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## **A Paradigm Shift in Learning and Teaching: NEP 2020**

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### **Abstract**

*Indian education system is a product of overseas legacy which led to deterioration of basic fundamentals of education by creating space for rote learning that are creating nation of only obedient followers not leaders. Rote learning was the need of 19th century education system when the aim of the school system was to produce an army of clerks, soldiers and factory workers who are a bunch of obedient followers who could serve the workforce of the recently industrialized nations needed at that time. This is the reason behind the assembly, school uniforms, strict discipline and very rigid routines. This paper focuses on salient features of NEP 2020 and Way forwards to paradigm shift in Learning .*

**Key Words:** *School Education, Higher Education, Policy, Paradigm, Features*

## **Introduction**

Earlier policies such as NPE 1968 and NPE 1986 were not able to deal with disadvantages of rote learning or memory based learning which dilutes the essence of education by creating society which is unable to cope with the thinking skills of modern workplaces' demand. For example, according to the report of the Pratham Annual Status of Education (ASER) 2017, only 40 percent of our 14-18-year-olds can calculate the price of a shirt sold at a 10 percent discount and less than 60 percent can read the time from an analog clock and even students in well-regarded private schools are not much well off. Another report of Economist magazine says that less than 25 per cent of Indian graduate engineers are employable and a study by Mettle shows that less than 5 percent engineers have the analytical skills necessary for the software engineering jobs in product start-ups. Data shows that we are unsuited at global stage because 21st century is era of globalisation, multiculturalism, liberalisation and technology-driven sciences where routine jobs will be automated, therefore, we need individuals who can think very critically, analyse the real life based problem instead of being replaced by algorithms

The New Education policy has dreamed to ensure which it touches the life of each and every citizen, consistent with their ability to donate to many growing developmental

essentials of this country on the one hand, and towards creating a just and equitable society on the other. This policy has proposed the revision and restoring of all aspects of the education structure, its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education, while remaining consistent with India's value systems. In this article, we will explore the Salient features of this policy to highlight the changes that are crucial for experimental and practical based design of learning instead of rote or memory based learning with respect to early child education, secondary education and steps taken towards making our higher education sector more liberal, innovative and pampered into quality research.

### **Salient features of NEP 2020**

This policy aims to universalize the pre-primary education by 2025 and provide foundational literacy/numeracy for all by 2025. It will cover children from 3 to 18 years rather than the present 6-14 years under the RTE (Right to Education) act. There is an extension of 3 years under early childhood care and education (ECCE) and four years under secondary education. Role of ECCE would be to facilitate play and discovery based learning for children of that age group and the proposal consists providing breakfast to young children.

NEP proposes new Curricular and Pedagogical Structure, with 5+3+3+4 design. Under this, Pre-Primary & Grades 1-2 are considered as

foundational Stage; Grades 3-5 considered as Preparatory Stage; Grades 6-8 as Middle Stage and Grades 9-12 as Secondary Stage to minimize rote learning and instead inspire holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving-ethics, social responsibility, and digital literacy. Safeguarding Foundational Literacy & Numeracy are also other top priority of the new policy after recognizing the learning crisis in language and mathematics during the primary school years and its effect on attendance, retention and later learning. The policy points out that close to five crore children currently in elementary school do not have foundational literacy and numeracy skills. NEP mentions that the curriculum load in each subject should be reduced to its essential core content. This would make space for holistic, discussion and analysis-based learning.

Policy acclaims developing a two-part curriculum for early childhood care and education. This will consist of (i) guidelines for up to three-year-old children (for parents and teachers), and (ii) educational framework for three to eight-year-old children. This would be implemented by expanding and

improving the Anganwadi system and co-locating Anganwadis with primary schools. It aims at equitable & inclusive education for every child in the country, with a special focus on under-represented groups (URGs) and universal Access & Retaining with 100% Gross Enrolment Ratio for all school education by 2030. Survey completes that respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Inclusive systems provide a better-quality education for all children and are instrumental in changing discriminatory attitudes. Studies exposed that discrimination against children from economically and socially marginalized communities such as lower castes, tribal groups, and Muslims, by school authorities play a significant part in children's irregular attendance and low retention rates in many parts of India.

Children learn languages, most quickly between 2 to 8 years, and multilingualism has great cognitive benefits for the students. Therefore, a three-language formula has been proposed and emphasis on **mother tongue-based education** and oral language development are critical for the holistic development and **promote our culture, sense of humanity and creativity** through the study

of classical **languages, regional languages and mother tongues**. Realizing the importance of contribution of teacher, in fostering quality education for the forthcoming National Education Policy (NEP), is also focusing **“Teacher as the Torchbearers of Change”**. A new independent State School Regulatory Authority (SSRA) to be created. It purposes to consolidate 800 universities & 40,000 colleges into around 15,000 large, multidisciplinary institutions.

The policy proposes three types of Higher Educational Institutions (HEIs) such as Research Universities, Teaching Universities and Autonomous degree-granting colleges. It purposes to provide autonomy to all higher education institutions. Higher education institutions to be governed by Independent Boards with complete academic and administrative autonomy. An autonomous body called the National Research Foundation (NRF) to be set up through an Act of Parliament, where, increase in public investment by the Central as well as State Governments to 20% of overall public expenditure over a 10-year period is expected.

