SWAYAM MOOC'S ROLE IN THE NEP-2020 IMPLEMENTATION

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ABSTRACT

There are concrete legislative recommendations in the New Education Policy 2020 that aim to integrate online learning into the overall curriculum. Further information regarding the latest changes made to the Indian educational system can be found here. National Policy on Education (NPE), 1986, which lasted for thirty-four years, was superseded by NEP 2020, the first education policy of the twenty-first century. With K–12 and higher education becoming more holistic, flexible, multidisciplinary, 21st-century-ready, and student-centered, this policy seeks to transform India into a thriving knowledge society and global knowledge superpower. It is consistent with the Sustainable Development Agenda for 2030. The Indian educational system has undergone some truly revolutionary changes recently. We were hindered, among other ways, by the fact that universities lacked the proper facilities to support their students' learning and, therefore, had fewer people enroll in their courses. Although 'Massive Open Online Course' (MOOC) platforms have been available to students for some time, the true potential of them has only lately been recognized. NEP 2020 aims to ensure that every child has access to a high-quality education and the opportunity to realize their full potential in life, irrespective of their birth socioeconomic status. The new education strategy will fortify these reforms in the Indian education system and help the country achieve its long-term goals of giving all citizens access to full literacy and high-quality education.

Keywords: Education, Student, Teacher, Universities, Curriculum, Policy, Government, System, Accreditation, NEP

INTRODUCTION

Given that India, a developing liberal nation with approximately 40,000 higher education institutions, has 845 universities overall, it is indicative of the country's high degree of fragmentation and the large number of small HEIs connected to these universities. It is contrary to the anticipated trend toward a more interdisciplinary approach to higher education that over 40% of these smaller universities only offer one program, according to the research. Due to both geographic imbalance and the quality of education they offer, only 4% of colleges enroll more than 3,000 students annually, while over 20% of schools have fewer than 100 students enrolled annually, making it unfeasible for them to improve the quality of education. There are several known factors that contribute to India's Higher Education system's dispersed structure. According to experts, India's economy could become the third largest in the world by 2032, with a GDP of $10 trillion. The ten trillion-dollar countries' economies will depend more on cognitive resources than on natural resources. The ambitious National Education Policy 2020 will be implemented by the current Indian administration as part of its reform of the nation's educational system. This comes after the Prime Minister recently urged India to take advantage of the Fourth Industrial Revolution's opportunities. The government of India has recently proposed the National Education Policy 2020 in an effort to guarantee that every citizen has access to a top-notch education and contribute to the transformation of our nation into a prosperous and equitable knowledge society. The first education policy of the twenty-first century is this one, the National Education Policy 2020.
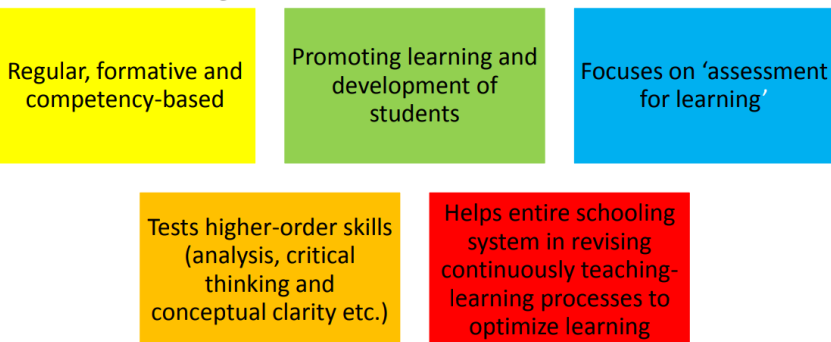
REFORMS IN CURRICULUM, PEDAGOGY AND ASSESSMENT IN THE LIGHT OF NEP 2020

To ensure that every child has access to engaging and supportive learning environments that foster their intellectual development, numerous measures will be taken. All institutions and faculty will be free to innovate in content, pedagogy, and assessment within a broad framework of higher education credentials that preserves uniformity across institutions and programs as well as the ODL, online, and traditional "in-class" modalities.

