



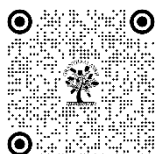


# CREATIVITY: SCULPTING THROUGH DIGITAL PLATFORMS AND NATIONAL EDUCATIONAL POLICY

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## ABSTRACT

Education as a platform makes learners develop their knowledge and makes them reach creative levels. It also makes the learner face the world with confidence. Education as a system has undergone many changes with the passage of time. Covid -19 had brought a major shift in the education system and the mode of education. It can be observed that learners from all over the world had shifted to Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL). The mode of regular chalk and talk method is completely shifted to Distance learning. The major shift to "MALL" for educational purposes was indeed tough for both the instructors and the learners. So, the major shift can be observed in the field of Ed-tech applications, language learning, and educational policy too., where learners preferred to enroll in online platforms for their growth simultaneously with enrolment in universities. Taking this into consideration the researchers try to examine the growth in the usage of Ed-tech applications with linkage to educational policy 2020. This paper also examines the advantages of online Ed-tech and digital applications.

**Keywords:** Learner, Ed-Tech Applications, National Policy of Education, Digital Platform

## 1. INTRODUCTION

Humans as social animals evolved through various stages and contributed to the development of mankind in the fields of traveling, transportation, science, agriculture, etc. Human contribution to the stream of education, and language is more appreciable as it acts as the base to build their character, knowledge, interpersonal skills, and intrapersonal skills. It had gained the importance of building tool for the human self, as any nation's resource is its citizens, according to the World meter's embellishment of the most recent data of United Nations, India

had a population of -1,542,685,644,266 as of Thursday, August 4, 2022, which holds 2 rank in the world. Citizens of any country act as human capital which in the future converts into an economic contribution to the country. Education also improves social status and helps them economically. Education as a system had evolved in its terms from the arrival of Britishers in India. India was introduced to the English language with the help of Christian missionaries which made Indians to introduced various subjects around the world. The education system changed the perceptions of people, it eliminated all ambiguities and is now completely capable of resolving societal concerns like confusion and prejudice based on caste, race, religion, and creed. The education system in India had taken a major shift again after the arrival of covid-19 pandemic. The strict rules and protocols of the Covid-19 pandemic like the lockdown of educational institutions made India introduced to online education and learning. It indeed hiked in other areas of educational division few of them are Ed-tech applications, Language learning, and educational policy of India. Education these days involves more than just reading texts and getting high grades. Education present day makes learners entail exploring previously uncharted areas in order to expand one's knowledge and skill set.

## **2. BACKGROUND OF THE STUDY**

The education system in the Indian context has gone through many changes. In primitive times education in India was provided by gurus in the heart of nature in areas of hunting, wars, manuscripts etc. with the arrival of the Britishers to India: education had evolved in various stages the introduction to the English language brought orientalist and anglicizes supporting native language and English language as a medium of instruction. The independence of India in the year 1947 brought many policies, rules, and regulations. The Government of India created the 'National Policy on Education' (NPE) for the improvement and to oversee education in India. The policy comprehends both rural and urban India's primary and secondary education as well as higher education. Prime Minister Indira Gandhi delivered the country's first NPE in 1968 which took 39 years for the government to create NPE. Prime Minister 'Rajiv Gandhi' issued the additional in 1986 and it was again revised in 1992 by P.V Narashima Rao, but in spite of the policy the importance of education was not identified by many citizens due to the poverty level which gave rise to child labor. Taking this into consideration in the year 1986 government of India came up with Child Labor (Prohibition and Regulation) stating that no child under the age of fourteen shall be engaged to work in any factory, mine, or be employed in any dangerous occupation, according to Article 24 of the Indian Constitution. A kid is defined as a person who has not reached the age of 14 by the 'Child Labour' (Prohibition and Regulation) Act of 1986. It strives to control the hours and working conditions of young employees and forbids them from working in dangerous fields but despite this learner's enrolment in education in schools was observed very minimal. So the government of India in the year 2009 had amended 'Right to education' act which states that 'Every child has got a right to a full-time elementary education of satisfactory and equitable quality in a formal school that complies with certain necessary norms,' according to the 'Right of Children to Free and Compulsory Education' (RTE) Act, 2009, which symbolizes the far-reaching lawgiving: which was projected under the Article 21-A besides that government came up with mid meal scheme to enrich the enrolment of learners to schools.

