

## New Education Policy 2024: A Paradigm Shift In Indian Education

Dr. J. Jaya<sup>1</sup>, Dr. K. Kurugnanagowtham<sup>2</sup>, Mrs. S. Sangeetha<sup>3</sup>, Mr. S. Dharshan<sup>4</sup>, Mr. R. Poomalai<sup>5</sup>, Dr. K. VigneshKumar<sup>6</sup>

<sup>1</sup>Professor, Hindusthan College of Engineering and Technology, Coimbatore.

<sup>2-6</sup>Assistant Professor, Hindusthan College of Engineering and Technology, Coimbatore.

<sup>2-4</sup>Department of Science and Humanities (English), Hindusthan College of Engineering and Technology, Coimbatore.

<sup>5</sup>Department of Civil Engineering, Hindusthan College of Engineering and Technology, Coimbatore.

<sup>6</sup>Department of Computer Applications (MCA), Hindusthan College of Engineering and Technology, Coimbatore.

Email ID: [principal@hiket.ac.in](mailto:principal@hiket.ac.in)

Email ID: [krishvigneshkumar@gmail.com](mailto:krishvigneshkumar@gmail.com)

Cite this paper as: Dr. J. Jaya, Dr. K. Kurugnanagowtham, Mrs. S. Sangeetha, Mr. S. Dharshan, Mr. R. Poomalai, Dr. K. VigneshKumar, (2025) New Education Policy 2024: A Paradigm Shift In Indian Education. *Journal of Neonatal Surgery*, 14 (9s), 466-471.

### ABSTRACT

The New Education Policy 2024 (NEP 2024) transforms India's education system to fulfil 21st-century needs. Based on NEP 2020, the amended policy emphasises diversity, flexibility, and skill-oriented learning. Using technology, multilingualism, critical thinking, and creativity, it redefines school and higher education. For a fast-changing global workforce, artificial intelligence, digital learning, and vocational training are crucial. Geographic, gender, and socioeconomic inequities are addressed in the policy to promote accessibility and equality. Teacher training, ongoing professional development, and creative pedagogy demonstrate its dedication to outstanding teaching. Competency-based evaluations replace rote learning with practical knowledge, according to NEP 2024. Multidisciplinary higher education, worldwide cooperation, and a strong research environment are its goals. However, budgetary restrictions and urban-rural differences make policy implementation difficult. Despite these challenges, NEP 2024 will transform Indian education and promote holistic growth. This chapter examines the policy's main characteristics, problems, and consequences to create a future-ready education system.

**Keywords:** New Education Policy, Multilingualism, Critical Thinking, Creative Pedagogy

### 1. INTRODUCTION

The New Education Policy 2024 (NEP 2024) represents a substantial advancement in India's initiative to modernise its educational framework, catering to the evolving demands of a globalised, knowledge-based society. Expanding upon the improvements established in NEP 2020, it presents transformative modifications to improve inclusion, creativity, and employability. NEP 2024 seeks to prepare learners with 21st-century capabilities by prioritising digital learning, bilingual education, and skill development. The policy proposes a comprehensive, student-focused strategy that promotes critical thinking and lifelong education. This chapter examines the fundamental elements of NEP 2024, its capacity to transform education, and the obstacles to its successful execution.

#### 1.1 Overview of the New Education Policy 2024

The New Education Policy 2024 (NEP 2024) is a transformative initiative aimed at enhancing India's education system to be more accessible, adaptable, and in accordance with international standards. It expands upon NEP 2020 by implementing a transdisciplinary structure for higher education, incorporating technology, and prioritising vocational training. Notable elements include a restructured educational framework (5+3+3+4), an emphasis on fundamental reading and numeracy, and competency-oriented evaluations. The policy emphasises fair access, bilingual education, and the empowerment of educators. NEP 2024 prioritises digital learning, research, and skill development to create internationally competitive, socially responsible, and future-ready individuals.

