

# The Research Dialogue

An Online Quarterly Multi-Disciplinary  
Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-2, Issue-1, April-2023

www.theresearchdialogue.com



## SWAYAM: An Indigenous Online Learning Platform

**Dr. Rashmi Singh**

Assistant Professor  
Department of Education  
S. S. Khanna Girls' Degree College  
University of Allahabad  
[rashmisingh23.lucknow@gmail.com](mailto:rashmisingh23.lucknow@gmail.com)

### Abstract:

*Knowledge is the new economy and data is the new oil of this new age society. Inclusion of digitalization is the basic feature of this knowledge economy because by the usage of technology only grasping and transmission of knowledge can become so fast, reach to masses and this can happen by being economical too. The crux is that being digital is the key factor to be successful in this digital world. Keeping in mind this very fact, GOI has launched its very native online learning platform abbreviated as SWAYAM (Study Webs of Active Learning by Young aspiring Minds). It has been made by MHRD (Ministry of Human Resource and Development) and AICTE (All India Council for Technical Education) with the help of Microsoft. This initiative has been taken to attain the goals of new education policy, i.e., access, equity and quality. The basic philosophy behind SWAYAM platform is to bridge the already existing digital divide/digital gender divide in the country and to increase the Gross Enrolment Ratio (GER). It is envisioned that this platform will provide access to those who have still remained untouched by the digital revolution in the country and yet not become a part of knowledge society to get their benefits. This platform has been made for launching of MOOCs (Massive Open Online Courses) to train faculty as well as students to be capable enough to cope up with the challenges of the new digital world.*

**Keywords:** *knowledge economy, digitalization, SWAYAM, MHRD, GER, MOOCs, digital revolution*

### **Introduction:**

Last decade has witnessed tremendous change in the teaching-learning pattern of our education system in general and in higher education system in particular. The impact of COVID pandemic has only accelerated this change towards the inclusion of digitalization. The credit goes to Digital India Campaign (launched in year 2015 by Prime Minister Narendra Modi), which has initiated digitization in all the sectors of government policies as well as in education system. But in spite of this initiative, a large mass of Indian population is still remained untouched by the rampant digital revolution because of inherent heterogeneity at many levels. It can also be said that digital revolution has only widened the existing digital divide (the gap between digital haves and have not). Because those, who have access to electronic gadgets been benefited by this digital revolution and become more aware and digitally empowered and vice versa. Another twist in this divide is that digital divide now become even worse and turned into digital gender divide. Because it has been generally observed that female gender has less access to these digital gadgets in comparison to their male counterparts. One thing which has also taken into account is that today's generation students are termed as digital natives (a term used by Prensky in 2001). Digital natives are those individuals who are born and brought up in this digital age governed by internet. Similarly digital immigrants are those who are raised in a world where the internet did not exist. Prensky had stated in his article that learning styles of past and present generation is split by their respective fluency with technology. So it is the call of the hour that the present educational setup must be embedded within the digital technology because digital natives feel ease in it.

**SWAYAM:** SWAYAM platform is capable of hosting 2000 courses and 80000 hours of learning. It covers a wide range of courses including school, undergraduate, post-graduate, engineering, law and other professional courses. Learning becomes life long learning nowadays. One has to remain updated to survive in the era of information and knowledge age. SWAYAM offers to its learners variety of courses which are relevant as well as updated. They can choose from hundreds of courses and these shall be offered by best of the teachers in India and elsewhere. SWAYAM presents a unique educational opportunity to its learners to expand their horizons of knowledge by getting acquainted through best of the instructional material in the country and outside from it too. It is developed under the aegis of NME-ICT (National Mission on Education through Information and Communication Technology). GOI adopted the MOOCs concept to supplement the formal education system in the country from high school to higher education, named apply as the, "Study webs of Active-Learning for Young Aspiring Minds" (SWAYAM). It hosts various courses based on curriculum, continuing education and skill, means credit as well as non-credit courses.

Courses delivered through SWAYAM are available free of cost to the learners. This means any one can enrol and go through all the reading material by its own pace. But if the learners wanting a SWAYAM certificate, they have to register themselves for the final proctored exams that come at a fee and attend in-person at designated centers on specified dates. Eligibility for the certificate will be announced on the course page and several e-mails and learners will get certificates only if this criterion is matched. Universities/ Colleges approving credit transfer for these courses can use the marks/certificate obtained in these courses for the same. UGC has now made it mandatory to cover some credits of UG and PG students through SWAYAM courses. It is required for professional upgradation of teachers as well.