### **Way forwards to paradigm shift in Learning**

NEP suggests the introduction of a semester system in school education for students of classes 10`to 12, with provisions for holding “flexible and modular board examinations, where the students should be able to take a board examination in a given subject in whichever semester they take the corresponding 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 do better. This step will increase the confidence of student to pursue knowledge as means to accomplish universal outlook towards life.

In the higher education sector, the draft policy proposes a restructuring of the higher education institutions, placing them under three categories, with the first primarily being focussed on research, second providing high-quality teaching across disciplines with important contribution to research and the third providing quality teaching focussed on undergraduate education. It also suggests the introduction of four-year undergraduate programmes in higher education institutions and restructuring of the current 3-year BA, Bsc, B Com and B Voc programmes with provisions to provide students with “multiple exit and entry options” that would pave a way

for quality as well as skills based higher education in the country.

In Higher education, M. Phil will be argued to remove the burden on academic institutions and scholars to put more focus on quality of research instead of rote learning. It has also suggested for the establishment of a Rashtriya Shiksha Aayog (National Education Commission) as a constitutional body through an Act of Parliament, with the Prime Minister being its Chairperson. It shows the commitment of present Prime Minister to revamp the rote learning based education to experimental and skills based education for all. If the policy will be implemented with good spirit and intentions, definitely, it will bring change in education sector with aspiring goal of critically developed mind as well as knowledgeable society.

### **NEP 2020 New Paradigm Changes**

#### ***1. Music, Arts and Literature to be taught in all colleges :***

Department in Music, Philosophy, Language, Literature and Indology, Education, Maths , Statistics, Pure and Applied Science, Sociology, Art, Dance, Sociology, Economics, Sports, Translation and Interpretation

etc....will be introduced in higher education institutions .

**2. *M.Phil to be Discontinued* .:** According to the NEP 2020, M.phil will be discontinued.

**3. *Sanskrit will be Mainstreamed* :** It is the time in which Sanskrit will be mainstreamed with a strong offering in the schools and three language formula will be adopted in the higher education.

**4. *No rigid separation between Arts and Science Curriculum*:** There will not be the huge difference between the curriculum of these two Art and Science streams and all subjects like music will be taught .

**5. *Vocational Skills to be taught* :** Every student should be taught a vocational skill of his or her choice by the time they complete their schooling. Students will also be taught coding from the class VI.

**6. *Internships would be involved from class VI*:** From 6<sup>th</sup> class , candidates will have to do their internships for 10 days with local crafts and trades .

**7. *IITs to follow holistic approach* :** According to New Education Policy, IITs will have to follow the multidisciplinary education

as well as holistic approach with more Arts and Humanities .

**8. Importance of Skill Development and Practical Assignment:** The New Education Policy mainly focus on Skill development and Practical Assignment which will be begin from 6<sup>th</sup> class.

**9. Single Common Entrance Exam for all the colleges :** As per the New Education Policy 2020, there will be one common entrance exam for the admission for higher education institutes which would be held by National Testing Agency (NTA) . This type of entrance exam would be totally optional and not mandatory .

**10. Academic Bank of Credit to be established:** An academic Bank of Credit (ABC) will be set up which will be digitally academically stored the academic credits earned. The 4 year course may also lead to a degree 'with research' if the students complete rigorously research project within the time frame.

**11. New system of Education:** Earlier the education system or pattern was 10+2 going on , now it would be changed with 5+3+3+4 format . That means the first five years of school will consist of the foundation stage

including three years of pre primary school and class 1 and class 2. The next three years divided into the preparatory stage such as classes 3 to 5 , three years of middle stage such as 6 to 8 and four years of secondary stage such as class 9 to 12 . School will not be having any kind of rigidity of formation of the streams such as arts, commerce and science , students may take up any kind of stream whichever they want .

**12. Ramp up digital learning:** To ramp up digital learning a national education technology forum will be created and E courses in 8 regional languages will be uploaded on the same.

**13. Multiple entry and exit system:** With the help of academic bank of credit system, multiple entry and exit system will be introduced in the higher education sector. This will allow students to join back any degree at any time without losing any credits. They will be having flexibility in choosing major and minor subjects for their degree.

**14. Foreign colleges can set up colleges in India:** As per NEP, top 100 colleges will be allowed to set up their own campuses and they will be given special dispensation for setting their campuses in India .



**15. Expenditure on Education:** Earlier it was 4 percent expenditure was spent and it would be changed 6 percent expenditure of total GDP. Both State government and central government will be working together on expenditure.

**Conclusion:** The observations and recommendation of NEP 2020 are definitely very progressive. It gives a fresh look to the educational system by inbuilt flexibility and mark of quality that is proficient of moulding India to a vibrant knowledge society rooted in our rich cultural heritage. National Education Policy 2020 (NEP) has marked an era development in the educational landscape of India. The policy imagines an India centred education system compatible to transform India to a vibrant knowledge society. Remarkably, the thrust area of the new education policy is to make the system of education well-resourced and multidisciplinary by the consolidation of multiple educational institutions and disciplines. The proposed creative combination of study and multiple entry and exit makes the system highly flexible and accessible. The traditional rigidity of the formal system and standalone institutions will be replaced with high-quality liberal

education that provides an optimum learning environment and multidisciplinary education that provides adequate provision for student mobility.

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