The arrival of the COVID-19: pandemic brought a major shift in the 'Indian edification context' especially, where the developing country shifted from the regular chalk and talk method to online teaching and the learning process. With the

enlargement traits of technology, learners had enrolled in Edtech applications besides enrolment in universities. As rightly mentioned by [Frankenfield \(2022\)](#) in his writing denotes that EdTech seeks to intensify the customized learning, better student results, and alleviate the consignment on teachers. While many people applaud the use of technology in the classroom, others worry that it is impersonal and may result in the surveillance and collecting of data on both apprentices and educators. The identical change in NPE was issued in the year 2020 for the third time by Prime Minister Narendra Modi.

### 3. RESEARCH OBJECTIVES

- 1) To assess Digital applications and assessment.
- 2) To critically evaluate educational policy with Edtech.
- 3) To investigate the advantages and reasons for the hike in enrolment of Edtech and digital applications.

### 4. REVIEW OF LITERATURE

The literature review in this subdivision informs several research publications on the subject of EdTech applications and National Educational Policy 2022 individually. The primary focus of the review of literature holds from 2017 to 2021. This depicts that many researchers had focused on technological usage in education like MALL, growth of EdTech and detailed observation on NEP 2020.

- 1) [Ansari & Tripathi \(2017\)](#) in their research paper "An examination of the effectiveness of mobile erudition apps in higher education in India looked into how well mobile based learning apps work in Indian higher education. The impact of mobile learning apps on students' lives is also evaluated. The results of the study showed that mobile learning apps are becoming more important to pupils. The findings suggested that mobile learning apps can be particularly helpful in the context of higher education. The findings also demonstrated that the students possessed the necessary skills and awareness to use mobile devices and the Internet in a learning setting.
- 2) [Kurien & Chandramana \(n.d.\)](#) in their research paper titled 'Impact of New Education Policy- 2020 on Higher Education' focused daintly on the issues brought on by the Covid-19 widespread, the Government of India's New Education Policy (NEP 2020). Their article primarily concentrated on NEP and its belongings on higher education, and it also discussed the key NEP components and examines how they influence the current educational system.
- 3) [Verma & Kumar \(2021\)](#) in their research paper "New Education Policy-2020 of India: A Theoretical Analysis." They focused on critical analyses on the policy and suggested modifications to facilitate a smooth transition from its predecessor as well as from its predecessor, increasing the significance of the policy. The examination of the 'NEP' 2020 regulations and the administration practises at the University/academia level was also included in their article. The creation and also the putting into practice of NEP's at the national and HEI intensities are recommended (Higher Education levels).
- 4) [Mishra \(2021\)](#) in her research paper "A Study on the Perception of 'Indian Youth' on Education: Through Edtech Application" primary goal was to comprehend how young people view education in the age of educational

technology. Both primary and secondary data were gathered via Redseer Report and an online poll. The overall study is based on their perceptions of EdTech apps' superiority to the traditional educational system as well as whether they operate as a useful tool for them. The results showed that one of the key contributing variables is the high caliber of the resources offered and their constant accessibility. Since the bulk of competitive exams are taken online, the majority of young people utilize EdTech apps to study for them.

- 5) [Godha & Sharma \(2021\)](#) in their research paper "Ed-tech Startups Capitalizing Over the E-Learning Market After Covid-19 Hit Distress In India: The Road Ahead" looked into the Indian EdTech sector. They examined the future goals of all the Indian EdTech firms. the perspective of 80 students is used as a strategic instrument. They also examined how EdTech businesses want to capitalise on the large e-learning industry, particularly in Rajasthan State. The outcome demonstrated the importance of EdTech start-ups both during and after this pandemic and the demands of coaching class kids as well. They also mentioned that online education has a sizable market to tap into, and it has already been shown to be advantageous for EdTech businesses in the post-COVID-19 environment and since consumers are moving away from traditional classroom learning and toward online learning, ed-tech businesses have been successful in tapping into the market for e-learning.

## 5. METHODOLOGY

The researchers' strategy for assessing the outcomes includes an organised study and analysis of the text from various e-sites and books, which is a type of qualitative research. The researchers also used correlative and expo facts as study approaches. Additionally, the study makes use of empirical research, which entails watching real happenings. According to the study, secondary data obtained from online sources yields more trustworthy results.

## 6. THEORETICAL FOUNDATION

Edtech application learning has been the subject of various learning theories. The theories listed below are the best since they assist students in becoming independent and self-sufficient in learning.

- 1) **The monitor hypothesis:** The monitor hypothesis is one of the five ideas Stephen Krashen articulated in Universal Hypothesis, comes into play once the learner has acquired the language. According to the Monitor Hypothesis, a student develops knowledge of a language's grammatical structures and rules rather than its content. This idea mainly focuses on the accuracy of language. As evidence of the impact that language acquisition through applications has on a learner, Krashen claims that learning a language acts as a monitor and transforms the language in the student's mind. In the same way, the EdTech and digital applications make the learners develop their learning and knowledge skills by themselves and their knowledge, language acts as a monitor.
- 2) **Theory of Distant Learning:** (Otto Peter's, 1971) formulation of the concept of distance learning. The notion of distance learning is that the learner and the facilitator are separated during the learning process. 'Distance education, e-learning, or online learning' are terms used to

describe the practice of physically separating teachers from students while teaching and using a range of technologies to promote student-teacher and student communication. The objective of EdTech itself represents online learning with distance education, with pre-recorded and live classes, assignments tasks where the learner and facilitator are distanced to an extent where the facilitator doesn't even know the learner's interest, mindset, and name.

- 3) Self-Directed Learning:** The major proponent of andragogy, or adult learning, is Knowles. As a result, he said that as students become older, they grow more independent. SDL may be compared to a learner's ability to learn independently. Since the middle of the 20th century, researchers and practitioners of adult education have been increasingly interested in and researching the issue of self-direction in adult learning. It is also called independent study, autonomous learning, self-planned learning, and adult learning projects. However, each of these phrases highlights the learner's own self-imposed duty in the learning process. The Edtech applications make learners self-independent, and self-driven where he/she is solely responsible for his/her learning as the facilitator just acts as the knowledge provider but not as a mentor in EdTech applications.

## 7. DISCUSSION AND CORRELATIONAL ANALYSIS

The outrageous spread of the pandemic in India brought several changes in the lives of people like in health care, usage of gadgets, and transportation. The major shift can be observed in the education sector where the transformation to online education from face-to-face teaching and learning. India as a developing country faced hardships in order to shift to digital learning. The very impact can also be spotted in the growth of Edtech applications and the National Educational Policy 2020 in the Indian context.

According to the news article in Economic Times "There are already 90 million students studying online, and that figure will continue to rise. Research by RedSeer and Omidyar Network India predicts that the market for online education for students in grades 1 through 12 would grow 6.3 times and reach \$1.7 billion in the coming year. The post-K-12 market is anticipated to increase by 3.7 times to \$1.8 billion." (Ran Nikita 2021). During the COVID-19 epidemic, significant, national initiatives are growing and changing swiftly to assist remote learning, distance education, and online learning. [World Bank Group. \(2020\)](#). In the study by Bhardwaj Naina mentioned that: during the lockdown EdTech companies such as "Vedantu' and 'Byju's' (tutoring), 'Toppr' (learning), and 'Unacademy' (Video classes)" saw a significant increase in the circulation segment. According to a joint analysis by BARC India and Nielsen, after the shutdown, there has been a 30% rise in the amount of time spent using education-related mobile applications.

In the global context mentioned by Future marketing insights "The projected value of the worldwide edtech industry was US\$ 74.2 billion in 2021, and it is anticipated to reach US\$ 288.4 billion by the end of 2031, thanks to a strong CAGR of 14.5 percent between 2021 and 2031." When it comes to Indian context "More than 4,450 EdTech firms were established in India between January 2014 and September 2019. By 2025, the market for edtech is projected to be worth USD 10.4 billion, mounting at a compound annual growth rate (CAGR) of over 30%." [Edukemy. \(n.d.\)](#). (Byju's, 2018) became the torchbearer to all Edtech applications. Byju's Edtechs are among the 100 Edtech apps now available in India. In 2020, Unacademy attained cult status, while in 2021, upGrad, Vedantu, and Eruditus all

passed the \$1 billion value threshold. In 2022, LEAD was India's sixth-ranked edtech. [Chakravorty \(2022\)](#). While Unacademy's user base tripled to reach 40 million users by January 2021, BYJU's recruited over 33 million members to its platform to reach 75 million users. The paid user base on Toppr has also increased by 100%. The findings further imply that the rise in screen time for online learning has affected not just the K-12 and post-K-12 sectors, but also the professional population.

The major advantage of Edtech applications are:

- It promotes distance learning.
- Less cost when compared to offline teaching and learning.
- Customized learning in the aspect of time management.
- It helps the learners to master technological usage.
- It promotes self-learning.
- Immediate feedback through pre-installed software after the assessment.
- Access to various educational resources.
- Usage Audio and Video aids which help in retaining information in an easy way.
- Breaking down of works into simple to complex levels.
- Entrance exam qualification which makes it more affordable.

If we examine the background of national educational policy (NEP) 2020. Which was revised after the year 1992 in the year 2020. It was led by former 'Cabinet Secretary,' 'T. S. R. Subramanian,' on the dates of January, 2015. Grounded on the commission's description from June- 2017: a crew under the path directed by one of the former 'Indian Space Research Organization' (ISRO) director "Krishnaswamy Kasturirangan," had presented the drawn from a keg - NEP in, 2019. Well ahead, the Ministry of 'Human Resource Development' had produced the 'Draft New Education Policy' (DNEP) in the year 2019, which was then the theme of several communal discussions. [B \(2021\)](#) and signed by Narendra Modi.

If we examine a few major objectives of NEP, it can be stated, the integration of technology in the policy:

- The substantial procedure of technology in educational planning and management, etymological barrier removal, improving admittance for Divyang students, and teaching and learning; ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 5).
- Books for all learners at all levels will be created and distributed in both the school and neighbourhood community-libraries. This will include high-quality translations (aided by technology as needed) into all the indigenous and Indian languages.
- To promote language learning, there will be widespread use of technology in education and learning new languages. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 13).
- Each State shall carry out a technology-based comprehensive teacher-requirement planning forecasting exercise to determine the anticipated subject-wise teacher/training opportunities over the succeeding 20 years. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 21)

- Inclusion of use of educational technology in B.Ed. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 23.)
- Implementation of the appropriate and latest technology in classrooms. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 27 and 40)
- Since it is obvious that the State is responsible for the education of all children with disabilities, technology-based approaches will be used. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 27)
- By establishing start-up incubators, technological development centres, for cutting-edge research, more industry-academic links, and multidisciplinary research, including humanities and social science research, HEIs will concentrate on research and innovation. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 38)
- Development of the technology in edification fields and in the use of technology platforms like SWAYAM/DIKSHA. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 41 and 43)
- Degree and certificate programs in engineering, technology, management, architecture, town planning, pharmacy, hotel management, catering technology, etc. are examples of technical education and implementation of technology learning to bring 100% literacy. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 50 and 51)
- The very gist of the 23rd chapter in NEP points out the usage and implementation of technology which will be looked over by the National Educational Technology Forum (NERF). All stages of education have a reciprocal connection with technology. The NEP has also focused on AI (Artificial Intelligence). As the cost of AI-based prediction decreases, AI will be able to compete with or even surpass humans at some predictive tasks, making it a valuable tool for even highly qualified professionals like physicians. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 56 and 57).
- The very gist of the 24th chapter in NEP points out online and digital education and also how crucial that issues of equality are properly addressed while using technology for online and digital education. Although technology is advancing quickly, solutions that are based on it remain relevant. Subchapter 24.5. focuses on the development and building of digital infrastructure. ([National Education Policy 2020 - Ministry of Education. \(n.d.-a\)](#), 58 to 60).

## 8. CONCLUSION

Thus, it can be stated that the pandemic in India brought enormous change in the stream of the education sector. Learners became more independent in learning which promotes self-learning, digital learning, and distance learning. The huge impact of Edtech applications can be observed from the data collected and the change in the National educational policy 2022 brings out the great surge in the implementation of digital and technology learning. It can also be observed that despite the great advantages of NEP to the learners in the stream of technology learners are yet enrolling in the Edtech applications simultaneously with their regular enrolment in schools/ colleges/universities. It can be concluded that learners have more hunger for the learning process with the use of technology as it

makes the learning process more customized in the aspects of time, place, and affordability. As rightly mentioned by John Dewey, a legendary educator, "If we teach today's children as we communicated with yesterday's, we dispossess them of future." This states that India in the educational context has undergone a major change and the NEP 2020 brought various advantages to the learners in respect of self and technological learning.

### **CONFLICT OF INTERESTS**

None.

### **ACKNOWLEDGMENTS**

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