**National Coordinators:** In order to ensure that the best quality content is produced and delivered, nine national coordinators have been appointed by the MHRD. They are:

1. **AICTE** (All India council for Technical Education) for annual refresher programme in teaching for faculty of the engineering/ uiv3rsity/institutions.
2. **NPTEL** (National Program on Technology Enhanced Learning) is responsible for engineering courses
3. **UGC** (University Grants Commission) has the responsibility of making courses for post graduation students and their courses (non-technical).
4. **CEC** (Consortium for Educational Communication) has the responsibility for undergraduate education
5. **NCERT** (National Council for Educational Research and Training) has given the lead to prepare courses for school education
6. **NIOS** (National Institute of Open Schooling) will be reponsible for school education (out of formal schooling)
7. **IGNOU** (Indira Gandhi National Open University) has got the credit to prepare MOOCs for out of school students
8. **IIMB** (Indian Institute of Management, Banglore) is responsible for preparing courses for management studies
9. **NITTTR** (National Institute of Technical Teachers Training and Research) has got the responsibility to make updated and relevant courses for teacher training program

These national coordinators are responsible for every thing in their area of expertise such as, designing the course content, making of video, and upgradation & maintenance of the same. These national coordinators have local chapters across the country. They act as an intermediary between

the users and the national coordinators. Because one can not have direct contacts to national coordinators but can have make dialogues through these local chapters. These local chapters are famously known as SWAYAM NPTEL local chapters (MHRD, GOI).

**Need to launch SWAYAM:** There has been a major paradigm shift in higher education in the recent years, from developing cognitive, affective and psycho-motor skills within the confines of a classroom to outside the four walls of the classroom. MOOCs made it possible with its philosophy of 3 As, i.e., any where, anyone and any time approach. MOOCs stands for Massive Open Online Courses. This is also the time when the global educational scenario has witnessed the extension of open educational resources (OERs) in the form of MOOCs. COURSERA is one such platform which started in 2012. It is a U.S. based MOOC provider founded by Stanford University computer science professors. Presently COURSERA is the biggest platform to serve MOOCs made by world top class universities and institutions and the interesting part is that Indians have the largest share of participants of such MOOCs. It has been thought by our policy makers that one such indigenous platform must be launched with the help of national players too. In this connection, SWAYAM has been launched. SWAYAM is the indigenous online platform to launch MOOCs to bring trans-formative changes in educational outcome by extending reach and access to quality education at economical costs to everyone irrespective of caste, class, gender and the like. The basic philosophy behind this is that the best teaching resource must be made available to the remotest person of this country at affordable cost. To improve Gross Enrollment Ratio (GER) from 24% at present to 50% by 2035 (NEP 2020, GER target). SWAYAM promises to be a possible solution with a capacity to revolutionize the education system in India. It is almost impossible to provide quality education to each and every student in face to face mode. Hence there is a need for such a digital platform so that education can be reached up to masses. It is economical as well as fashionable today.

**The Journey of SWAYAM:** NPTEL (National Programme on Technology Enhanced Learning), is a project of MHRD initiated by 7 IITs (IIT Bombay, Delhi, Guwahati, Kanpur, Khadagpur, Madras and Roorkee) and IISc, Bangalore in 2003. The basic motive behind its formation is to provide ease to those learners who want to pursue courses from IITs. The journey of SWAYAM also initiated from 2003 with the initiation of NPTEL. Sometimes there is a confusion that SWAYAM and NPTEL are the same but NPTEL is only a national coordinator of SWAYAM responsible for preparing MOOCs for engineering courses. This was the first of its kind in the country in sync of the global such platforms to provide courses through online web and video courses in engineering, science and humanities streams. The launch of the National Mission on



Education through ICT (NMEICT) in Feb 2009 further broadened the scope catering to all disciplines in the higher education sector. The feature of digital technology (being connected through asynchronous mode) enables good teachers to directly teach large numbers of students who are not physically present in their classes or any students throughout the globe. Inclusion of ICT in education has changed the entire landscape of classroom teaching-learning dynamics. This has offered an interactive learning experience through which students in remote parts of the country can benefit from lectures of the top teachers from top institutions any where. The digital modes are cheaper, more easily accessible, and interactive and offer flexibility for students to learn at their own pace. Digital solutions cater to the individual differences among students. It is the call of the hour that academic fraternity need to work together to ensure that digital means are widely adopted for teaching. SWAYAM provides one such platform to make indigenous courses in sync of the needs of Indian students through national coordinators to serve the students of all levels at a reasonable economical rate. SWAYAM platform is equally beneficial for teachers too they can enrol in any courses they want to become updated and resourceful. Ultimately it should lead to better attainment levels in the students as well as faculty.

**4 Quadrant Courses:** The courses hosted on SWAYAM has followed the most famous four quadrant approach. This means these courses must have 4 essential components, first one is these courses must have videos on the topics covered, second mandatory component is reading material that can be downloaded to go through later on, third component must be self assessment exercises (in the form of quizzes or MCQs) for the students and the last essential component of MOOC videos that can be uploaded on SWAYAM platform must be an online discussion forum so that students can get the feeling of peer discussion and peer learning which is generally missing in online teaching-learning forum. In addition to it the courses which are uploaded on SWAYAM are of two types: credit and non credit courses. The main difference between these are that credit courses are part of the curriculum of UG ad PG program in Indian universities. Whereas, non credit courses are not the part of curriculum but courses on general awareness and life-long education etc.

