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National Education Policy 2020: Impact of Technology in Education

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Abstract
The new education policy (NEP) 2020 in India is a far and wide sweep plan in the direction of transforming the education system to accommodate the needs and aspirations of a soon changing world. India 2020 is the 1st education policy of the century of 21st and reworks the previous national education policy of 1986, which had the holistic, flexible, multidisciplinary education thoughts and intends to make India a global superpower. The extents of broad school and higher education, teacher training and use of technology, and equity, inclusion and lifelong learning. Thus, this policy is used to determine if no one leaves behind and being unable to learn, or not be present, because of environments of birth or background.
The policy entails the use of technology in enhancing opportunity, equity and value of education. It supports change of electronic set ups, digital contents and capacity building for teachers and students to effectively utilize technology. Not only does it also encourages the research and innovation of educational technology and the applying of artificial intelligence, machine learning and blockchain on the personalised learning and improving educational outcome.
This paper takes secondary data collections from books magazines, journals, governments official documents for study of mainly.
Keywords: Education, Technology, Policy, Innovation, Transformation

Introduction

The Digital education is education using of electronic tools (the internet and other online systems) in an advanced way to enhance teaching and learning through better inclusion and interaction in areas reachable completely with the use of electronic tools. Digital education otherwise known as e education, e learning and technology enhanced learning. The access to a smartphone and internet makes learning beyond the confines of the traditional walls and its potential to bridge the gap in education and what the future of education will be in our country.

Being human, development on equity must be supported by right to education which would be essential for national integration and promotion of overall development of the society. The new India with its spread of quality education, is the most significant facet of the new leadership on the world scene to maintain its growth on the economic, social, justice, equality, scientific, national integration and cultural plane. The sustainable development goal 2030 (SDG4) launched by Indian government in 2015 reflects in creating new education development program that 'ensures inclusive and equitable quality education and promotes lifelong opportunities for all by 2030 in a new knowledge landscape with the changing world in the

modern technological age, where the world is passed by dynamic scientific and Technological advancements like big data, machine learning and artificial intelligence (AI). It is very possible that machines can take over many of the low skilled, wide reaching jobs that largely do not require training but in contrast a lot of trained workforces are highly needed in mathematics, computer science, data science as well as all connected multi disciplinary facilities across the sciences and humanities and we will see a trend of more and more jobs demanding trained people. Given an environment of a changing employment scenario, it is anticipated that comprehensive environment will be prioritising the children to learn, to learn to learn. In order to bring in experimentation, holism, unity, enquiry based, innovated, learner designed, argumentative, flexible and obviously fun for teaching. It is a revolution to education with its effect on teaching methods and making education engaging, accessible and inclusive all the more.

The main objectives of this paperare-

- To proper use of technology in various stages of education
- To enhance educational access to disadvantaged groups
- To increase Digital infrastructure as core utility to every citizen

It will be said the Information and communication Technology (ICT) was one of the main building stone of the new global world. One such consequence of Technique in teaching is that education was delivered using ICT at anytime anywhere. The Kenefic campaign of 2015 is titled digital india for bringing India towards a digital empowered nation and information economy on three grounds viz., digital structure, SE Governance, and skills on demand, and digital knowledge and peoples' empowerment. This is the education policy that should ensure that the students of any country should be prepared to participate in an information culture formation and development leading to all round socio economic growth of the society and creation of global awareness.

At a time when the whole world was confronting a totally unique situation as a result of Coronavirus spread and education was hit everywhere, the proper time was to link Education with Technology and not only ….. On 5th September 2017, the DIKSHA i.e. "Digital Infrastructure for knowledge Sharing " was launched to enhance and expand further the explanation, research and modernisations already underway or underway in the areas of training of teachers and professionals' development. A solution for students, teachers and professional development, DIKSHA also suggests resolutions that can be implemented by CBSE and NCERT in 18 languages on teaching, learning and. DIKSHA can also be tested for books in mobile app as well as the running of PC and laptops portal. Electronic contents have to be developed in regional languages to make it possible for the student's teacher/educator to participate in the development and critical use of shared DIKSHA e resources.

National Digital Education Architecture is NDEAR: To make a new type of combined National digital organisation to energized and catalyse the education network. We refer to it as the enabling technology outline for existing systems to upgrade and be inter -operable; Whereas it makes common building blocks and services for building of new tools and solutions; This is a disseminated adaptive and open -socio technical system with determination of self -establishment, scalability and sustainability.