The current school curriculum's 10+2 framework will be replaced with a 5+3+3+4 structure, with early childhood care and education focusing on children ages 3–8, 8–11, 11–14, and 14–18. This will incorporate into the formal school curriculum the previously unrecognized age range of 3-6 years, which has been acknowledged internationally as the key time for the development of a child's mental capabilities. In the new model, students will spend 12 years in school, including 3 years in Anganwadi or equivalent pre-school. Foundational Stage (consisting of three years of Anganwadi/pre-school and two years of primary school in Grades 1-2; both together covering ages 3-8), Ages 8–11 are covered by the Preparatory Stage (Grades 3-5), 11–14 are covered by the Middle Stage (Grades 6–8), and 16–18 are covered by the Secondary Stage (Grades 9–12). (Grades 9–12, divided into two phases that span the ages of 14–18; the first phase includes grades 9 and 10 and the second, 11 and 12).

- Emphasises on transforming assessment for **optimizing learning and development of all students** with a focus on the following
- *Features of Assessment*:

Regular, formative and competency-based	Promoting learning and development of students	Focuses on 'assessment for learning'

Tests higher-order skills (analysis, critical thinking and conceptual clarity etc.)	Helps entire schooling system in revising continuously teaching-learning processes to optimize learning

The curricula's overarching goal is to help students develop as whole people by providing them with the necessary tools for success in the twenty-first century through a focus on essential skills development, a narrowing of the curriculum to emphasize those skills most crucial to success, and an increased emphasis on learning through experience. Because of this, students will be able to tailor their education to their own interests and strengths. The

NCERT will design a brand-new, all-encompassing National Curricular Framework for School Education (NCFSE) for the school year 2020-21.

ALIGNING INDIAN EDUCATION SYSTEM WITH GLOBAL STANDARDS AS PROPOSED BY NEP 2020

India's New Education Policy (NEP) prioritises bringing in students from all over the world. Aiming to make India a 'global study destination,' it emphasizes internationalization as a means of fostering academic achievement. The NEP-2020 lays forth a bold plan to internationalize higher education by the year 2030. With the goal of stemming the flow of talented individuals out of the nation, the NEP-2020 mandates that the top 100 institutions in the world would be given preferential treatment in setting up shop in India. It opens the door for foreign universities to collaborate with their Indian counterparts.

The National Education Policy (NEP)-2020, as articulated by our Prime Minister Narendra Modi, aims to fulfill this dream and desire of a new India. A new era and a new outlook for India in the twenty-first century would be ushered in by the New Education Policy (NEP)-2020, which replaced the National Policy on Education (1986) after 34 years. "We must work together to ensure its successful rollout throughout the nation." The 66-page report details the government's plans for ECCE (Early Childhood Care and Education), K-12, and further and adult education. The development of India into the democratic, just, socially-conscious, cultural, and compassionate country preserving liberty, equality, fraternity, and justice for everyone is a constitutional priority for the Indian government, and higher education plays a crucial part in achieving this goal. Investing in a country's higher education system is a wise way to ensure the country's long-term economic health and prosperity. It is expected that as India develops into a knowledge economy and culture, a larger percentage of young Indians would seek out higher education opportunities. When it comes to post-secondary education, the strategy calls for a comprehensive, interdisciplinary undergraduate education that allows for a wide range of subject combinations, the incorporation of vocational training, and a variety of entrance and departure points, all of which lead to relevant credentials. It needs to help students delve deeply into one or more areas of interest while also cultivating their character, ethical and constitutional values, intellectual curiosity, scientific temperament, creativity, spirit of service, and 21st century capabilities in fields as diverse as the natural and social sciences, the arts and humanities, languages, and the trades and professions.

ROLE OF STATE GOVERNMENTS IN EFFECTIVE IMPLEMENTATION OF NEP 2020

Since education is traditionally a state responsibility, it is up to individual states to figure out how to implement NEP most efficiently. "The adoption of NEP by the various state governments should be seen as a means to promote competitive federalism." They need to

take the lead in making sure its provisions are carried out to the word and spirit so they can boast about having the greatest education system in the nation.

With NEP, state education boards can finally make the transition from providing access to school for all to providing high-quality education to all students. To fully implement NEP, state governments will find willing partners in civil society organisations; these groups have already worked on the ground to improve educational opportunities for disadvantaged youth. An example in point is Smile Foundation, a national level NGO active in teaching 50,000 children in 22 states via its Shiksha Na Ruke (शिक्षा ना रूके) project that gives access to ongoing learning through different learning modalities. More state governments need to step forward and help smooth out wrinkles in NEP's implementation. They might ask the federal government for help getting things rolling smoothly. NEP has a direct influence on the destiny of our nation. The education policy had not been updated in 34 years; thus, this reform came as a welcome opportunity to bring it in line with the standards of other countries' educational systems and the demands of the modern labour market. If the policy is implemented in its intended manner, only benefits can accrue to India. Here, state governments will uphold federalism in the truest sense, allowing India to fully benefit from its large and growing population.

ISSUES AND CHALLENGES IN HIGHER EDUCATION

The issues and challenges in higher education are as under:

- **Challenges of higher education system in India:** Since gaining independence, we have struggled to put in place a robust educational system. India cannot continue to educate the great majority of its students under the general education paradigm that it currently uses. The integration of traditional academic fields like the humanities, social sciences, natural sciences, and commerce with their contemporary counterparts in the context of the new economy, as well as the acquisition of sufficient practical experience in the field, are what are needed to maximize the productivity of human resources instead of a significant financial outlay. The principles of accessibility, equality, relevance, and quality can only be implemented in a system that is both efficient and functional. As such, efficient administration of the university system and its network as a whole is fundamental.

  There are still unreached populations in many sections of the nation. Now is the time when we have put the most effort into our educational initiatives and expanded our coverage to include all locations. The government should reconsider its policy in these areas. "The educational system has to be distinct for all internationally recognized syllabi and curricula, and this costs money." A solid education system is the joint duty of the federal and state governments, as stated in our constitution. We'll need money to do it. But even though a sizable portion of the budget goes into education each year,

nobody seems to know where the money really ends up. Changing the status quo of universities is an urgent need. All of these issues are relevant to the current state of education, and we must work diligently to address them.

- **Issues in Indian higher education:** The quality of higher education in India is becoming crucial as the country works to compete in the worldwide economy in fields that need highly qualified workers. India's big educated population and pool of at least somewhat well-trained university graduates have helped the nation succeed so far, but competition is fierce. Startlingly, 86% of Indian students majoring in science and technology who get degrees in the United States do not immediately return home.

The current higher education system fails to achieve its stated goals. As a result of the quota system, partisanship, and a growth in the number of professional schools in an effort to generate profits, the quality of education has suffered, and graduates are finding it more difficult to find work. Since the higher education system has flaws, improvements are necessary to make it desirable and useful for all parties.

Because teaching is not seen as a desirable career, there is a definite shortage of qualified teachers. It's a final resort if you're looking for a job. The annual production of Ph.D.'s is minimal, but the demand from the academic community is strong. As a matter of fact, in many schools, hiring recent college grads as teachers has led to a decline in educational standards.

NEP 2020 – TRANSFORMING HIGHER EDUCATION

The idea has to be seen in light of the current climate at public universities and the recent scandal at prestigious institutions. Universities' independence from the government has been dwindling for some time. It wasn't long ago that one of India's top public colleges was the target of perverse governmental brutality. Political appointments of university executives who are at best the tools of state, as opposed to being focused on teaching, learning, research or administration. Though the statement emphasizes regulatory autonomy, it would be troubling if the document also indicated financial autonomy.

- UGC (the University Grants Commission) and AICTE (the All-India Council for Technical Education) are slated for elimination to facilitate this 'imagined' independence (All India Council for Technical Education). The new Higher Education Commission of India was designed with clear delineation between responsibilities.

- The policy also says that schools should not be for-profit. However, the same scope enables for international students to study in Indian universities. The number of private higher education institutions offered by India has increased dramatically. To boost competitiveness seems like a reasonable goal. The statement's addition, however, does not.