**MOOCs:** MOOCs stand for Massive Open Online Courses. Massive means a large number of learners can join it. Open means it has no fixed, rigid boundaries. Anyone can enroll in any course, there are no such prerequisites. Online means one has to have an internet facility to use it or access to it. Courses, means any credit or non credit courses for professional and life-long education. The term MOOC was coined to refer to a course developed by Stephen Downes and George Siemens

entitled “Connectivism and Connectivity knowledge” in 2008. MOOCs offer immense possibilities for the new age learners. One can learn with world’s top class faculty from anywhere around the globe at his or her own pace. Interactivity is also present in MOOCs which is the serious disadvantage of standard web-based courses. COURSEERA is the world’s leading platform to offer MOOCs. And interestingly the largest enrollment in COURSEERA is from India. There are different types of MOOCs based on specific characteristics from which two are important and which can be discussed here:

- **c MOOCs:** These MOOCs emphasize the connectivist philosophy. It is a social platform for collaboratively sharing and building knowledge within a community of people
- **x MOOCs:** Also known as extended Massive Open Online courses. These tend to be based on content provided by universities and other educational institutions in the form of online learning content. The basic difference between c MOOC and x MOOC is that the c MOOC is created by learners in a collaborative manner hence come under the creative commons licensing, while x MOOC is created by professors and goals are defined by the course designer rather than by learners as in c MOOC.

The process of MOOCs development and delivery shall consist of the following four steps which are further explained below:

1. Course-Coordinator details:
2. Online proposal for development and delivery of MOOCs
3. Course content/deliverables
4. Declaration

**Advantages:** Undoubtedly, SWAYAM proves to be a panacea for many of the educational evils. These can be categorized as:

- It proves economical for students as one can learn and get learning material free of cost from top most teachers of any discipline.
- These are tailor made courses that have to be made in taking care of Indian students’ needs.
- Through top quality MOOCs, students can get benefitted and interact with the world's top teachers.
- There is no upper limit to join any course. Any number of students can get enrolled and learn, this is one of the biggest advantages of the SWAYAM platform for a developing country like us.

- Gross Enrolment Ratio (GER) can only be increased with the reliance on SWAYAM MOOCs.

**Conclusion:** There are disadvantages too like without minimum resources one cannot use such platforms but these sort of shortcomings have to be wiped off gradually. So in totality we can say that SWAYAM is one of the most promising steps in the Digital India campaign. We have to compare our indigenous platform with global platform on a few parameters like, ease of access, ease of understanding, availability of downloadable content, time and cost effectiveness on the part of the user and dropout rate. Then we can evaluate its effectiveness on global parameters too. But still it is a very good initiative and can prove a very promising solution for higher education fraternity with the offerings of 3 As, anytime, anywhere, and by anyone.

### References:

#### Web sites:

- <https://swayam.gov.in/about>
- <https://ugcmoocs.inflibnet.ac.in/index.php/swayam>
- [http://www.niepa.ac.in/Swayam\\_Moocs.aspx](http://www.niepa.ac.in/Swayam_Moocs.aspx)
- <https://edupert.in/swayam-digital-learning-platform/>
- <https://sndt.ac.in/index.php/swayam>
- <https://oasis.col.org/items/963ba9da-d604-4368-883b-34ee608e2e67>
- <https://www.aicte-india.org/bureaus/swayam>
- <https://www.aicte-india.org/events/launch-swayam-mooc%E2%80%99s-platform>
- <https://m.economictimes.com/industry/services/education/pm-narendra-modi-to-launch-swayam-massive-open-online-courses-platform-on-aug-15/articleshow/53029959.cms>
- <https://www.mcgill.ca/maut/news-current-affairs/moocs/history>
- <https://www.mooconmooc.org/>
- <https://www.igi-global.com/dictionary/massive-open-online-courses/40875#:~:text=A%20cMOOC%20emphasizes%20the%20connectivist,for%20Evaluation%20of%20MOOCs%20Platforms>
- <https://oxford-review.com/oxford-review-encyclopaedia-terms/moocs-cmoocs-and-xmoocs-definition-and-explanation/>
- <https://www.slideshare.net/Marcobertolini/cmoooc-versus-xmooc>

# THE RESEARCH DIALOGUE

An Online Quarterly Multi-Disciplinary  
Peer-Reviewed / Refereed Research Journal

ISSN: 2583-438X

Volume-2, Issue-1, April-2023

[www.theresearchdialogue.com](http://www.theresearchdialogue.com)

Certificate Number-April-2023/35



## Certificate Of Publication

*This Certificate is proudly presented to*

**Dr. Rashmi Singh**

*for publication of research paper title*

**SWAYAM: An Indigenous Online Learning Platform**

Published in 'The Research Dialogue' Peer-Reviewed / Refereed Research Journal and

E-ISSN: 2583-438X, Volume-02, Issue-01, Month April, Year-2023.

Dr. Neeraj Yadav  
Executive Chief Editor

Dr. Lohans Kumar Kalyani  
Editor-in-chief

**Note:** This E-Certificate is valid with published paper and the paper must be available online at [www.theresearchdialogue.com](http://www.theresearchdialogue.com)