ICT as a tool in education in that technology can tailor the ICT infrastructure at each and every level of education, depending a requirement which is being desired outcomes in varying heights of education. It never ceases to be the case that, in order for ICT set-ups and systems to become effective, ICT set-ups and systems must continuously change to meet up with the ever changing environment to produce the desired outcomes.

Anywhere anytime delivery of eminence education in which the teaching setting are carried out at school and the teacher teaches, the information and technology that contributes to the learning

process in students are the one that give environment in carrying on the learning process beyond the school.

ICT organisations have major possibility to increase learning outcomes: enlightening knowledge consequences. Universalisation of affordable high quality education, learning process, tools and trainings required for the teachers to deliver the education if it is done selectively and efficiently. Good potential to improve educational results is given by school and unified platform ICT system but if a lesson is badly designed and the assignment work is not completed, the educator, through digital substructure, can give and keep track of lesson learning and completion of the work of the lesson digitally.

Reverse digital divide, which is effectively bridging the gender gap in the education of female students as well as other deprived and 'other' economically weaker social groups like SC/ST subgroups, will be served by appropriate technology. First, all of India government's PM e-VIDYAis an umbrella programme which coalesces all of the efforts being made in the digital, online as well as on air teaching of about 25000 crore school going children of the country. Department of school education and literacy and ministry of education took up the idea of providing e materials to disable students and a working group was constituted by them to develop teaching-learning and e content for the students with special needs.

As one of the partners in the National MOOC initiatives, Government of India NIOS has also been recognized as one of the partners under the National MOOC initiatives for, 'Studywebs of Active Learning for Young Aspiring Minds' (SWAYAM) which is the main focus of this effort is making the best of the teaching learning facilities available to the all, most especially to the most deprived groups. The four quads approach to texts is now applied to theMOOC on PDFs, videos, self assessment exercises and discussion forum.

A group of 34 DTH channels on the lines for 24X7 educating or schooling motive are known as "SWAYAM PRABHA". The portal and mobile applications are a stock room of audios - videos, which can be accessed through the laptop and mobile phones.

ICT offers a means of empowering teachers in acquiring new teaching skills via online training and this is technology. These should be available anytime, anywhere in terms of access of their time and should be online teaching modules made available to make suitable for the educators with available time. This makes data and information integration easy and provides convenience of continuous information on a topic by all the participants. In use of integrated form forms, ICT has the capacity to alter strategy in learning, teaching, assessments, teacher skilling, and school leadership development and strategy in school operation efficiency. After execution of this inter ICT systems system, it will provide many benefits and share ICT systems system with the public after 4 pm (school hours) the society may be educated with digital knowledge as for the benefit of public learning through adult education initiative.

This Technological tool is to allow practitioners to carry out research, innovation, assessment and investigation according to established practices to warn teachers, guide and use what is possible of ICT in schools and in teachers' training. The success of ICT, benefits, danger and borders to safe, secure and ethical use of ICT, therefore, requires a critical appreciation of ICT to be integrated in schools as well as the teacher's education programmes.

In case of insuring equity in educational technology same e-contents are available across all electronics means namely web portal, applications, Television and radio, etc. for the same topics. Digital devices will be provided to children in school in the special educational zones and aspiring districts on priority basis. Digital classroom may be implemented by utilizing a smart board to complement the curriculum through videos in classrooms, mobilizing social media to boost knowledge, energize the students' enthusiasm, increase access to teacher progress, increase chances

of accessing teachers progress and increase probability for communication between parents and teachers.

It is the public National platform and National Initiatives for the personal and organisational contributions to the eLearning resources in the Education domain for the sake of the quality learning to all the learners of the country.

Minor improvement such as the term "Vidya Amrit" which is meant to relieve the burden of developing the education system to all the educators and leaders of the education system is one. In this use, the 'Shiksha Vani' is a podcast of the Central Board for Secondary Education (CBSE) which is an application of the 'Learning By Doing' concept.

If India work to be a vishwa guru world leader , then the strength must be given in the development and execution on Education used with Software Technology. Lots of Technological adoptions were fought by the government because to prove that if digital schooling will reach to a student in various different parts of their country but without being an internet connection of everybody is one of the major requirements to digital schooling and the government can take this approach of making available the devices and technology to such people belonging to socio – economically weaker segments otherwise they will be deprived of having education.

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