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Study on New Education Policy 2020: The Importance of Technology and Artificial Intelligence

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ABSTRACT

To support the development of a vibrant body of knowledge and practice, NETF will organize a number of regional and national conferences, workshops etc. to solicit solutions from national and international educational technology researchers, entrepreneurs and practitioners. Given the explosive pace of technological development coupled with the creativity of entrepreneurs including tech-savvy educators and student entrepreneurs, it is certain that technology will impact education in many ways, only a few of which can be foreseen at the present time. New technologies such as artificial intelligence, machine learning, block chains, smart boards, handheld computing devices, adaptive computer testing for student development, and other types of educational software and hardware will transform not only what students learn in the classroom, but also how they How we learn, and thus will require extensive research on both technical and educational fronts in these areas and beyond. The objective of the NETF will be to facilitate decision-making on technology induction, deployment, and use of technology to provide education institutions, state and central governments, and other stakeholders, the latest knowledge and research as well as opportunities.

Key words. Technology, Artificial intelligence, Development, classroom, Software.

INTRODUCTION

To remain relevant in the rapidly changing field of educational technology, NETF will maintain a regular influx of authentic data from multiple sources, including educational technology innovators and practitioners, and engage with a diverse set of researchers to analyse the data.

A rich variety of educational software will be developed and made available to students and teachers at all levels. All such software will be available in all major Indian languages and accessible to a wide range of users including students from remote areas and differently abled. Teaching-learning e-content will continue to be developed by all states in all regional languages as well as by NCERT, CIET, CBSE, NIOS and other bodies/institutes and uploaded on DIKSHA platform. This platform can also be used for professional development of teacher through e-content. CIET will be strengthened to promote and expand DIKSHA as well as other education technology initiatives. Appropriate tools will be made available to teachers in schools so that teachers can suitably integrate e-content into teaching-learning practices. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated throughout school and higher education, and will include ratings/reviews by users, to enable content developers to create user-friendly and qualitative content. When the 1986/1992 National Policy on Education was drawn up, it was difficult to predict the disruptive effect the Internet would have. The inability of our current education system to cope with these rapid and disruptive changes places us individually and nationally at a dangerous disadvantage in a competitive world. For example, while computers have largely surpassed humans in taking advantage of factual and procedural knowledge, our education at all levels equips students with such knowledge at the expense of developing their higher-order abilities. imposes excessive burden.

REVIEW OF LITERATURE

Ramesh Pokhriyal 'Nishank' Union Minister of Education at Government of India Published Dec 27, 2020 India is a global leader in information and communication technology and in other cutting-edge domains. The Digital India Campaign, under the dynamic leadership of Hon'ble PM Shri Narendra Modi ji, is helping to transform the entire nation into a digitally empowered society and knowledge economy.

Ministry of Human Resource Development is revolutionary in every sense. While the policy focuses on multiple aspects, including the need for early childhood care, inclusive education and revamping of the current curriculum, an

inherent thread that runs through the policy is the interplay of education and technology.

As per a government survey conducted for the period July 2017 to June 2018 and published in November 2019, in rural India, only 4.4% of households have computers as against 23.4% of urban households and nearly 14.9% of rural households have internet facility as against 42.0% of urban households. As per the same survey, in rural areas, among persons aged 5 years and above, 9.9% were able to operate a computer as against 32.4% in urban areas, and 13.0% of rural users were able to use the internet as against 37.1% in urban areas. Research has shown that internet penetration in urban areas is higher, but rural penetration is growing at a faster rate. Even then, access to the internet was almost always through mobile phones in both urban and rural areas.

Adapting to artificial intelligence The policy recognizes challenges arising on account of the widespread use of artificial intelligence and highlights the need to adopt changes occurring on account of increased use of AI across sectors. It has tasked the NETF with identifying and categorizing emergent technologies based on their ‘potential’ and ‘estimated timeframe for disruption’ and to present a periodic analysis of the same to the MHRD, who shall then formally identify such technologies which require appropriate responses from the education system. In light of the emerging ‘disruptive technologies’, the policy is pioneering as it notes the need to generate awareness as well as conduct research on various aspects of the emerging disruptive technologies, including concerns pertaining to data handling and protection.

CONCLUSION

The policy also presents a significant opportunity for cooperation between the various industry stakeholders and regulatory authorities/educational institutions. In this regard, the Internet and Mobile Association of India has recommended a partnership between the ed-tech industry and the NETF, which will help streamline research and enable the NETF to adopt industry-led best practices.

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