

Role of NEP 2020 on Digital Learning Environment in India

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Abstract

This research work focuses on information on national education policies affecting the digital learning environment in India. The policy calls for investment in digital infrastructure, the development of online teaching platforms and tools, the establishment of virtual labs and digital repositories, the training of teachers to create quality online content, the design and implementation of online assessments, and the establishment of content standards. A clearly defined and future-oriented education policy is essential for a country at all levels because education leads to economic and social progress. Different countries adopt different education systems, taking into account tradition and culture, and go through different stages during their life cycle at the school and college level to make them effective. The documented policy consists of four parts, namely higher education, school education, other priority areas, and implementation. In Part III, Other Areas of Focus, the policy talks about technology use and integration. The policy anticipates that the Digital India Campaign will help transform the entire nation into a digitally enabled society and knowledge-based economy. While education will play a critical role in this transformation, technology itself will play an important role in improving educational processes and outcomes. Thus, the relationship between technology and education is bi-directional at all levels.

Keywords: NEP 2020, school education, higher education, digital India, knowledge-based economy

INTRODUCTION

Education policy attaches particular importance to the development of the creative potential of each individual. It is based on the principle that education must not only develop cognitive skills, both the basic skills of reading and arithmetic and higher-order cognitive skills such as critical thinking and problem solving, but also social, ethical and emotional skills and dispositions. The implementation of previous education policies has largely focused on issues of access and equity. The unfinished agenda of the National Policy on Education 1986 modified 1992 (NPE1986/92) is adequately addressed in this policy. An important development since the last Directive in 1986/92 was the Children's Right to Free and Compulsory Education Act 2009 [1], which laid the legal basis for the realization of universal primary education. The NETF will have the following functions: providing independent evidence-based advice to central and state government agencies on technology-based interventions, building intellectual and institutional capacity in educational technology, developing strategic directions in the field, and formulating new directions for research and innovation [2].

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THEORETICAL FRAMEWORK

NEP 2020 is a national education policy proposed by the Government of India in 2020 [3]. The year 2020 will be remembered by people because of COVID-19 and its impact on the economy, but also because of the radical changes proposed in

education policies. The changes should affect all stakeholders such as students, teachers, educational institutions and parents, later in society and the nation. Because the education system is the basis for the success of a nation. Many of the western countries are successful because of the education system and brain drain from the different countries. India is not untouched by this culture. Many of our bright minds work in world-renowned organizations. India has diverse cultures as one of the largest populations in the world. The Indian education system is one of the world's largest educational platforms that will transform and shape the Indian future. The main features or the proposed ones NEP 2020, is divided into four major sections. As the proposal of New Education Policy focuses on the entire major areas like School Education that includes Pre-school education too and Higher Education and other key areas of focus. It also talks about how it is going to implement and establishing of new bodies to regulate the structure. NEP 2020 addresses the following challenges facing the existing education system: Quality, Affordability, Equity Access Accountability The main highlighting features of NEP 2020 will bring two million school children back into the mainstream. The 10+2 structure of the school curriculum is to be replaced by a 5+3+3+4 curriculum structure corresponding to age groups 3–8, 8–11, 11–14 and 14–18 years. It includes 12 years of schooling and 3 years of Anganwadi and pre-school. Outlining the old and new proposed school structure, NCERT will develop a National Curriculum and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight. NEP 2020 calls for the establishment of a national mission on basic literacy and numeracy by the Department of Education. States will develop an implementation plan for universal basic literacy and numeracy skills in all elementary schools for all learners through 3rd grade by 2025. A national book promotion policy is to be formulated. All students sit for school exams in grades 3, 5 and 8 administered by the relevant authority. The board examinations for classes 10 and 12 will be continued but redesigned with the aim of holistic development.