- Future-oriented curricula make sense, and there should be a dedicated group working to bring technology into schools.

Key Principles of National Education Policy, 2020
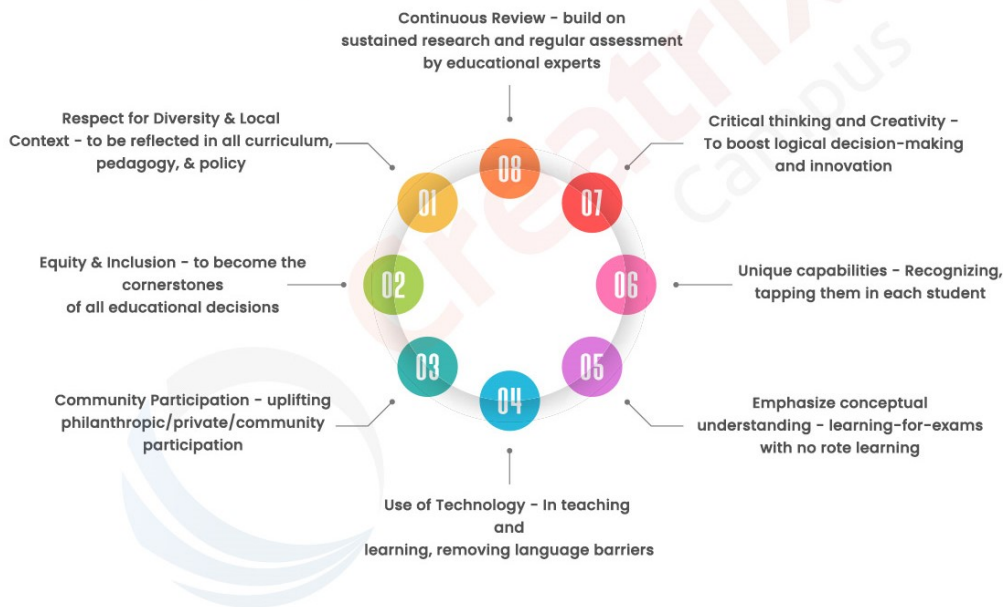
- Moreover, the establishment of a National Research Foundation is a fantastic plan. If, however, these positions are occupied by people with ideological objectives, then realistic hope is out of the question.

- There is a great opportunity for this to grow in gulf -markets, and Indian universities will soon be able to open campuses there. The Indian expatriate community has a significant need for top-notch educational opportunities.

INTEGRATION OF VOCATIONAL EDUCATION IN HIGHER EDUCATION

By the year 2025, at least half of all students in K-12 and higher education will have participated in some kind of vocational education. If students are exposed to potential career paths in middle school and high school, the transition to higher education will be much smoother. Over the course of the next decade, secondary schools throughout the country will gradually add vocational education to their curriculum. Collaborating with ITIs, polytechnics, local business, etc. will help secondary schools achieve this goal. Every kid is exposed to several career paths and required to learn one. If you're in sixth through eighth grade, consider taking a 10-day break from carrying all of your belongings for an internship with a local artisan. Internships of a similar kind for kids in grades 6-12, including during school breaks, in order to gain experience in vocational fields. It is planned to provide vocational training opportunities over the internet.

- Over the following decade, vocational education will be gradually included into the curricula of all K-12 and higher education institutions.

- A detailed action plan with objectives and timetables will be prepared to ensure that at least 50% of students in the K-12 and higher education systems have access to some kind of vocational education by the year 2025.

- Institutions of higher learning will provide vocational training on their own or in collaboration with businesses and non-governmental organizations.

- Students will have access to 'Lok Vidya,' or significant occupational knowledge established in India.

- The potential of providing vocational courses through ODL will also be investigated.

ROLE OF FACULTY IN EFFECTIVE IMPLEMENTATION OF NEP 2020

Teachers need to take the initiative to learn all they can about the NEP's values, goals, and motto, as well as participate in intensive Continuous Professional Development trainings, seminars, workshops, and conferences at all levels to improve their own teaching practises. "To effectively implement NEP, educators will need to shift their focus from checking boxes on a syllabus to developing their students' critical thinking and problem-solving skills."

