

A Revolutionary Step towards Digital India Vision of NEP 2020

Dr. Amruta Pawar¹, Dr. Sharad Phulari², Viral Sonavadia³, Jessica Fernandes⁴

Assistant Professor¹, Principal², TY BSc .IT³, TY BAMMC⁴

ZSCT's Thakur Shyamnaran Degree College, Kandivali (E), Mumbai, Maharashtra, India

Abstract: *The National Education Policy (NEP) 2020 is that the long anticipated policy when 1986. The policy brings a revolutionary modification all told the scale of education and therefore the importance given to education technology in the NEP is welcome. To develop a information society we've to instill the desired skills among the youngsters that area unit our heritage. We've to develop among them the facility to imagine, to explore, and build aa lot of property world. During this regard the policy has given some necessary recommendations within the in depth use of technology in teaching and learning method. so the current paper is predicated on policy document (NEP2020) analysis and highlighted some necessary vision, mission, policy goals towards ICT & building a autonomous Asian country|Bharat|Asian country Asian nation} by making an academic Digital Infrastructure and capability in India.*

Keywords: ICT, online/ Digital learning Higher education, National education policy 2020, NEP-2020.

I. INTRODUCTION

The recent rise in epidemic and pandemics necessitates that we tend to be prepared with different modes of quality education whenever and where ancient and in-person modes of education aren't attainable. During this regard, the National Education Policy 2020 acknowledges the importance of leverage the benefits of technology whereas acknowledging its potential risks and dangers.

A dedicated unit for the aim of orchestrating the building of digital infrastructure, digital content and capability building are created within the ministry to seem when the e-education desires of each college and better education.

1.1 ICT Heralded Paradigm Shift in Education

The role of academics shifts from information transmitter, primary supply of data and to a learning assistant, collaborator, coach, information navigator, and co-learner. Teacher not solely controls and directs all aspects of learning however others students a lot of choices and responsibilities for his or her own learning. There's conjointly a significant shift relating to student's role shifts from passive recipient {of information of data of information} to active participant within the learning method manufacturing knowledge.

1. Vision

The ICT policy in Education aims at making ready youth to participate creatively within the institution, sustenance and growth of a data society resulting in all spherical socio-economic development of the state and world aggressiveness.

B. Mission

To device, catalyse, support and sustain ICT and ICT enabled activities and processes so as to enhance access, quality and potency in education. The major policy goals relating to ICT policy in Education is to

- Create-ICT literate community
- Promote-universal, equitable, open and free access ICT enabled tools and resources to any or all students and academics.

- Inspire and enable wider participation of all sections of society in strengthening the education method through applicable utilization of ICT.

II. ICT LITERACY AND COMPETENCY ENHANCEMENT

The policy defines ICT skill in terms of levels of ability. Bases on the stage of schooling at that a student or teacher is introduced to ICT. These levels area unit suggestive and diversifications should be created to suit native conditions. Additionally these levels should be revised sporadically to stay pace with dynamical technology. But the advantages of online/digital education can't be leveraged unless the digital divide is eliminated through Digital Bharat campaign and therefore the availableness of cheap computing devices equally.

2.1 Addressing the Digital Divide

Addressing the digital divide the policy aforementioned to administer instructional programmes which will be created on the market 24/7 completely different languages to carter to the varied wants of the scholar population.

2.2 Emergence of Digital Technologies

ICT policy in Education recommended to conduct pilot studies for on-line education, development on-line teaching platforms and tools with existing e-learning platforms like SWAYAM, DIKSHA, are extended to supply lecturers with a structured ,user friendly, wealthy set of helpful tools for observance progress of learners. Tools like, two means video and means audio interface for holding on-line categories area unit a true necessity because the gift pandemic has shown.

2.3 Content Creation, Digital Repository and Dissemination:

A digital repository of content together with creation in fact work, learning games and simulations, augmented reality and computer game are developed with a transparent public system for rating by users on effectiveness and quality. For fun bases learning student applicable tools like apps, gamification of Indian art and culture, in multiple languages with clear instructions also will be created. A reliable backup mechanism for diffusive e-content to students is provided.

2.4 Virtual Labs

There is a need with existing e-learning platforms such as SWAYAM, DIKSHA, will also be leveraged for creating virtual labs so that all students have equal access to quality practical and hands-on experiment based learning experiences.

2.5 Online Assessment and Examinations & Blended Models of Learning

While promoting digital learning and education, the importance of face to face in person learning is fully recognized. Accordingly different effective models of blended learning will be identified for appropriate replication for different subjects.

2.6 Training and Incentives for Teachers

Teachers will undergo rigorous training in learner-centric pedagogy on how to become high quality online content creators themselves using online teaching platforms and tools. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

2.7 Laying Down Standards

The policy others some vital recommendation to put down the standards .As analysis on on-line /digital education emerges, National Technology Forum (NETF) and different applicable bodies shall setup commonplace of content, technology and pedagogy for on-line /digital teaching learning. These standards can facilitate to formulate tips for e-learning by states, Boards colleges and college complexes, instruction establishments etc.

III. CONCLUSION

The policy could be a novel and progressive document, acknowledging the valuable role of technology in facilitating learning and teaching. There square measure varied challenges to conducting on-line examinations at scale, as well as limitations on the kinds of queries that may be asked in on-line examinations, handling network issues and power disruptions and preventing unethical practices. Certain forms of courses/subjects like humanities and science sensible categories have limitations within the on-line /digital education mode ,which can be overcome to a partial extent with innovative measures.

Further, unless on-line education is mixed with experiential and activity based mostly learning, it'll tend to become a screen based mostly education with restricted target the social, emotional and mental object domains of learning.

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