A new national assessment center, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body. NEP emphasizes the establishment of a gender inclusion fund and special education zones for disadvantaged regions and groups. Each state/district is encouraged to set up BAL Bhavans as a dedicated day boarding school to participate in arts-related, career-related, and gaming-related activities. Free school infrastructure can be used as Samajik Chetna Kendras. By 2022, a common National Professional Standard for Teachers (NPST) will be developed by the National Council for Teacher Education in consultation with NCERT, SCERTs, teachers and expert organizations from all levels and regions. States/UTs will establish an independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultation with all stakeholders. NEP 2020 aims to increase the gross enrollment rate in higher education including VET from 26.3% in 2018 to 50% by 2035 and add 3.5 million new places in higher education. The policy provides for a broad, multidisciplinary, holistic basic education with flexible curricula, creative subject combinations, integration of vocational training and multiple entry and exit points with appropriate certification. An academic credit bank is to be set up in which academic achievements acquired at various universities will be stored digitally so that they can be transferred and credited towards the degree Multidisciplinary Education and Research Universities (MERUs) on par with IITs, IIMs to be set up as models for the best multidisciplinary education with global standards in the country. The National Research Foundation is being created as an overarching entity to foster a strong research culture and build research capacity throughout higher education. The Higher Education Commission of India (HECI) is established as the sole overarching umbrella organization for all higher education except medical and legal education. Public and private higher education institutions will be subject to the same regulatory, accreditation and academic standards. University affiliations are to be phased out in 15 years and a gradual mechanism for granting graduated autonomy to universities to be established. A new and comprehensive national curriculum framework for teacher education, NCFTE 2021, is being formulated by the NCTE in consultation with the NCERT. By 2030, the minimum graduation qualification for teaching is a 4-year integrated B.Ed. Degree. Strict action is taken against inferior stand-alone teacher education institutions (TEIs). A national mentoring mission will be established with a large pool of

outstanding senior/retired teachers who would be willing to provide short and long-term mentoring/professional support for college/college teachers. The National Scholarship Portal will be expanded to track the progress of students who receive a scholarship.

REVIEW OF LITERATURE

Abhay Kumar [4]

Vice Chancellor, Pratap University, in his research paper aims to identify the concerns and priorities of NEP 2020. NEP-2020 is an innovative and forward-looking proposal with both positive and negative aspects, framed by the aim of providing quality school and higher education for all and promoting holistic research-oriented progress.

Aithai and Shubhrajyotsna [5]

In this research, the authors focus on the fact that higher education is an important aspect in deciding economy, social status, technology adoption and healthy human behavior in any country. The National Education Policy of India 2020 marches towards this goal by adopting innovative strategies to improve quality, attractiveness, affordability and increase supply by opening higher education to the private sector while maintaining strict controls to maintain quality at each university applies. By promoting merit-based admissions with complimentary ships and scholarships, merit- and research-based continuous achievers as faculty members, and merit-based proven leaders in regulation. Higher education is an important aspect in deciding the economy, social status, technology adoption, and healthy human behavior in any country. The higher education system will evolve towards students. Faculty members are also given autonomy in choosing curriculum, methodology, pedagogy, and assessment models within the given policy framework. Entered the system with the freedom to choose core and related subjects within and across disciplines. These transformations will begin from the 2021–22 academic year and will last until 2030 when the first stage of transformation is expected to become visible. Hence, the Indian higher education system is moving from teacher-centered to student-centered, information-centered to knowledge-centered, grade-centered to competency-centered, exam-centered to experiential-centered, learning-centered to research-centered, and choice-centered to competency-centered.

Kaushik Mohit Kant [6]

In this dissertation, the research scholars focus on the assessment of student acceptance behaviors for digital learning in the context of technical higher education. Assess the influence of student readiness on the acceptance of digital learning in technical higher education. Assess the influence of different demographic factors (gender, current status of enrollment, voluntary use) on the acceptance of digital learning technologies in technical higher education.

Anjulika Ghoshal [7]

In this dissertation, the research scholar focuses on the behavioral aspect of the ICT integration process in the education system, but it is not considered or addressed in the research perspectives. The attitudes, perceptions and mindsets of educators play an important role in decisions about the use of technology for education. The decision-making process also varies and leads to the use of technology. Technology use is strongly related to educators' perception and acceptance of technology. Both external and internal factors play a role in the acceptance of technology and the healthy integration of technology into the teaching and learning process. Among the many obstacles in the integration process, the self-efficacy of teachers raises a question about 21st century literacy and, in particular, about the digital literacy of educators specific to online digital learning. The diverse element of digital literacy is at the forefront of quality education in the online digital learning system, which uses mass media to reach inaccessible areas, communities, and individuals.

OBJECTIVES OF THE STUDY

1. To examine the impact of NEP 2020 on the education system in India.
2. To analyze NEP 2020 on the digital learning environment in India.
3. To examine the impact of regional language on NEP 2020 in India.

RESEARCH GAP

The literature review found that little work had been done on the impact of the NEP 2020 on digital learning, but it was found that there was no research on the impact of NEP 2020 on digital learning in India, so there is a need to examine the impact of NEP 2020 on the digital learning environment in India [8, 9].

STATEMENT OF THE PROBLEM

It is widely believed that NEP is difficult to adopt immediately, multiple regional languages, the ability for students to drop out of the course midway, the introduction of technology in the classroom, and the creation of a digital learning environment in a rural area are very challenging, and the physical environment for digitization in the education system in India is the biggest issue, hence the impact of NEP 2020 on the digital learning environment in India needs to be studied.

NEED FOR THE STUDY

In the National Education Policy 2020, language is a negative factor as there is a problematic teacher-student relationship in India and the introduction of native languages for every subject in academic institutes is a problem; finding a competent teacher sometimes becomes a problem; and now another challenge is added with the launch of NEP 2020, bringing learning material in native languages [10]. According to the National Education Policy 2020, students who want to graduate must study for 4 years, while one can easily complete his diploma in 2 years. This might encourage the student to leave the course midway. Students in private schools are introduced to English much earlier than students in state schools. The academic curriculum is taught in the national languages of the state students. This is one of the main disadvantages of the new education policy, as it will increase the number of students who are uncomfortable communicating in English, thereby widening the gap between social classes. So, there is no research paper; therefore, there is a need to study the impact of NEP 2020 on the digital learning environment which is part of NEP 2020 in India.

HYPOTHESES OF THE STUDY

1. *Objective 1:* To examine the impact of NEP 2020 on the education system in India H0: there is no significant impact of NEP 2020 on the education system in India
H1: there is a significant impact of NEP 2020 on the education system in India.
2. *Objective 2:* To analyze NEP 2020 on the digital learning environment in India [11–13].
 - H0: there is no significant impact of NEP 2020 on the Digital learning environment in India.
H1: there is a significant impact of NEP 2020 on the Digital learning environment in India
Sub hypothesis-1.
 - H0: Technology adoption is not having a significant impact on the Digital learning environment in India.
H1: Technology adoption is a significant impact on the Digital learning environment in India.
Sub hypothesis-2.
 - H0: External experts are not having a significant impact on the Digital learning environment in India.
H1: External experts are having a significant impact on the digital learning environment in India.
3. *Objective 3:* To examine the impact of regional language on NEP 2020 in India:
 - H0: There is no significant impact of regional language on NEP 2020 in India.
 - H1: There is a significant impact of regional language on NEP 2020 in India.

SCOPE OF THE STUDY

The focal point of the study is the Role of NEP 2020 in the digital learning Environment in India. To maintain the quality of research, A study restricted to NEP 2020 Integrate Technology with Learning and Teaching Process.

RESEARCH METHODOLOGY

The research paper focuses on secondary data collected from various books, journals, newspaper articles and government reports published from various sources focused on NEP 2020.

CONCLUSION

Integrate technology into the learning and teaching process NEAT (National Educational Alliance for Technology) is a management organization formed to coordinate innovation for improved educational outcomes. The use of artificial intelligence to adapt the learning experience to the learner's needs is said to be flawless. It even advocates expanding public collaboration with Ed Tech companies to improve learning outcomes. However, one of the biggest challenges is building a solid digital foundation in remote areas.

Assessment

It was proposed to create a public assessment site called PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) to start and maintain the educational framework.

The focus of NEP 2020 is on transdisciplinary learning and there are no distinctions between professional and academic streams.

Teacher training

A hybrid of traditional and digital learning frameworks forms the new education system. Therefore, teachers must be prepared to integrate themselves into the new digital learning processes on a digital level. NEP 2020 performance spans the entire history of Indian education structure. It will bring about the structural change in education design that is really needed, digital education, with an emphasis on experiential and practical learning that gives children skills for the 21st century.

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