The development of 21st century skills and the importance of integrated and interdisciplinary teaching approaches must be known to and appreciated by teachers today. As they implement the NEP at the grassroots level, the teaching community needs to be extremely well-coordinated, collaborative, and driven to transform students' lives via capacity and character development. Successful implementation of NEP is largely the result of the efforts of classroom educators as well as those who developed the National Curriculum framework, which includes curricula, syllabi, and procedures for assessment and evaluation. Millions of students will not be able to find decent jobs after graduation if teachers do not carry out their assigned responsibilities by the NEP policy.

The benefits that teachers offer students are emphasized in the NEP, along with their efforts to uphold the honour, dignity, and respect of their calling. After more than ten years of delays, the government may think about creating an independent organization like the Indian Administrative Services or State Civil Services, called the Teacher Recruitment Board or Indian Teaching Services, to expedite the hiring of teachers. Policies should be loose to attract talented young people to this field; however, they also need to be very strict to guarantee that their efforts yield the desired results and promote a culture of accountability and responsibility.

EMPOWERING HIGHER EDUCATION THROUGH QUALITY INNOVATION AND RESEARCH

Creativity is the spark that ignites the fire that ignites innovation, which is the transformation of an idea into a marketable product or service. Invention is the process of creating something new that serves a practical purpose. The process of commercializing an idea is what we mean when we talk about innovation, which is a more nuanced concept. Successful innovation requires an in-depth examination of the elements (sources, stimuli, actions, and actors) that go into the creative process (Utterback 1969; 1971). "A cognitive search for a workable solution to a real-world issue is set in motion by exposure to a stimulus." Parts of the innovation process include seeing a need, learning about it, analyzing it, deciding whether or not to accept it, and finally putting it into action (Anderson and King 1993). An inborn propensity toward creative problem solving, together with access to sufficient capital, are necessary for innovation to be realized.

The All-India Council for Technical Education (AICTE), a statutory authority for technical schools, founded the National Board of Accreditation (NBA) in 1994 to certify programmes given by technical institutions in order to promote excellence in professional courses. In a similar vein, the Medical Council of India, the Distance Education Council, the Indian Nursing Council, etc. have all been formed as statutory entities to conduct quality audits of India's different professional educational institutions.

NEP 2020 - EFFECTIVE GOVERNANCE AND LEADERSHIP

A culture of quality and innovation in higher education can only be fostered by strong administration and leadership. Strong self-governance and remarkable merit-based nominations of institution leaders have been a characteristic of all world-class institutions across the globe, including those in India.

The creation of a unified higher education authority is a major shift brought about by NEP 2020's External Regulation provisions. Let's take a look at what would have happened without the New England Recovery Act. We have the University Grants Commission (UGC), the All-India Council for Technical Education (AICTE), and the National Council for Teacher Education (NCTE) to oversee various aspects of higher education. The National Education Policy (NEP) proposes consolidating all regulatory oversight of educational institutions (with the exception of medical and law schools) under the Higher Education Commission of India. A culture of quality and innovation may flourish at universities with strong leadership and governance. Strong self-governance and remarkable merit-based nominations of institutional leaders are also highlighted as characteristics shared by all world-class institutions worldwide, including those in India.

ACCREDITATION, RANKING AND REGULATORY SYSTEM OF HIGHER EDUCATION

In addition to making a person more productive, a college education also moulds him or her into a person who cares about others and who has strong social, moral, and ethical beliefs. The quality assurance and certification process, therefore, should recognise the transformational effect of education in a more general sense and help broaden the scope of India's higher education.

Information asymmetry' makes it difficult for students to evaluate the quality of different courses and educational institutions. Therefore, they would benefit from accreditation and rating since they would know which institution meets the clear criteria established by the regulating body. As a by-product of its focus on quality, ranking also reveals how various universities do in a more openly competitive environment. Students are also aided by the quality assurance method while making decisions about which courses to take and which schools to enrol in. They will be able to make a more educated decision as a result.

