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Nep 2020: Highlights the Role of Technology In Shaping Higher Education

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Abstract:

We can understand how important the literal relationship among technology and instruction is because education is such an important component of human existence. As a result, we may conclude that technological innovation has a decent influence on teaching methods and learning outcomes, which are the basic outputs of the educational and learning processes. To improve these talents, educational environments must have better material, better instruction, and better examinations and activities. To meet these goals and provide critical learning experiences, multiple learning models, pedagogical techniques, and technology should be used. The NEP has been warmly received by educators around the country, who believe it has been long overdue. In recent years, India has transformed itself into an information-focused nation, and it has become imperative to embrace technology within the field of schooling. According to the NEP 2020, one of the key drivers of the schooling system will be the broad use of technology in learning and teaching the removal of language barriers, increased access, and education planning and oversight. The NEP 2020 is unquestionably a significant move toward future education, with innovation playing a vital role in supporting teaching and learning. As a result, it is critical to create a cohesive road map for ensuring positive technologies while also offering adequate data protection, with the assistance of ed-tech businesses that provide holistic information management

for education solutions. This study focuses on the importance of technology in the teaching-learning process, the NEP 2020 technology vision, and the role of teachers and students in increasing technology-based knowledge.....

Keywords: *NEP 2020, technology, teacher, learner, vision....*

Introduction

The Department of Human Resource Development's National Education Policy, 2020, is groundbreaking in every way. While the Recent issue on a variety of issues, such as the necessity of early childhood education and care, inclusive education, and curriculum reform, an underlying theme that runs throughout the Policy is the interaction between education and technology.

Over the last decade, India has evolved into a 'information-intensiveintensive society,' with an increasing need to embrace the use of technology in the field of education. In this connection, the Policy states that "extensive use of technologies in teaching, reducing linguistic barriers, improving access, as well as educational management and planning would be one of the core ideas guiding the education system. The Policy's introduction at such a vital moment is noteworthy because it describes the education vision for succeeding generations and it will be a crucial instrument in developing a self-reliant' India. The necessity to accept digital in teacher development (legal/health) along with the inclusion of technology to accelerate the goal of obtaining 100% literacy (by bringing excellent technology-based adult learning choices) has also been raised.

The Policy acknowledges the relevance of technology in tackling diverse societal concerns and attempts to encourage multidisciplinary research and innovation. Higher education institutions, for example, have been urged to establish start-up incubator centres and technological advancement centres, and a Leading Research Foundation has been suggested to be established to foster a research culture. The Policy envisions the formation of the National Curriculum Technology Forum, which will serve as a forum for the open exchange of ideas regarding the use of technology to improve learning, assessment planning, and administration in higher education.

Vision of NEP 2020 associated to technology

The Ministry of Education's New National Education Policy 2020 places a major focus on digital and online learning in order to make education available to every kid in India. The New National

Education Plan 2020 is the first industrial policy of the twenty-first century, succeeding the previous national education policy, which was established in 1986 and amended in 1992 and 1998. NEP Policy 2020 is founded on five basic core pillars that are designed to address the educational demands of 21st-century students: access, equity, excellence, economy, and accountability. The New National Education Policy 2020 pushes all universities to adopt digital and provide flexible, comprehensive, and multidisciplinary curricula. Given the rise of digital technologies and the need of using technology for learning and teaching at all stages of education, NEP Policy 2020 suggests the following main initiatives:

Digital Infrastructure: The New National Education Policy 2020 recognises the necessity for a public digital infrastructure that is open, evolvable, and interoperable in the education sector. This infrastructure may be used by several platforms and achievement levels to increase device penetration in India.

Online Teaching Platforms and Tools: NEP Policy 2020 supports for the expansion of current eLearning systems to give instructors with a full range of supportive tools to track the success of their students. As the COVID-19 outbreak has demonstrated, tools such as learning management programs are critical.

Virtual Labs: According to the New National Education Policy 2020, higher education institutions should use current eLearning platforms to establish virtual laboratories that provide all students with realistic, hands-on learning experiences. Furthermore, there is an urgent need to give students and instructors with access to electronic education via suitable personal technology, such as tablets packed with information.

