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Analytical Study of Paradigm Shift in New Education Policy (NEP)-2020

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Abstract

As we know that Education has the power to change the destiny of a person, or a society and a Nation. It is helpful to break the shackles of slavery, facilitating justice to talent. Our government has introduced New Education Policy (2020) on 29th July, 2020 for transformation of our education system marching ahead towards 21st century. The topic under study is related to 7 Paradigms shifts from National policy on Education 1986 to National Education Policy NEP 2020. The literal meaning of paradigm is related to a pattern or a framework on a particular topic or a point of view propounded by a person or an organisation. An American educationist Thomas Kuhn devised the concept of paradigm shift first time in domain of education. The teacher is no more a soldier or a driver of education but on the contrary, child is the centre of learning processes and progress of holistic development of educational pedagogy. The very first paradigm shift invariably relates to the team of distinguished scholars headed by K. Kasturirangan one scientist who persistently focus is entire attention on the radical change in the system of education learning and understanding of conceptual framework of the child education and its growth different from the previously framed policy on education. It is a thorough research based inherently embedded the value of mother tongue and people centric ambience of a child education growth. The aspirational initiative on the part of the policy framework drafters involved in many acronyms such as NIPUN BHARAT followed by NISHTHAWAN BHARAT via SWAYAM PRABHA SYSTEM OF TV CHANNELS as SAFAL is structural scaffolding followed by PARAKH principles by including the United Nations initiative regarding SDG-4 as a quality trust area required for a nation which is touching the horizon of modernity with classical thought of age old Vishva Guru concept propounded by the sages and saints of this country. The blending of local with global initiative in the field of education as to invite global universities for the multidimensional growth of Indian education system with a touch of scientific initiatives and quality education at global level. These are the strategic 7 stages of paradigm shift as Undertaker in this article of research on new education policy 2020.

Keywords: Paradigm shift, child centric, international universities, mother tongue, quality education

Introduction

The holistic team of K. Kasturi Ranjan has drafted the New Education policy (NEP)-2020. This new education policy is studied with and studied with 21st century initiatives and a paradigm shift from the National Education Policy of 1986 (NPE 1986.)^[1] It is, therefore, a distinct and distinguished mark of paradigm shift from 1986. National Policy on education towards New Education Policy of 2020 per se. The very nomenclature of the central ministry of Education has been changed from ministry of human resource development to Education ministry. Head and tail are two sides of a coin. So educationists and researchers have examined and provided some suggestions also for effective implementation of the policy to achieve the desired objectives. Many scholars have studied the current topic, analysed and shared their views regarding New Education Policy-2020 as per their perspectives such as Hemlata Verma and Adarsh Kumar (2021)^[8] have discussed on New Education Policy 2020 of India: A Theoretical Analysis, Hemlata Kumawat & Manju Sharma (2021)^[9] threw light on Study of The Indian National Education Policy 2020, towards achieving its objectives. I also throw focus on this hot topic and tried to analyse the

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paradigm shift from National Education Policy 1986^[1] to New Education Policy (2020).

Objective of Study

The objective of this work is to discuss and view the paradigm shift from National Education Policy 1986^[1] to this current New Education Policy (NEP)-2020.

Methodology

The methodology is based on conceptual debate/discussion by highlighting the core concepts of the National Educational Policy framework, illuminating various important aspects/sections of the policy of NEP-2020 and comparing it with previous National Education Policy (1986)^[1].

With the adventurous advent of new education policy 2020, there is a perceptible paradigm shift from 10 + 2 + 3 system of education of 1986 to 5 + 3 + 3 + 4 system of New Education parameters and agenda items of 2020. It invariably reflects the aspirational goals of 21st century citizenry rights and duties enshrined in the Indian constitution right to Education act 2009. The mapping of the New Education Policy with the right to education act 2009 and its initiative to

make education Andolan Jan bhagidari a people's movement in education sphere. The new education policy is fundamentally based on four stages of education namely foundation stage to preparatory stage via middle stage to secondary stage of education. It covers the total span of 15 years of schooling life with juxtaposition of 10 + 2 + 3 education system of 12 years schooling and college education of 1986.

The second point of Swift shift from teacher centric to child centric education and learner centric approach of new education policy which focuses its primary attention on the holistic growth of the child with his or her mother tongue usage and learning process would be mother tongue centred the new education policy ensures the holistic development of students with the core principles of development of cognitive skills of the children in order to promote inclusive cultural awareness of their local areas with local resources available to them. The primary concept of be local and be vocal simultaneously. Their mother tongue would be a tool to inculcate the basic values moral or the local language and the mother tongue would be a pedagogical learning strategy

The third paradigm shift is pertaining to the child cognitive abilities are inborn and the main emphasis on conceptual understanding of the raw material available at the local stage at the primary lifespan of children in schools at foundation stage and of preparatory stage of learning. This approach to learning would rather discourage rote learning and the process of learning meant for passing the exams for exam sake or for name sake or for degree sake. It focuses on regular formative assessment for e-Learning skills coupled with emotional and national spirit of pride and faith in serving the mother India with progress for all and education for all and access to education to all as a universal right to education as preposition to global education accessible to all as a human right to all.

