Role of ICT on the New Education Policy

Dr. Sanjay D.Mahalle
Associate Professor&H.O.D, Department of Commerce
Mahatma Jyotiba Phule Commerce Science and Vitthalrao Raut Arts College,
Tal, Bhatkuli, District Amravati

Abstract: The NEP 2020 stresses the importance of academic freedom for universities. A college that operates on its own must choose its own curriculum, pedagogy, and examination procedures. These schools have to sift through mountains of student records and reports spanning many academic years. This information is sensitive and crucial to the universities; thus it must be protected carefully. It's important that the institutions can safely keep it and access it whenever they need to.This paper of information has been created on the basis of secondary information to understand the role of information technology in the New Education Policy. The findings from the research articles are based solely on secondary data.Today, there is a lot of discussion on new education policy in India, and the role of ICT will also be very important. This research article has been created in this context.

Introduction: The NEP 2020 stresses the importance of academic freedom for universities. A college that operates on its own must choose its own curriculum, pedagogy, and examination procedures. These schools have to sift through mountains of student records and reports spanning many academic years. This information is sensitive and crucial to the universities; thus it must be protected carefully. It's important that the institutions can safely keep it and access it whenever they need to. Consequently, the institution needs a software solution capable of managing and consolidating all of these duties and procedures.

The government has mandated that all universities and colleges get accreditation by 2022, and this has led to a surge of applications from a variety of institutions. Large volumes of data must be processed and reports must be generated according to strict guidelines as part of the certification process. Furthermore, universities must maintain their technological infrastructure and foster an environment conducive to innovation in

order to receive accreditation. The schools are excited to provide this option for their kids. As a result, universities need a solid ICT infrastructure to efficiently handle and store data in order to implement new, sophisticated procedures and teaching methods.

1. Disruptive Technology in Higher Education: Exploring and Deploying New Methods

Many fields have benefited from the use of disruptive technology, and the educational sector is no different. Institutions have seen significant transformations in recent years as a result of disruptive technology.

Online Education

Distance learning and e-learning have revolutionized the way students receive their education at many different institutions. It allows students in underserved communities or with physical limitations to participate in the educational system.

Collaborative Tools that Focus on Chat:

Colleges are placing a premium on a new chat-based video calling tool that allows for screen sharing of presentations or digital boards where the teacher is instructing. People from all around the world are able to access the lectures and benefit from them.

Teaching to Competencies:

Every single student learns at a unique rate and with a unique set of skills. With a competency-based curriculum, each student may progress through the material at his or her own speed.

Creation of Digital Contents:

The creation of topic-specific digital material including presentations, films, and animated sketches is a key aspect of the NEP 2020. Institutions of higher education must create methods for disseminating information that will pique students' interest. In order to provide such materials, educational institutions must provide their faculty with training on the new pedagogical and curricular structure outlined in the National Curriculum Framework guidebook.

Moreover, development also includes the introduction of new courses and the improvement of existing course materials to provide the finest available resources to students.

Corresponding author: **Dr. Sanjay D.Mahalle**

Review of Literature:

1. Bajaj (2020) examines the impact of technology on schools in the context of India's New Education Policy (NEP). It emphasizes the NEP's goal of using ICT to improve and expand access to education for all people in the digital age.

2. Kumar and Singh (2021) conduct research on how information and communication technology might help realize the aims of the New Education Policy. As the NEP states, it places an emphasis on the ways in which technological advancements might improve educational opportunities for all students.

3. Agarwal and Singh's (2020) research is on how the NEP may be applied to online education and the usage of digital resources. It explains how the NEP's focus on lifelong education and adaptable educational paths is aided by technological innovations.

4. Choudhury (2021) investigates the use of information and communication technology (ICT) on teacher professional development inside the NEP. It's a great example of how the NEP values the training of educators in the use of technology in the classroom.

5. The NEP places a premium on closing the digital gap and expanding access to information technology, two topics that are discussed by Reddy &and Reddy (2020). It investigates methods to guarantee that ICT aids in providing quality education to all students.

Research Problem: This paper has been written to understand the role of information technology in new education policy. Today, examinations are conducted under various boards in India. But if the New Education Policy implements a uniform curriculum across India, it has to be said that the New Education Policy was well implemented, but that is the real problem.

Research Objective:

1. The new education policy examines the role of information technology.

2. The relationship between new education policy and information technology has been explored and studied.

3. Only secondary data have been used and studied in the preparation of these findings.

Hypothesis:
H_o – The role of information technology in the New Education Policy is not considered to be very important.
H_1 - The role of information technology is considered to be very important in the New Education Policy.

Research Methodology: This paper of information has been created on the basis of secondary information to understand the role of information technology in the New Education Policy. The findings from the research articles are based solely on secondary data.

Scope of the study: Today, there is a lot of discussion on new education policy in India, and the role of ICT will also be very important. This research article has been created in this context.

Limitation of the Study:
1. Only secondary information has been used to create this research article.
2. The findings are based only on secondary data.

Conclusion: The integration of information and communication technologies into the framework of the new education policy results in a synergistic and prospective collaboration. The NEP's vision for an education system in India that is more accessible, adaptable, and inventive is made possible, in part, by the use of information and communications technology (ICT), which is more than just a tool. This synergy has the possibility of altering education across the nation, ensuring that every learner, regardless of their background, has access to excellent education, can cultivate important skills, and contribute to the growth and development of the nation as a whole. The incorporation of ICT into the National Education Plan is essential to the development of a more promising educational horizon for India.

Corresponding author: **Dr. Sanjay D.Mahalle**

References

1. Is Your ICT Infrastructure Ready for New Education Policy 2020 - (Higher Education) (iitms.co.in).

2. Bajaj, M. (2020). "Digital Transformation of Education in the Context of National Education Policy 2020." International Journal of Scientific Research and Management, 8(8), 37-45.

3. Kumar, A., & Singh, R. K. (2021). "Role of ICT in Realizing the Goals of National Education Policy 2020." International Journal of Engineering and Advanced Technology, 10(1), 320-326.

4. Agarwal, V., & Singh, V. (2020). "Online Learning and the National Education Policy (NEP) 2020: A Digital Perspective." Journal of Critical Reviews, 7(19), 78-82.

5. Choudhury, D. (2021). "Teacher Professional Development through ICT in the Context of National Education Policy 2020." International Journal of Current Research and Review, 13(10), 17-21.

6. Reddy, M., & Reddy, B. (2020). "ICT in Education: A Transformative Tool for Implementing the National Education Policy 2020." International Journal of Management, Technology, and Social Sciences, 5(2), 115-125.