If institutions were ranked and accredited, it would be easier to see where their service delivery was lacking. It motivates higher education institutions to up their game, which is exactly what is needed right now.

Every university or college must have its own research department. Accrediting agencies like the University Grants Commission (UGC) and the National Assessment and Accreditation Council (NAAC) should require universities to demonstrate that they have a postgraduate research facility as one of their criteria for acceptance (National Assessment and Accreditation Council).

The regulatory framework of higher education sector in India is multi-layered. At the last chain of delivery – the classroom, three sets of regulations operate: **University, College, and Council** (as per course).

Regulatory Framework Of Higher Education In India

- Department of Higher Education, Ministry of Human Resource Development
- Association of Indian Universities
- Central Advisory Board of Education
- State Councils for Higher Education

Policy making

Regulation

- University Grants Commission
- AICTE, MCI, PCI, DEC, BCI, NCTE
- ICAR, ICMR, ICSSR, CSIR
- State Regulators

Accreditation

- National Board of Accreditation
- National Assessment and Accreditation Council

- This includes the Medical Council of India (MCI), the All-India Council for Technical Education (AICTE), and the Bar Council of India (BCI), among others.

- Accreditation by a recognised body is required of all educational institutions under the UGC Regulations, 2012. The AICTE's National Board of Accreditation (NBA), and the University Grants Commission's (UGC's) National Assessment and Accreditation Council (NAAC), were both set up to do this.
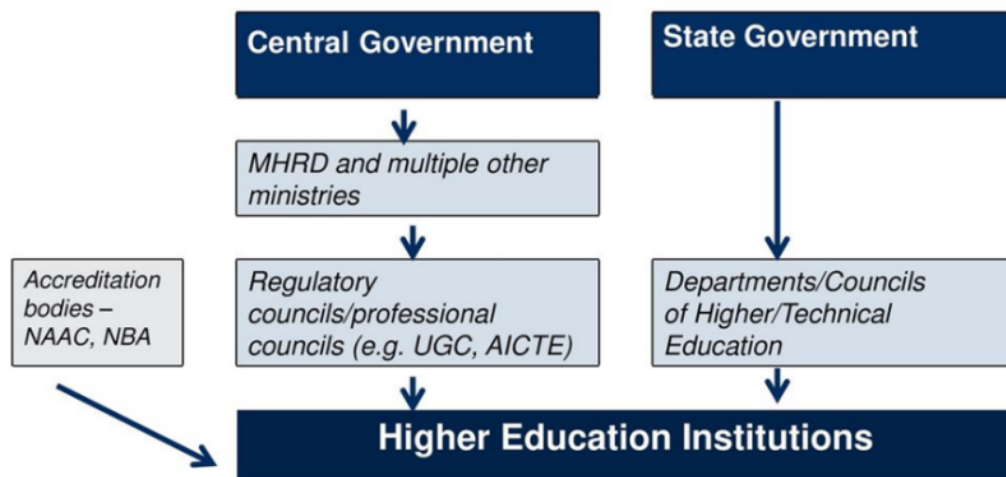
EMPOWERING EDUCATION: SWAYAM (MOOC) AND NEP-2020

The National Education Policy (NEP) of 2020 represents a transformative blueprint for the future of education in India. It aims to revolutionize the learning experience, promote critical thinking, and foster holistic development. In this context, SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) emerges as a pivotal tool to realize the objectives set forth by the NEP. This essay explores the ways in which SWAYAM, a Massive Open Online Course (MOOC) platform, contributes to the successful implementation of the NEP-2020.

- **Accessibility and Inclusivity:** One of the key tenets of the NEP-2020 is to ensure equitable access to quality education for all. SWAYAM plays a critical role in achieving this goal by providing free online courses across a wide range of subjects and disciplines. It eliminates geographical barriers, allowing students from remote areas to access high-quality educational content. Additionally, SWAYAM is designed to cater to diverse learners, including those with special needs, ensuring inclusivity in the educational landscape.