The new education policy with its national curriculum for stream less education is a Paragon of virtue and talent to the core competence of the learner without any boundaries of stream type education or without any entry level and exit level of the learner. It is a continuous education learning process with brakes and re-joining the education process at various stages. It is a capacity building process of learners and teachers equipped with various in service trainings to the heads of the schools and whole sum and balanced food inside the school to the needy and deserving learners at the primary stage. It is the convergence and confluence of local level of talent to be captured at the earliest stage with free education as a fundamental right up to the age of 14 years to all children. Hence, the new education policy 2020, though comprehensive and inclusive in nature, yet open ended in structure and retention of education at certain intervals and gaps could be bridged as and when the students feel fit for completion of education. It is the choice of the student to exit or to re-enter the education institution keeping the circumstances in mind which decides its education. To create a fair and just society for the learner who can learn various skills in mother tongue as a principle of natural justice. It could build consensus among the voters of mother tongue learners and the learner should be able to feel rooted in their gross root culture and social mores and rituals and ceremonial rites as well.

The fourth paradigm shift from the National Policy of Education 1986^[1] to the National Education Policy 2020 as a vision document of Indian education system. There is a visible shift from Macaulay oriented system of education of 1835. The Britishers who brought only with Bible and under

the garb of Bible education, the crippled slave Indians imported with Christian way of life by the missionaries in the name of social service and in the name of Jesus Christ a saviour of humanity and universal love for all who are servers of God and abhorrents of their own mother tongue and mother language and mother India by the firangi turned preachers of their own sect to the white color Indians babus who were taught English to serve their purpose to rule the Indian administration by way of spreading English language to the few who could abreast English language by their missionary schools.

The fifth paradigm shift is that is related to the global structure of Indian education and the future of Indian education is an international stature. The views of chairman of University Grants Commission penned down on the ideas page of the Indian express Wednesday January 11 2013

With the launch of the National Education Policy 2020, the world is looking at India as an ideal destination to established campuses and invest in the higher education sector. The NEP also envisions that India will be promoted as a global study destination that provides affordable, excellent education. Establishing foreign campuses will provide wider educational choices exposure to innovative pedagogical approaches and the potential for collaboration with world class institutions Mamidala Jagdish Kumar, chairperson University Grants Commission

To invite more than hundred world class universities in India to establish their campuses qualifies the need of global interface with foreign higher education institutions, FHEI. The chairman is of the opinion that such foreign education institutions would foster healthy competition among Indian institutions to better their standards and established world class institutions. Second the institutions of eminence (IOE) have made considerable progress in multi disciplinary teaching and research leveraging technology for effective teaching learning developing stage of the art facilities and promoting the internationalisation of Higher Education,. These are the emphatic views of UGC chairperson.

The sixth paradigm shift has been envisaged the trust area regarding the optimum use of certain terms and acronyms which are based on transliteration such as NIPUN BHARAT, NISHTHA, SWAYAM PRABHA, MOOC, SAFAL, PARAKH, G E R, SDG4 ET AL.

NIPUN Bharat means National Initiative for Proficiency in reading with Understanding Numeracy. It is couple with NISHTHA implies that school heads are trained with National initiatives for the holistic advancement of the child.

The technical tools for the advancement of the teaching learning process at school level by using SWAYAM PRABHA DTH TV channels 34 for the massive online open courses in rural and remote areas of this country.

The structures of learning has been based on SAFAL paradigm. The structural assessment of analysing learning levels for the oral and written communication of the people at various stages and levels are the prerequisite parameters for future citizens of competence and skilled knowledge of the ground realities prevailing in the nearby localities with local resources.

To assess the performance of the children during learning and teaching process the PARAKH paradigm is based on performance analysis review knowledge of the teachers and their heads of the institutions by applying the NISHTHA parameter in the holistic development of the child.

The 7th parameter of the New Education Policy that contains 6 core values and objectives of the futuristic perspective as follows

The new education policy is patently child centric and child care module based substantially child is the future of man and mankind.. To achieve gross enrolment ratio 100% by 2030 at school level and to attain 50% GR in colleges and universities by 2035.

There are 22 languages in the 8th schedule of our constitution it is therefore, pertinent to point out the fact of the matter is this the mother tongue centric food for learning at the primary stage is mandatory and as the right to education is the fundamental right by the 86th constitutional amendment of 2009.

To achieve the quality education and to enhance the learning capabilities and competencies of the children from the very fundamental stage of learning is the prime core value of New Education Policy 2020. To catch the young and to make them young scientist by inculcating the spirit of learning at the beginning stage is the main Moto of New Education Policy. To attain the Sustainable Development Goals by 2030 the concept of quality education by adopting the SDG(4) has been put priority.

The first and foremost core value of this modern education policy 2020 is centred around innovation scientific learning and couple with spiritual ethical and moral values of the local areas in which mother tongue is the primary language learning tool for the betterment of local level resources and initiatives engrained in the very grain of sand and grassroots level peel off the real stuff. To learn more questions and answering the complex questions by the simple techniques of learning levels with socio lingual techniques of presentation skills with content and substance by analysing and synthesizing the basic issues starts with speaking skills with oratory and learning skills with technical input at middle stage of education constitutes the core value of new education policy 2020 with four structures as foundation course up to 5 years followed by preparatory course for 3 years and middle stage learning up to 3 years and secondary stage up to 4 years would add 15 years span of time for deciding the future plan of education.

To discard rote learning is the core quality of new education policy 86th constitutional amendment of 2002 includes the principles of compulsory education for all at the age of 6 to 14 years. To protect the environment for Sustainable Development of mankind also finds its prominent place through articles of Indian constitution 48A and 51A(g) that the fundamental duty of every citizen to protect environmental properties of the earth and adopted in our universal trust to save the earth mother would be the core value of every citizen of this country and of universes.

Futuristic Vision

It is well known that Education is the foundation of future of the humanity. Recently, Prime Minister of India Shri Narendra Modi urged G20 countries to encourage research and innovation, to cultivate research collaboration while addressing the Meet of G20 Education Ministers. He illuminated the National Initiative for proficiency in reading with Understanding and Numeracy or NIPUN BHARAT Initiative by the govt, He also said that India is inclined to share experience and resources in advancing remoted learning through platform like SWAYAM and DIKSHA portal. Pointing out the imperative to continuously skill, reskill and upskill the youth to align their competences with evolving

work profiles, he suggested that G20 countries can undertake skill mapping at the global level and find gaps that need to be plugged in.

The current National Education Policy envisages an education system rooted in Indian principles contributing directly to transforming India, sustainably into an equitable and vibrant knowledge society, by making available high-quality education to all sections of society, and thus presenting India a worldwide knowledge superpower. Recently (on June 28,2023) the Union Cabinet approved the introduction of National Education Policy Bill,2023 in Parliament to boost Research and Development (R& D) and develop a culture of research and innovation throughout India's Universities. Colleges, research institutions and R & D laboratories NRF will forge collaborations among Industries, academia and Government departments and research institutions and create an interface mechanism for participation and contribution of industries and state governments in addition to the scientific and line ministries. Moral/human/ethical values are urgent need of the nation today. Online and Digital Education to be accessible any time/anywhere is also need of the hour to promote education for all. Technology has expended the possibilities for learning, communications and collaborating beyond the confines of classroom. Technology has also transformed the role of teachers and learners. Review of implementation of NEP time to time to check whether new policy is effective or not, desired objectives are obtained or not is needed. In this rapidly changing technocrat world, mindset of teachers should also be changed along with changing mindset of students.

No doubt there will be challenges in proper implementation of NEP 2020 because India is full of diversities like political, religion, language. Culture, geographical boundaries, lack of resources, availability of funds, stereotype mindset towards women/differently abled persons etc. but we have to move ahead with strong will power, honesty to cooperate for the progress of the youth, society and the Nation. The State Governments should come forward for the actual implementation of this decision with holistic approach. Commitment of the Union/state Governments and stakeholders with collective concerted efforts, positive mindset is must to overcome these challenges and provide high-quality education, with equity and inclusion.

Conclusion

As Education is the foundation of the prosperity of a Nation. No one can survive in this era of rapidly changing society / world without good and flexible education system. Our government has introduced New Education Policy (2020) after judicious discussions/debate with educationists and eminent persons for transformation to knowledge economy. Some universities have implemented the New Education Policy (2020) in their institutes and others are ready to implement it. It is our collective responsibility to make it successful marching ahead in 21st century. This policy is child centric, holistic, comprehensive, integrated and teacher's alacrity and dexterity determinants decided time to time by trainers. Now it is an open question whether this policy will be effective and useful upto what extent. Let us wait for fruitful results. Let us see the direction in which the wind blows and lamp of light of knowledge may be kindled with child care and education.

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