#### 1.2 Evolution from NEP 2020 to NEP 2024

The transition from NEP 2020 to NEP 2024 demonstrates India's responsive strategy to evolving educational requirements. The NEP 2020 established a framework by reforming the curriculum, using the 5+3+3+4 model, and prioritising basic

literacy, vocational skills, and digital education. NEP 2024 is predicated on these ideas, emphasising the integration of emerging technologies like as AI, the enhancement of interdisciplinary education, and the rectification of disparities in accessibility and equality. It enhances evaluation techniques, fosters international partnerships, and emphasises skill acquisition for employability. The revised policy exhibits a stronger dedication to equipping learners for an evolving environment while tackling the implementation problems highlighted in NEP 2020.

### ***1.3 Objectives and Vision***

The New Education Policy 2024 (NEP 2024) aims to establish a future-oriented education system that fosters comprehensive growth, analytical reasoning, and continuous learning. The main goal is to ensure education is accessible, inclusive, and equitable for everyone, bridging urban-rural and socio-economic disparities. NEP 2024 seeks to provide students with 21st-century skills via the integration of technology, the promotion of vocational and transdisciplinary education, and the encouragement of creativity. It highlights fundamental literacy, multilingualism, and cultural grounding while connecting Indian education with international norms. The objective is to cultivate socially responsible, employable persons who significantly contribute to India's socio-economic and technical development.

## **2. KEY CHANGES INTRODUCED IN NEP 2024**

### ***2.1 Focus on Digital Learning and AI Integration***

The New Education Policy 2024 emphasises digital learning and AI integration as essential instruments for educational transformation. It promotes the extensive use of e-learning platforms, digital classrooms, and AI-driven personalised learning solutions to improve accessibility and engagement. AI technology is used for adaptive examinations, data-informed instructional methodologies, and early intervention for pupils requiring assistance. The policy advocates for the training of educators in digital technologies, cultivating a technologically proficient teaching staff. NEP 2024 seeks to bridge the urban-rural digital divide via infrastructure enhancement and cost-effective gadgets, fostering an inclusive, technology-oriented environment that equips learners for a swiftly changing digital landscape.

### ***2.2 Emphasis on Vocational Training and Skill Development***

The New Education Policy 2024 prioritises vocational training and skill development to connect education with employment. It incorporates vocational education into the school curriculum at an early level, ensuring pupils acquire practical skills in conjunction with academic knowledge. Collaborations with industry and enterprises are advocated to provide practical training and internships. The policy advocates for adaptable certification systems, facilitating continuous education and reskilling prospects. Particular emphasis is placed on nascent domains such as artificial intelligence, robotics, and sustainable technology. NEP 2024 cultivates a culture of innovation and entrepreneurship, equipping students for dynamic, future-oriented careers.

### ***2.3 Inclusion of Regional Languages and Multilingual Education***

The New Education Policy 2024 prioritises the advancement of regional languages and multilingual education to safeguard cultural diversity and improve cognitive development. It promotes the use of the mother tongue or local language as the medium of teaching in early education, facilitating pupils' comprehension of ideas more efficiently. Students are encouraged to engage in multilingual learning, achieving mastery in a minimum of three languages: their regional language, Hindi, and English. The policy promotes the creation of superior textbooks and digital materials in regional languages. NEP 2024 seeks to enhance cultural identity via language inclusion while advancing national and global competences.

## **3. RESTRUCTURING OF SCHOOL AND HIGHER EDUCATION CURRICULA**

The New Education Policy 2024 implements a thorough reorganisation of school and higher education courses to conform to contemporary requirements and international benchmarks. The educational framework comprises a 5+3+3+4 structure, concentrating on foundational, preparatory, intermediate, and secondary phases, prioritising critical thinking, experiential learning, and interdisciplinary studies. The program incorporates vocational training, life skills, and technological education from the first stages. Reforms in higher education emphasise interdisciplinary institutions, adaptable course frameworks, and the Academic Bank of Credits (ABC) to facilitate smooth learning trajectories. This comprehensive strategy promotes creativity, innovation, and employability, while advocating for lifelong learning and research excellence.