- **Flexibility in Learning:** The NEP-2020 emphasizes the importance of flexible and learner-centric education. SWAYAM aligns seamlessly with this vision by offering a plethora of courses that can be accessed at the learner's own pace and convenience. Learners can choose from a variety of courses, ranging from academic subjects to

vocational skills, allowing them to tailor their learning experience according to their interests and aspirations. This flexibility empowers students to take control of their own education, fostering a sense of independence and self-motivation.

- **Multilingual Content:** The NEP-2020 recognizes the linguistic diversity of India and emphasizes the use of mother tongue or regional language as a medium of instruction. SWAYAM supports this principle by providing courses in multiple languages. This ensures that learners can access educational content in a language that they are comfortable with, thereby enhancing comprehension and retention. By promoting multilingualism, SWAYAM aligns itself with the NEP's objective of making education more inclusive and accessible to all linguistic communities.

- **Lifelong Learning and Skill Development:** The NEP-2020 places a strong emphasis on lifelong learning and skill development, recognizing that education is not confined to a specific age or stage of life. SWAYAM offers a wide array of courses, including those focused on vocational skills and professional development. This enables individuals to upskill or reskill, empowering them to thrive in an ever-evolving job market. By providing opportunities for continuous learning, SWAYAM complements the NEP's vision of creating a workforce that is adaptable, innovative, and equipped with the skills needed to succeed in the 21st century.

- **Quality Assurance and Certification:** The NEP-2020 emphasizes the need for outcome-based education and assessment. SWAYAM ensures the quality of its courses by enlisting the expertise of reputed institutions and subject matter experts. Additionally, it offers certification upon successful completion of courses, which can be a valuable credential for employment or further education. This aligns with the NEP's aim to provide learners with tangible and recognized qualifications that reflect their acquired knowledge and skills.

Essentially, SWAYAM stands as a powerful enabler in the realization of the goals set forth by the National Education Policy of 2020. Through its commitment to accessibility, flexibility, inclusivity, multilingualism, and lifelong learning, SWAYAM exemplifies the spirit of the NEP. By leveraging the potential of technology and open education, SWAYAM plays a pivotal role in shaping a brighter and more inclusive future for education in India. Together, SWAYAM and the NEP-2020 form a synergistic partnership that holds the promise of transforming the educational landscape of the nation.

CONCLUSION

Whether or whether a nation succeeds economically, socially, technologically, and behaviorally depends in large part on the quality of its higher education system. "The government of every given nation is responsible for ensuring that all of its citizens have access to higher education opportunities." In order to achieve this goal, the National

Education Policy of India 2020 is implementing innovative policies to improve the caliber, allure, and affordability of higher education. It is also broadening access to these programs by allowing the private sector to participate, all the while enforcing strict regulations to guarantee that all institutions adhere to strict standards. In order to meet its targets by 2030, NEP-2020 will support free and scholarship admissions based on merit, faculty members who continuously perform well on the basis of merit and research, proven leaders in regulating bodies based on merit and research, and strict quality control through biennial accreditation based on self-declaration of progress through technology-based monitoring.

The National Education Policy of India 2020 is working toward this goal with the support of creative policies meant to enhance the standard, appeal, and affordability of postsecondary education as well as expanded access to these programs via the private sector and stringent regulations to ensure that all institutions adhere to strict guidelines. Through the promotion of merit-based admissions with free ships and scholarships, continuous performers in faculty appointments based on merit and research, merit- and research-based proven leaders in regulatory bodies, and strict quality control through biennial accreditation based on self-declaration of progress through technology-based monitoring, NEP-2020 hopes to have achieved its goals by 2030.

Either they will become constituent colleges of their parent university or the associated colleges of all currently operating Indian universities will become fully autonomous establishments capable of awarding degrees on their own. Offering grants for innovative research in fundamental science, applied science, social sciences, and humanities, the National Research Foundation is a nonprofit organization. Students will have the freedom to choose from a vast array of courses both within and across disciplines, resulting in an evolution of the higher education system that prioritizes their needs. Within institutionally regulated boundaries, teachers have the liberty to select from a variety of approaches to instruction and assessment. The initial stage of this change will become apparent by the year 2030, although work began in the 2021–22 school year.

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