

Volume 9, Issue 2 (XIV)

April – June 2022

ISSN: 2394 – 7780



International Journal of Advance and Innovative Research

Indian Academicians and Researchers Association
www.iaraedu.com



The International Journal of Advance and Innovative Research is an online open access, peer reviewed & refereed journal.



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TECHNOLOGY USE AND INTEGRATION

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ABSTRACT

The present world is trying to come out from the severe effect of the pandemic of Novel Coronavirus Disease (COVID-19). The outbreak of this novel disease across the world has brought changes in all walks of life. In the education system, it led to a complete paradigm shift from physical to virtual classroom. One of the most important policies of the 21st century is New Education Policy (NEP) that was drafted (revised) in 2019 and approved by Union Cabinet of India on 29 July 2020. The policy is revolutionary and far-reaching in every aspect and its focus is on various facets of education including the integration of ICT. In the 21st century, the requirement of usage of ICT in the field of education was speedily growing. Digital India Campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. Educational technology will play an important role in the improvement of educational processes and outcomes. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.

Keywords: Thrust of technological interventions, Adoption of Emerging Technology, NETF (National Education Technology Forum), E-Content at DIKSHA, Online Teaching Assessment and Training, Three Modes of teaching Learning in HEIs

INTRODUCTION

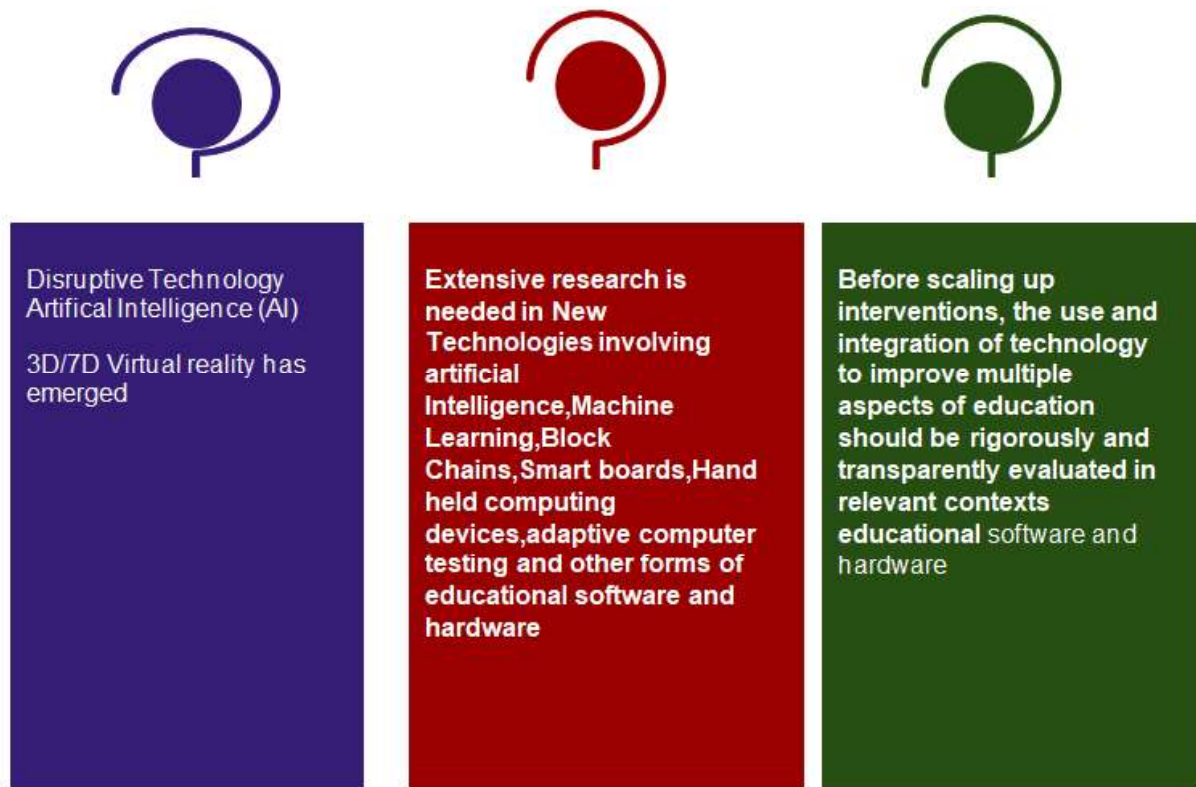
Education is indeed backbone and the real foundation of the development of a society and country from all perspectives. A country cannot develop unless it imparts education to its all citizens irrespective of class, race caste and region etc. education is a pre-requisite instrument to prepare individuals for their duties and to aware them about their rights. Unlike other countries, India has a long history of education and in ancient time it was a popular centre of education in the entire world. From Charter Act 1813 till today, countless education commissions were set up and policies were made notably English Education Act-1835, Hunter Commission-1882, University Commission-1902 & Calcutta University Commission-1917, Sargent Plan-1944, University Education Committee-1948, Secondary Education Commission-1952, Indian Education Commission-1964-66, National Education Policy-1968 and 1986, National Curriculum Framework-2005, National Knowledge Commission-2006, National Policy on Information and Communications Technology in School Education-2012 and New Education Policy-2020