### ***School Education Reforms***

#### ***3.1 Foundational Literacy and Numeracy Goals***

The New Education Policy 2024 prioritises the attainment of fundamental literacy and numeracy (FLN) in the early grades. The objective is to guarantee that each child acquires fundamental reading, writing, and arithmetic competencies by the age of 8, establishing a robust basis for further learning. The policy requires specific interventions, including teacher training, provision of learning materials in regional languages, and remedial programs for at-risk kids. It promotes the use of digital technologies and artificial intelligence to track progress and provide individualised learning routes, guaranteeing that no kid

is excluded from their educational experience.

### **3.2 New Pedagogical and Curricular Structure (5+3+3+4)**

The New Education Policy 2024 presents a restructured 5+3+3+4 curricular and pedagogical framework aimed at improving learning outcomes. The framework categorises education into four phases:

**1. Foundational Stage (5 years):** Encompasses preschool education (ages 3-8), emphasising play-based learning and the cultivation of fundamental reading and numeracy skills.

**2. Preparatory Stage (3 years):** Ages 8-11, during which youngsters engage in more organised disciplines while continuing to emphasise experiential learning.

**3. Middle Stage (3 years):** Ages 11-14, emphasising critical thinking, problem-solving, and interdisciplinary courses.

**4. Secondary Stage (4 years):** Ages 14-18, providing flexibility for specialised study and vocational training, equipping students for further education and the labour market. This framework seeks to foster comprehensive growth, analytical reasoning, and innovation.

## **4. INTRODUCTION OF MULTIDISCIPLINARY UNIVERSITIES**

The New Education Policy 2024 presents the concept of multidisciplinary universities aimed at promoting a holistic, flexible, and integrated approach to higher education. These institutions will provide a wide array of courses across various disciplines, enabling students to investigate diverse subjects and develop a comprehensive skill set. The policy promotes a transition from specialised, discipline-focused universities to institutions that enable students to engage in interdisciplinary studies, integrating arts, science, technology, and humanities. This flexibility fosters innovation, critical thinking, and collaboration, equipping students for various career trajectories. Multidisciplinary universities seek to improve research, foster global engagement, and promote interdisciplinary learning in India.

### **4.1 Role of Academic Bank of Credits (ABC)**

The Academic Bank of Credits (ABC), established by NEP 2024, serves as a crucial framework aimed at improving flexibility and mobility within higher education. It serves as a digital repository for students to store academic credits acquired from diverse courses and institutions. This facilitates the seamless transfer of credits between institutions, promoting a more flexible and individualised learning experience. The ABC system facilitates multidisciplinary learning by enabling students to engage with various subjects across multiple institutions. It promotes lifelong learning by allowing individuals to accumulate credits over time, thereby encouraging continuous education and improving employability in a dynamic job market.

### **4.2 Emphasis on Research and Innovation**

The New Education Policy 2024 emphasises research and innovation as essential components for the advancement of India's higher education system. It promotes the establishment of dedicated research hubs within universities and institutions to cultivate a research-oriented culture and enhance collaboration with global academic and industry leaders. The policy advocates for enhanced funding for research in emerging domains such as artificial intelligence, biotechnology, and renewable energy. It underscores the significance of interdisciplinary research in addressing real-world issues. NEP 2024 seeks to establish India as a global leader in advanced research and technology by promoting innovation through grants, incubators, and collaborations with industry.

## **5. TECHNOLOGY AND DIGITAL INITIATIVES**

The New Education Policy 2024 emphasises the critical role of technology and digital initiatives in transforming the education system. The policy acknowledges the increasing significance of digital tools in contemporary education and advocates for the incorporation of technology into teaching and learning methodologies. The text advocates for the extensive implementation of digital classrooms, e-learning platforms, and AI-driven solutions that provide tailored learning experiences. These platforms are intended to accommodate various learning styles, addressing accessibility gaps, especially in remote and rural regions.

The policy promotes the development of high-quality digital content, such as textbooks, lectures, and interactive resources, in multiple languages to enhance inclusivity in digital learning. It promotes the training of teachers in digital tools, enabling educators to utilise technology effectively in their classrooms.

The policy underscores the necessity of providing students with fundamental digital skills, thereby preparing them for a future characterised by the omnipresence of technology. Initiatives such as the National Educational Alliance for Technology (NEAT) and the DIKSHA platform have been expanded to enhance the efficiency of educational delivery.

Digital infrastructure development, encompassing the expansion of internet access and the provision of affordable devices, is essential to ensure equitable educational opportunities for all students. NEP 2024 seeks to establish a more equitable,

flexible, and responsive education system through the utilisation of technology.

## 6. POLICIES FOR GENDER EQUALITY IN EDUCATION

The New Education Policy 2024 emphasises gender equality and seeks to establish a more inclusive and equitable education system for all genders. It acknowledges that gender disparity continues to be a critical issue in India's education sector, particularly in rural and marginalised communities. The policy implements various initiatives to promote equitable access to education for girls, transgender individuals, and other marginalised genders.

A crucial element is the provision of a safe and supportive environment in schools and higher education institutions, devoid of gender-based discrimination and violence. The policy requires the development of gender-sensitive curricula that address stereotypes and advance gender equality. Efforts are implemented to enhance girls' involvement in STEM (Science, Technology, Engineering, and Mathematics) fields, which have historically seen low representation of women. The policy promotes scholarships, mentorships, and financial support for women and girls in higher education, aiming to reduce dropout rates and encourage exploration of diverse fields of study. Furthermore, it facilitates the empowerment of female educators via leadership training and professional development initiatives.

NEP 2024 aims to eliminate gender bias in education by emphasising equal opportunities, infrastructure, and support systems, thereby ensuring that all learners can thrive and succeed irrespective of gender.

## 7. TEACHER TRAINING AND DEVELOPMENT

The New Education Policy 2024 emphasises the enhancement of teacher training and professional development to ensure high-quality education nationwide. The policy acknowledges teachers as fundamental to the education system and promotes comprehensive, continuous, and competency-based training programs for educators. These programs aim to provide teachers with current pedagogical knowledge, digital competencies, and subject matter expertise, facilitating their adaptation to the changing educational environment.

The policy emphasises the significance of initial teacher education and the establishment of stringent standards for teacher preparation. It provides specialised training in critical thinking, inclusive education, and the integration of technology in educational settings. Teachers should actively participate in continuous professional development (CPD) via workshops, online courses, and peer collaboration to remain informed about contemporary teaching methods and educational innovations.

The policy proposes the establishment of teacher training institutions that emphasise research, innovation, and best practices. Mentorship programs are designed to assist new teachers in transitioning effectively into their roles while enhancing their classroom management skills.

Additionally, NEP 2024 advocates for the integration of AI and digital tools in personalised teacher training, allowing educators to progress at their individual pace. The policy promotes a culture of lifelong learning, ensuring that educators are prepared to develop future-ready learners.

## 8. IMPLEMENTATION CHALLENGES

The implementation of the New Education Policy 2024 encounters various substantial challenges, notwithstanding its transformative vision.

**Financial Constraints:** A significant obstacle is the financial investment necessary to attain the policy's ambitious objectives. Upgrading infrastructure, supplying digital devices, training educators, and creating high-quality multilingual content require significant financial investment. The policy advocates for heightened public expenditure on education; however, reaching the proposed 6% of GDP allocation is difficult due to conflicting national priorities.

**Addressing Urban-Rural Educational Disparities:** India's varied socio-economic context poses a considerable challenge in achieving equitable educational implementation in both urban and rural regions. Rural areas frequently exhibit deficiencies in essential infrastructure, including internet access, digital devices, and sufficiently trained educators. This disparity risks exacerbating the divide between urban and rural learners, thereby undermining the policy's objectives of inclusivity. Emphasising the development of resilient infrastructure and customised strategies for underserved areas is crucial.

**Resistance to Change in Traditional Systems:** The transition from traditional, rote-based learning to holistic, competency-based education may encounter opposition from educators, parents, and institutions familiar with established systems. