilitate flexible, self-paced learning through short video lectures, online tutorials, and automated assessments, fostering independent and lifelong learning habits.

The primary objectives of this policy are to:

- Encourage students and faculty of the institution to participate actively in MOOC courses through recognized national and international platforms.
 - Enhance knowledge, professional competency, and employability through exposure to globally benchmarked content.
 - Integrate MOOC learning with the academic framework prescribed by APJ Abdul Kalam Technological University (APJAKTU) for credit transfer and activity points.
 - Establish a structured system for coordination, communication, and motivation among faculty and students to improve MOOC enrolment and completion rates.
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2. Scope

This policy applies to all faculty and students of L.B.S. College of Engineering, Kasaragod (LBSCEK), and covers:

- MOOCs offered through national and international platforms such as SWAYAM, NPTEL, FutureLearn, Coursera, and EdX.
- University-directed courses under APJAKTU that include MOOC components as part of the curriculum, Honors, or Minor degree requirements.
- Institutional initiatives to motivate, monitor, and reward participation in MOOCs.

APJAKTU and MOOC Integration

- APJAKTU mandates that out of four additional courses for Honors or Minor Degrees, two must be MOOCs completed through NPTEL.
- The University awards 50 activity points to students completing MOOCs from NPTEL, FutureLearn, Coursera, or EdX, out of the 200 points required for B.Tech program fulfilment.
- The University provides credit transfer for eligible courses based on marks or certificates obtained through approved MOOC providers.

MOOCs under SWAYAM

The SWAYAM initiative, launched by the Ministry of Education (formerly MHRD), Government of India, provides a unified platform offering free access to interactive online courses across diverse disciplines.

Courses are presented through four key quadrants:

1. Video lectures.
2. Downloadable reading materials.
3. Self-assessment tests and quizzes.
4. Discussion forums for peer and faculty interaction.

Institutions such as NPTEL, UGC, NCERT, IGNOU, NITTTR, IIM Bangalore, and others prepare and host SWAYAM courses to ensure quality and national reach. Learners may access these courses for free; however, those seeking certification must register for proctored final exams at designated centers, paying a nominal fee.

Other MOOC Platforms

Other globally reputed MOOC providers include:

- FutureLearn – Affiliated with the Open University and 260+ partners including UNESCO and the British Library.
- Coursera – Hosting hundreds of university-led courses from 300+ institutions worldwide.
- EdX – A non-profit initiative by MIT and Harvard with 42+ million learners and 3,600+ courses.

3. Guidelines

MOOC Implementation at LBSCEK

To promote MOOC participation among students and faculty and to ensure proper coordination with NPTEL and other platforms, the following arrangements shall be adopted:

1. **Institutional Coordination:**
A MOOC Coordinator shall be appointed to liaise with NPTEL and other platforms on behalf of LBSCEK. The Coordinator shall handle all official communications with due approval from the Principal.
2. **Communication of Course Details:**
 - The Coordinator shall receive notifications from NPTEL and circulate information such as course title, duration, registration deadlines, start dates, examination registration and schedule, etc., to all Deans, HoDs, and Tutors.
 - This information shall be shared through faculty and student groups and displayed on official Notice Boards.

3. Tutor Responsibilities:

- Tutors must inform their classes about MOOC opportunities, emphasizing course relevance and registration procedures.
- Tutors should actively motivate students to register and may seek assistance from HoDs or faculty experts for awareness sessions.
- Tutors must discuss the benefits of MOOCs during Class Committee Meetings and PTA Meetings to create a culture of online learning.

4. Departmental Roles:

- Heads of Departments must ensure tutors effectively communicate MOOC-related information to all students and faculty.
- They should monitor participation levels and address concerns through departmental reviews.

5. Technical and Registration Support:

- Students facing registration or exam-related difficulties should approach the coordinator, who shall correspond with NPTEL to resolve issues promptly.

6. Faculty Involvement:

- Faculty members are encouraged to enroll in MOOCs relevant to their subject areas for professional development.
- Faculty can also assist students in course selection and completion tracking.

7. Recognition and Incentives:

- Appreciation certificates or mentions shall be given to students and faculty who successfully register for and complete MOOCs.
- Monetary incentives may be provided to promote consistent participation.
- A student or faculty member completing at least two MOOCs with a pass grade in successive semesters shall be reimbursed 50% of the course and examination registration fee.

8. Student Motivation Strategies:

- Faculty should address both need-based (academic/professional) and interest-based (personal/technological/social) motivators to improve student engagement.
- Factors influencing learner retention—academic, course-related, professional, personal, social, and technological—must be discussed during mentoring sessions.

9. Institutional Monitoring:

- The Coordinator shall maintain records of course enrolment, completion rates, certificates obtained, and incentive disbursements.
- Reports shall be submitted to the Principal/IQAC for review each semester.

4. Penalties / Non-Compliance

1. For Students:

- Failure to complete mandatory MOOC courses prescribed by APJAKTU for Honors or Minor degrees shall lead to ineligibility for the respective certification until completion.
- Students failing to attend registered examinations without valid reason may lose eligibility for institutional reimbursement or incentives.

2. For Faculty and Departments:

- Departments that fail to promote or monitor MOOC participation as per policy may receive a non-compliance remark during internal audits or IQAC reviews.
- Faculty responsible for student mentoring but consistently neglecting MOOC communication duties may face administrative advisories.

3. Institutional Accountability:

- The MOOC Coordinator must ensure timely communication and reporting. Delayed or incomplete reporting may invite written instructions or replacement of responsibilities by the Principal.