The twenty-first century is the time of science and technology and all the societies all over the world have been transformed into information-intensive society. The growing requirement of ICT and usage of technological gazettes, Artificial Intelligence, E-learning, Virtual Classroom, Digital Platform, Digital Libraries and Digital Infrastructure etc. are some gifts of this century. Novel Coronavirus Disease (COVID-19) and its outbreak across the world geared up and gave a boost to the field of technology. The disease first broke out in December in Wuhan city of China. It was first reported to the World Health Organisation (WHO) country office on 31st December 2019, and on 30th January 2020 WHO declared a public health emergency of international concern (WHO, 2020). The integration of ICT with education provides better opportunities to learners, teachers and administrators to work better in the current scenario of the education system (Rausan A., 2020).

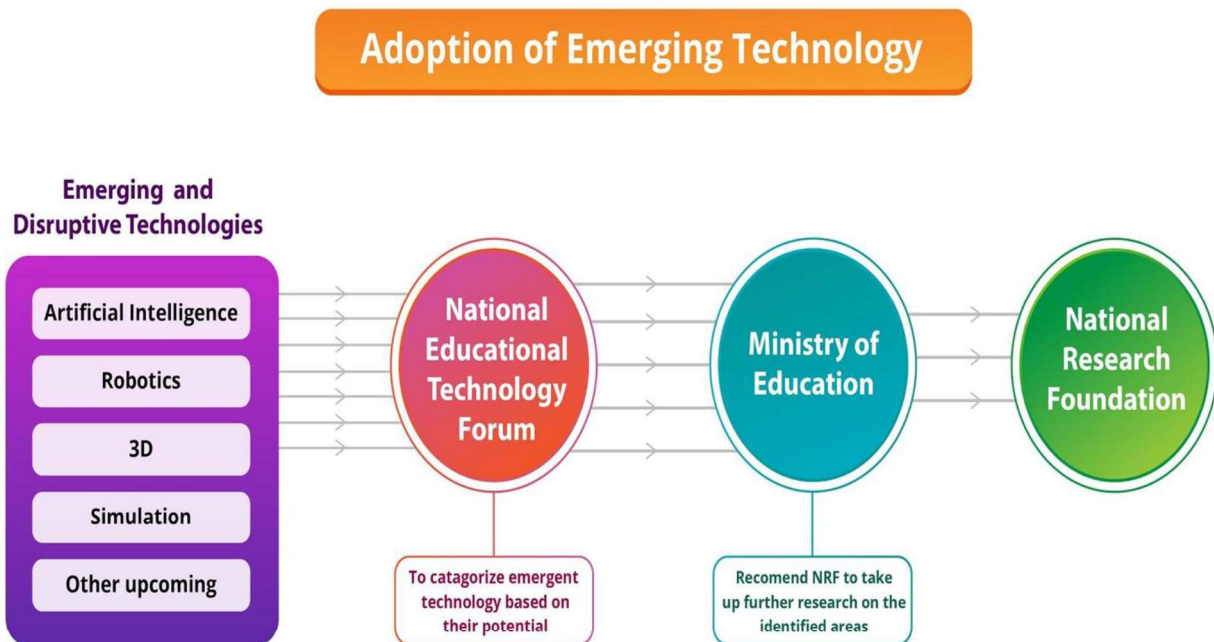
Thrust of Technological Interventions

The thrust of technological interventions will be for the purposes of improving teaching learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.

