

# **Paradigm Shift in Education through New Education Policy**

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## **ABSTRACT**

*After 34 years, the Modi government just presented the New Education Policy (NEP), which will result in a paradigm shift in education. A new teacher training board, a curriculum for at-home learning, the option for students to pursue interdisciplinary disciplines, and a credit system that they may utilise even if they take a break from their studies are some of its standout features. The NEP also emphasises the need of collaborative education and theatre is an effective tool for achieving this goal. This study investigates the changes that modern educational policies are bringing about in education and presents a paradigm of transformational change that goes beyond the basics of knowledge acquisition and gives students greater success in communication, critical thinking, problem solving, interpersonal relationships, and creative knowledge usage.*

**KEYWORDS:** New Education Policy, knowledge, vocational education, grades.

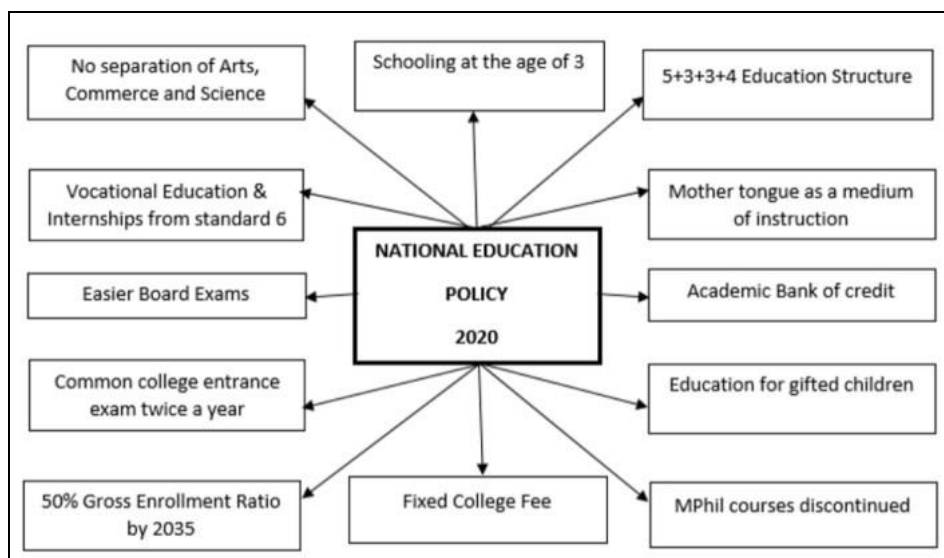
## **INTRODUCTION**

With the publication of the Gazette notice, the Ministry's name has been reverted to Ministry of Education. This marks the start of the National Education Policy's implementation (NEP). Those who had doubts about the manner and scope of this National Education Policy's implementation have seen evidence that the administration is committed to doing so through its actions. One of the most common complaints levelled at this education programme has been that it is too ideal to be executed. However, even before the policy was published, the government demonstrated its purpose. There are other similar rules that, if fully carried out with political and administrative determination, will bring about this urgently required paradigm shift. Renaming the Ministry to reflect its original name, "Education Ministry," is among the crucial choices. This represents a change in strategy rather than just a title change. The New Education Policy of 1986 substantially privatised and commercialised education, and hence the market was the focus. As a result, the Ministry was given the market-oriented term "HRD" (Human Resource Development).

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The National Educational Policy 2020, developed by the MHRD, now the Education Ministry, outlined the long-awaited reforms in the education sector (NEP). Education must produce culturally rooted, socially conscious, and nationalistic global citizens. The National Education Policy – 2020 seeks to achieve this. As a result, changing the name would alter the perspective. The document, which can be found on the official website, provides a general overview of the goal but leaves much to implementation in terms of management, administration, and, most importantly, pedagogy. There is some significant shifts structural- as well as some anticipated difficulties in the areas of inclusion, society, and technology. The NEP acknowledges that the pedagogy used in the Indian educational system needs to change in order to make learning more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable while also bringing out each student's individual talents. The NEP is built on principles of accessibility, accountability, quality, affordability, and equity, among others, as opposed to the previous policy, which concentrated primarily on issues of access and equity. It is also in line with the 2030 Agenda for Sustainable Development, which was adopted by India and all United Nations Member States in 2015.

The goal of the NEP is to change the nation into a thriving knowledge society and a global knowledge superpower by changing the school and higher educational institutions into a system that incorporates humanitarian and constitutional principles, creativity and critical thinking, use of technology, and charitable private and community participation, while still acknowledging education as a public service.



