



Impact of National Education Policy 2020 on ICT in Higher Education

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Abstract: *ICT is utilized in many fields; however, it doesn't improve the standard of education. There are no established standards for assessing the quality of education, which has drawn criticism. Information technology includes hardware, software, and methods for gathering, storing, processing, and presenting data and information. Information and communication technology has the power to significantly alter education for students, instructors, teacher educators, and others. It can also provide creative, effective solutions to some of the problems facing our country's educational system. India is one of the emerging nations that has made the greatest advancements in ICT development. Its growth has been astounding, especially in the area of education. ICTs will unquestionably be the cornerstone of future development. There is now a new global economy due to the pace of globalization and technical innovation during the last fifteen years. The goals and nature of educational institutions are greatly impacted by the emergence of this new global economy. Schools can't just be places where teachers impart a certain body of knowledge to pupils over a predetermined amount of time, as the half-time of information continues to decline and access to information increases exponentially.*

Keywords: *Educational quality, Students, Teachers, ICT, Globalization, School education.*

Introduction:

Both official and informal instructional approaches are available at various educational levels. Teaching is the process of imparting knowledge or skills, whereas learning is the development of new skills and fluency. One method for effectively reaching India's massive population base is the use of ICT. ICT can also be utilized to enhance the delivery and quality of services, especially in the area of fostering citizen-government relations. When students absorb knowledge through their senses from a lecture, book, assignment, or video, it's known as passive learning. Since a large number of our students do not actively participate in a typical lecture, it is not an effective learning environment. While all three phases of the learning process—input, operations, and feedback—require student participation and energy investment, this is the most common type of learning seen in classrooms. Higher order cognitive processes and critical thinking abilities are more effectively enhanced by this kind of education. Curriculum has undergone a paradigm change in the previous few years, with the teacher now acting as a facilitator of student-centered learning. In student-centered learning, the teacher plays the role of a facilitator and focuses on the needs, skills, interests, and learning preferences of the individual students. Students have to actively engage in the learning process in this situation. Although the teacher is crucial to the process, several ICT technologies are employed in ICT-based education to enhance the efficiency of the teaching and learning process. The amount of time spent on

instruction could be decreased by using blended learning. A survey indicated that teachers and students felt prouder of themselves and that they would like to acquire ICT and take use of its advantages. ICT can break down the obstacles that a low rate of education in a nation produces. ICT can be used to get past obstacles including money, a teacher shortage, low-quality education, and time and location restrictions. The national education policy from 1986, as revised in 1992, placed a strong emphasis on the need to use educational technology to raise academic standards. More extensive centrally sponsored information and communication technology programs were made possible by the policy statement, which made possible two important centrally supported initiatives: computer literacy and studies in schools (CLASS) and educational technology.

Objectives of the study:

- Technology for education tools are meant to help teachers use technology to enhance the learning environment, not to help instructors become ICT specialists. ICT resources can help teachers with curriculum, instruction, assessment, and content. ICT (information and communication technology) will be made available to the general population upon request. This includes computers, the internet, radio and television broadcasts, newspapers, fixed and mobile phone lines, and radio trucks.
- It is possible to create an ICT balanced scorecard. The hub-and-spoke concept, which is explained in the cluster of villages or locations with the aid of a technology package, a computer lab, and an electronic library system, must be implemented in all Indian schools within a year. However, the problems would stem from things like the variety of Indian languages included in the foundational curriculum. ICT will therefore be required to provide multilingual content.
- It will be necessary to address the lack of understanding among school administrators about the value of ICT and the motivation of all key authorities, especially teachers, in order to modify and improve education. The fact that there are many different languages spoken in India does not make up for the dearth of teachers who are proficient in the regional tongues.
- India's linguistic diversity prevents it from enjoying the advantages enjoyed by developed nations. The annual budget, networking, affordability, and accessibility would all be taken into account.
- Technology can facilitate synchronous learning, which involves a delay between the learner receiving the information and it being transmitted. For instance, you can access the course materials online seven days a week, twenty-four hours a day.

Development of ICT in historical perspectives:

The national strategy on ICT in school education aims to prepare youth for innovative participation in the creation, upkeep, and expansion of a knowledge-based society, which will lead to the nation's overall socioeconomic development and preparedness for global competitiveness. The national curriculum framework, which directs the process of teaching and learning in schools, issues a warning about the dangers of using technology to distribute information only as a tool and eschewing the teacher. It conveys a strong conviction that kids and educators ought to be seen as active producers in addition to consumers. The technology would be more informative if it allowed for two-way involvement as opposed to one-way reception.

Implement of ICT in school education:

- Radio, television and computer

Information and communication technology, or ICT for short, is defined as a wide range of technological tools and resources used to create, transmit, distribute, score, and manage information.

These technologies include telephones, computers, the internet, and radio and television broadcasting systems.

➤ Online education

All levels of learning, formal and informal, that use a complete or partial information network, such as the internet (LAN) or extranet (WAN), for course delivery, engagement, or facilitation are included in the category of e-learning. It is most frequently associated with business training and higher education.

➤ Blended education

Another term in blended learning that is gaining traction. This is a reference to teaching strategies that integrated online learning materials with conventional classroom education. For instance, in a regular classroom, students might receive assignments that are both print-based and online, take part in chat-based online mentorship sessions with their teachers, and be added to the class email list. On the other hand, sporadic in-person coaching might be advantageous for a web-based course.

➤ Transactional Strategy

Providing opportunities and trends as well as incorporating information and communication technology (ICT) into regular educational activities is the primary goal of the strategy for implementing ICT in education. Certain realities are unavoidable in today's curriculum.

Implications of ICT:

Preparing their governments and societies for globalization and the information and communication revolution is one of the numerous problems that developing nations must face. Government officials, educators, academics, non-governmental groups, and regular people are becoming more and more concerned with the necessity of making their country competitive in the rapidly emerging information economy. ICT is being used more and more in all sectors of the economy, including education, because to globalization, innovation, and technology. ICT is being used in education more and more widely around the world. It is widely accepted that ICT can significantly improve learning and accomplishment by empowering educators and students.

Conclusions:

The development of educational technology comes second to the application of ICT in education. Since ICT has become more powerful than ever in the modern day, other areas of educational technology have even adopted the name ICT. ICT thus encompasses both contemporary and traditional forms of instructional technology. There are two main causes for this ICT integration in the sphere of education. The first is the paradigm shift in how we began to view the learning process and, by extension, instructional strategies. The development of new technology is the second, and it has the potential to address the first change's requirements.

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