Thrust of Technological Interventions



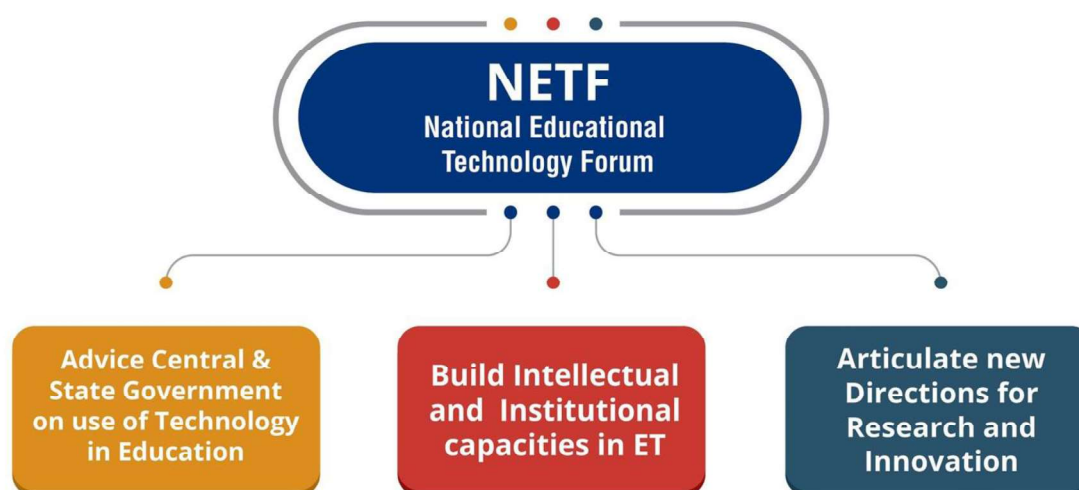
Adoption of Emerging Technology



National Education Technology Forum

National Educational Technology Forum (NETF) to provide a platform for free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration etc. The aim of the NETF will be to facilitate decision making on the induction, deployment and use of technology by providing to the leadership of education institutions, State and Central Governments and other Stakeholders the latest knowledge and research as well as the opportunity to consult and share best practices. It will suggest central and state governments regarding technology-based institutions build intellectual and institutional capacities in educational technology and visualise strategic thrust in this area. The NETF will have the following functions:

- Provide independent evidence-based advice to Central and State Government agencies on technology-based interventions;
- Build intellectual and institutional capacities in educational technology;
- Envision strategic thrust areas in this domain; and
- Articulate new directions for research and innovation.



E-Content at DIKSHA

Educational software will be developed and made accessible in all major Indian languages to teachers and students at all levels. E-contents will be continuously developed in all regional languages by all states, NCERT, CIET, CBSE, NIOS and all other institutions that will be uploaded onto the DIKSHA platform. CIET will promote and expand this platform and other education technology initiatives. Equipment will be made available to school teachers to integrate e-content into teaching learning.

Online Teaching Assessment and Training

Online teaching, assessment and training of teachers and administrators etc. especially at the time of pandemic of COVID-19 have been common across the world. Education system all over the world has adopted online practices and developing a virtual platform for all educational activities as an alternative with offline traditional practices in regard to online teaching-learning platform, existing e-education platforms such as SWAYAM, DIKSHA will be strengthened to provide teachers with well-structured, user-friendly and rich assistive tools to monitor the progress of learners using online platforms and tools. They will be initially trained for appropriate integration of ICT with education by utilising available technology-based resources at all levels. Teaching-learning e-content will continue to be developed by all States in all regional languages, as well as by the NCERT, CIET, CBSE, NIOS, and other bodies/institutions, and will be uploaded onto the DIKSHA platform. This platform may also be utilized for Teacher's Professional Development through e-content. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.

Three Modes of Teaching Learning in HEIS

The policy suggested for compulsory three modes of teaching-learning in Higher Education Institutions of the country maximising the usage of ICT and minimising the barriers in the traditional model of the campus-based teaching-learning process. HEIs should provide exposure of online education to new generation students and adopt technology-based training that comprises

- Weekly three days classroom-based classes,
- Weekly two days online classes.
- Weekly one day skill-based online/class-based classes and
- Two subjects per semester through MOOCS like SWAYM/NPTEL or ODL etc.

CONCLUSION

This is an undeniable fact that this century is the time of revolutionary interventions in the field of Information and Communications Technology. ICT has rooted in the present society and its information-intensive and it brought sudden changes across the world. Moreover, the pandemic created a favourable atmosphere for it in the entire world. The National Education Policy is the first and the most important education policy of this century and such a comprehensive national policy was drafted later thirty-four years in the country. The timing has never been better for using technology to enable and improve learning at all levels, in all places, and for people of all backgrounds. From the modernization of E-rate to the proliferation and adoption of openly licensed educational resources, the key pieces necessary to realize best the transformations made possible by technology in education are in place. Tools and data systems can be integrated seamlessly to provide information on student learning progress beyond the static and dated scores of traditional assessments.

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