**Figure 1:** Transformation in the educational paradigm through NEP

(Source: <https://www.inventiva.co.in/trends/nep-2020-initiating-education/>)

## **EVOLUTION OF NEP**

The Kothari Commission's recommendations served as the foundation for the first education policy (NEP 1968), which was launched by the government of Indira Gandhi in 1968. According to the Indian Constitution, this programme required free and required education for children up to the age of 14. In 1986, the Rajiv Gandhi government unveiled its second education strategy, known as NEP 1986. This strategy attempted to eliminate gaps and give everyone equitable access to education, with a focus on Indian women, people from Scheduled Tribes (ST), and people from Scheduled Castes (SC). Later, in 1992, the P.V. Narsimha Rao administration changed the 1986

policy. After nearly three decades, the Modi administration has unveiled a new educational strategy with the aim of revolutionising the Indian educational system. Significant changes have occurred throughout this time in our nation, society, economy, and world at large. The education sector must adapt to the demands of the twenty-first century as well as the needs of the people and the nation in this setting. India will build a knowledge superpower on the pillars of quality, innovation, and research. Undoubtedly, a new education policy is necessary. The Government started the process of developing a New Education Policy through consultations for an inclusive, participative, and comprehensive approach that considers expert viewpoints, real-world experiences, empirical research, stakeholder feedback, and best practises lessons.

### **NEED OF NEW EDUCATION POLICY**

Higher education now faces greater challenges because of the New Education Policy, which has become the cornerstone for improved multidisciplinary learning, better student outcomes, employment prospects, etc. According to the New Education Policy, students are free to select from a variety of career-oriented courses with a cross-section of programme frameworks that will equip them with marketable abilities. Aspiring students will have received a holistic education that will transform India's work force in the coming years. Along with the ethos of inclusive, equitable access to education for all, the creative learning dimensions and structural and functional improvements will provide additional incentive to educate and strengthen vocational education and training that matches global standards.

Teachers have a big duty to improve the learning environment and provide flexible options to students in India who want skill-based education. The emphasis must switch from delivering fundamental education to improving the employability of education. Academic evaluations are now based on skills and capabilities rather than test scores under the inclusive approach with a multilingual formula. Universities must coordinate with NEP and follow their policies, whether it is common entrance examinations or encouraging students to choose electives that are vocational in nature and would help them become future-ready employees.

Today, many universities provide distinctive courses as primary subjects and electives, including foreign language, yoga, personality development, data science, digital marketing, communication skills, agriculture, etc., that not only improve students' skills but also encourage them to pursue entrepreneurship and become self-starters. Universities and teachers should work with students to help them develop their personalities and communication skills, which will raise their confidence and prepare them for the workforce. Offering apprenticeships is the most important step that can be taken to make sure that students get a foothold in their careers. Universities should work with companies that provide training and on-the-job training as well as skill partners. In India, for example, there is a rising need for qualified labour across all industries, and Bosch is a pioneer in helping to fill training programmes that support this need. They provide an innovative vocational training programme to help underprivileged children find work, creating a pool of highly qualified workers who are primarily employed in the service sector.

### **METHODS FOR ADVANCING THE PARADIGM SHIFT IN EDUCATION**

NEP suggests implementing a semester system in schooling for students in grades 10 through 12, along with provisions for holding "flexible and modular board examinations", where students should be allowed to take a board examination in

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a given subject in whichever semester they attend the relevant class in school, whenever they feel most ready; and they should be able to take any such subject board examination again if they can study and perform better. This action will increase a student's willingness to pursue information to have a positive attitude on life.

The draught policy calls for restructuring higher education institutions into three categories, with the first one being largely focused on research, the second offering excellent instruction across disciplines while making a significant contribution to research, and the third offering excellent instruction with a primary emphasis on undergraduate education. Additionally, it advises restructuring the current three-year B.A., B.Sc., and B. Com. programmes and introducing four-year undergraduate programmes at higher education institutions. also B. Voc. programmes with provisions to give students "several exit and entry options" would open the door to high-quality, skill-based higher education in the nation.

The M. Phil programme in higher education will be eliminated to relieve pressure on academic institutions and researchers to prioritise excellent research over memorization. Additionally, it has recommended that a Rastriya Shiksha Aayog (National Education Commission) be established as a constitutional body by an act of parliament, with the Prime Minister serving as its chairman. It demonstrates the current prime minister's intention to changing everyone's education from being rote-learning focused to being experimental and skills-based. The policy will bring about change in the education sector with the aspirational goal of a critically developed mind and knowledgeable society if it is executed with good intentions.

### **BENEFITS AND FEATURES OF NEW EDUCATION POLICY**

The following are the benefits and features of this policy: -

- The New National Education Policy has replaced the previous education policy, according to the ministry of education.
- The Ministry of Human Resource Management will now change its name to the Ministry of Education.
- The national education policy, which exempts degrees in medicine and law, will now make education accessible to all people.
- Previously, the pattern of 10 + 2 was used; however, the new education policy will use the pattern of 5 + 3 + 3 + 4.
- Science, Commerce, and the Arts were previously offered as streams, but they are no longer available.
- Students can select a topic according to their preferences, such as accounting and physics or the arts.
- Students will study the six standards for coding.
- Every school will have digital equipment.
- All content kinds will be translated into regional languages, and virtual labs will also be created.
- The NEP will cost 6% of the GDP to execute.
- If the learner desires, they will be able to study Sanskrit and other old Indian languages.
- Board exams will now take place twice a year to lessen the pressure on students.
- Additionally, artificial intelligence software will be employed to facilitate learning.
- The higher education M. Phil degree is being eliminated.
- Three languages that the state will choose to teach the student

- The National Council of Educational Research and Training will create the national curriculum framework for education.
- Many institutions will be set up to implement the National Education Policy.
- The children's education and skills will receive special consideration.

## **OTHER SIGNIFICANT ADVANTAGES OF THE NEW EDUCATION POLICY INCLUDE**

- The New Education Policy will place more emphasis on students' practical knowledge rather than just pushing them toward memorization.
- It will help the students in growing up with a scientific mindset.
- The NEP aspires to make it simpler to establish brand-new, high-quality institutions of higher learning that will meet international standards.
- Many students who are unable to travel abroad for various reasons will be able to experience it and gain global exposure since NEP would make it simpler for foreign universities to establish their campuses here.
- This will encourage and praise value-based education.

## **MAJOR CHALLENGES IN THE IMPLEMENTATION OF NEW EDUCATION POLICY**

The layers of the new policy, which aims to suit everyone, are evident in the written text. Even while it makes all the proper statements and strives to cover all the bases, it frequently loses its way.

- **Lack of integration:** There are gaps in both the thought and the paper, such as the failure to integrate technology and pedagogy. There are significant gaps, such as lifelong learning, which should have been a crucial component of the transition to emerging sciences.
- **Language barrier:** The agreement contains several topics that are up to debate, including language. To improve learning results, the NEP aims to make home language study possible up until class 5. Yes, it is true that a child's home language facilitates early concept processing, which is essential for future development. Even with the best education and facility, learning suffers if the foundations are not solid. However, it is also true that social and economic mobility is a primary objective of education, and that English is the language of mobility in India.
- **Debate over multilingualism:** Home language thrives in settings where the ecosystem reaches all the way through higher education and into the employment. This might not be sufficient in the absence of such an ecosystem. Multilingualism is mentioned in the NEP, and this needs to be emphasised. In India, most classes are multilingual. Some states simply view this policy as an ineffective attempt to impose Hindi.
- **Lack of resources:** The Economic Survey 2019-2020 reports that 3.1% of the GDP was spent by the State and the Center in the public sector on education. It is inevitable that the cost structure of schooling will change. Despite the continued uncertainty surrounding funding at 6% of GDP, it is still possible that some aspects of the transformation might be completed at a lesser cost and on a larger scale.

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- **A move in haste:** The nation has been suffering from months of COVID-caused lockdowns. The policy required legislative discussion; it had to have gone through a respectable parliamentary debate and consideration of differing perspectives.
- **Overly ambitious:** The policy changes all demand substantial financial resources. An ambitious goal of 6% of GDP for public spending has been established. Given the existing tax-to-GDP ratio and the conflicting demands on the national exchequer from the national defence, healthcare, and other important sectors, this is undoubtedly a difficult task. Meeting existing expenses is choking the exchequer itself.
- **Pedagogical limitations:** Pedagogical restrictions are discussed in the document along with flexibility, choice, and experimentation. The report acknowledges the variety of educational needs present in higher education. If it is a required option within a single institution, this will be a disaster since designing a curriculum for a class that includes both students pursuing one-year diplomas and those pursuing four-year degrees dilutes the institution's character.
- **Institutional restrictions:** A healthy education system will have a variety of institutions, not just one that is forced to be multidisciplinary. There should be a variety of institutions available to students. The policy runs the risk of developing a new type of institutional isomorphism mandated by the Centre.
- **Examination massive issues:** Due to competitiveness, exams are stressful experiences; even a small performance slip can have significant opportunities-related repercussions. So, the structure of opportunity holds the key to solving the exam issue. India is not in that situation. To achieve this, society must be less uneven in terms of both income disparities resulting from access to excellent institutions and access itself.

## **CONCLUSION**

In India's educational system, the National Education Policy (NEP) would undoubtedly bring about a revolution in education. The new policy has attempted to change the current theoretically based learning to practical and skill-based learning with a greater emphasis on quality and skill-based learning. This guarantees that students in the following generations will receive training and skills in line with the most recent technical requirements of the time. The National Education Policy gives chances for profound learning that may be utilised to create a sustainable and fulfilling future.

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