Content Creation, Digital Repository, and Dissemination: NEP Policy 2020 suggests that educational institutions establish a digital library of materials that includes courses and other fun learning materials. In addition, students ought to be able to assess the content's quality and efficacy. For fun-based learning, institutions can employ student-appropriate technologies such as apps and games.

Blended Models of Learning: The New National Education Policy 2020 emphasises unequivocally that educational institutions should not disregard the value of face-to-face, in-person education while increasing digital learning and education. As a result, distinct successful blended learning models for different disciplines should be provided for suitable replication.

Online Assessment and Examinations: NEP Policy 2020 encourages educational institutions to develop and deploy assessment frameworks that include the development of skills, rubrics, portfolios, standardised tests, and assessment analytics. Furthermore, online assessments and tests should focus on developing students' 21st-century competencies.

Training and Incentives for Teachers: According to the New National Education Policy 2020, institutional leaders and instructors must receive extensive training in order to become top-tier online content developers. Furthermore, the policy emphasises the responsibility of the instructor in engaging pupils through online material.

Role of technology in Higher Education

Technology gives students with fast access to knowledge, rapid learning, and enjoyable chances to put what they've learned into practise. It allows students to study new disciplines and expand their comprehension of complex ideas, which is very useful in STEM. Students can learn 21st-century technical skills for future careers by using technology both within and outside of the classroom.

Nonetheless, children learn more efficiently when they are directed. According to the World Economic Forum, while technology may assist young pupils learn and gain information via play, data shows that learning is most successful when guided by an adult, such as a school-teacher.

Administrators and directors should assess where their faculty is in terms of their grasp of online environments. They may now apply solutions for the future based on the lessons learnt throughout this turbulent period. Administrators, for example, should allow instructors an additional week or two to carefully consider how to teach previously unavailable online courses. Flexibility is essential during these tough times, in conjunction to an examination of alternatives.

Importance of technology in Higher Education

Technologies are making it simpler to participate, even in full immersion mode, while also increasing connectedness. Technology can also help folks who are timid or need extra time to plan for participation. In typical classrooms, a big portion of the population may be left out because a few people dominate the topic and the time availability. Furthermore, the trainer now has improved tools to both promote and organise engagement, therefore improving fairness in participation. Allows for virtual group work utilising internet resources both in and out of class. The integration of technology and education gives improved opportunity for learners,

instructors, and administrators to operate more effectively in the present educational system environment (Raushan A., 2020). Peer interactions are frequently the most effective means of learning. The split of pupils in a class into small teams enables for increased engagement and connection between the learners themselves, as well as between the teacher and their classmates, not just via exploratory and experiencing activities, but also through deeper discourse and discussion that would otherwise be difficult in big traditional courses. However, the growing number of pupils and limited resources make typical expansion impossible. Virtual groups may be established concurrently, both informal and formal, using digital technology, contributing to peer-to-peer learning without being constrained by space restrictions as in the physical world, where classroom space for community activities is frequently a hindrance. Furthermore, these technologies provide time flexibility because groups may now assemble at times that are convenient for group members without being bound by academic schedules. The format also enables the teacher to travel between groups, engaging with individuals and/or parties as needed while keeping a span length with all groups. Projects can also be developed to assure the participation of all group members, removing the problem of a few people who carry the majority of the weight within a group.

Disadvantages of Technology in Higher Education

As more technology is incorporated into the classroom today, many people are concerned about the long-term effects of hastily integrating new technologies. Many of these worries are genuine since most instructors lack the necessary skills to integrate technology into their teaching techniques. Here are some of the drawbacks of employing technology in schooling.

Higher Management and Training.

Because of the rise of internet, being proficient in the classroom now requires instructors to be competent on a screen and on online media. According to research, three-quarters of teachers consider that the internet and many other digital technologies have enhanced their workload and significantly expanded the breadth of topics and capabilities over which they must be trained. IT professionals are needed to assist teachers and students in setting up, managing, and supporting new technologies in the classroom.

Expensive.

Internet services, computer gear, printers, Internet browsers, and other technology are all essential in education. Obtaining all of these requires a significant investment in equipment at your institution.

Distraction.

Social networking platforms such as Facebook, Twitter, and YouTube are growing increasingly popular among young people. They spend the majority of their time on these websites, which is having a negative impact on their academics. In the classroom, cell phones are now a major source of distraction. Pupils use telephones in their leisure time at school, particularly during breaks.

Makes students to cheat.

Cheating became significantly more difficult when phones could not be used to connect to the internet during testing. Students have used modern technologies to cheat in examinations and Continuous Assessment Tests in order to outwit the system (CATs). As a consequence, a sizable fraction of graduates get deal with it and graduate. They go on to become real professionals in their areas despite not having the necessary academic credentials.

Students acquiring wrong information.

Many webpages and other digital platforms provide incorrect information to visitors. Many websites use false material to boost visitors, even if the data is inaccurate. As a student, you will undoubtedly come with some of these webpages that provide wrong information or details. Other websites copy content from other pages without confirming its legitimacy. In any case, readers are deceived, which is terrible for students.

Changing role of the teacher in a Technology Enhanced Learning environment

New technologies are making their entrance into our classrooms. It is apparent that this is redefining how we construct the learning environment, the importance of technology, the function of the students and also the second centrepiece of schooling, 'teachers'. Teachers in a technologically advanced culture must be able to adapt to changes in their schools as they transition to technology-rich learning settings. These modifications are happening as a result of pupils' changing learning requirements. As a result, developing student ICT capability is critical, and teachers who can use technology-rich environments to help their students develop these skills will have a major benefit over those that, as they are number of co and can offer their students following results in their quest for information. Teaching using technology is possible if pedagogical techniques enable students to decide what they have to acquire, how they want to learn it, and when they need to learn it. This is a time-consuming process, and the teacher's participation in an effective educational environment is critical to building and sustaining how

children learn in technology-rich learning settings. Teaching using computer in the learning process necessitates a teacher's understanding of how technology may improve the teaching and learning process. Every student, as a learner, must participate in the learning process, which includes an authentic life lesson. They may claim ownership as they create their own learning in such technologically rich learning settings, and mentoring in the classrooms is supplied by the teacher through into the framework of the environment for teaching and learning.

Role of students in technology-based learning

Technology in education allows pupils to study at their own speed. Pupils who want further work can spend longer going over activities until they grasp, whereas students who require less assistance can proceed. It also enables the educator to assist students who want further assistance on an individual basis. It is believed that student expectations have recently shifted dramatically. Similarly, Rothman and Willingham (2010) note that an increasing number of corporate executives, policymakers, and educators agree that children need "21st-century skills" to be financially successful. To improve these talents, educational environments must have better material, better instruction, and better examinations and activities. To meet these goals and provide critical learning experiences, multiple learning models, pedagogical techniques, and technology should be used. Gerstein (2014) identifies this new period as Learning 3.0 where "Education 3.0 understands that each individual's and student's path is unique, individualised, and self-determined".

Conclusion

Technology is become an indispensable component of our daily life. Education can indeed be anticipated to settle in conventional methods in such a situation. Education, like any other industry, must continue to evolve with the help of technology. When this change occurs appropriately, we may state that the educational system will be favourably impacted. Technology-enhanced learning settings not only boost knowledge transfer but also encourage the usage of powerful e-assessment approaches. These spaces encourage active engagement and interaction between professors and students. Students benefit from the use of technology-enhanced learning settings in developing logical thinking and problem-solving abilities. It also allows teachers to track learner progress, establish the review system, and check her own position. Technology can and is already revolutionising higher education when used with purpose. Our challenge and opportunity is to utilize these capabilities in a methodical, integrated approach that places the student at the centre and rejects the NIMBY mindset against new technology. Adequate preparation prior to

implementation is required for success, especially (a) ensuring that students have simple access to technology and that the digital literacy does not exacerbate inequality (b) ensuring adequate currently underway budgets not only for the acquisition of tools but also for their maintaining and upgrading, as well as for the hiring of qualified and competent staff members, (c) improving technical support for learners and faculty 24 hours a day, 7 days a week, (d) evaluating current assessment metrics to ensure that they are relevant and adjusting them as need it to correspond with new models of instruction and interaction, and (e) being open to assessment of outsourced services.

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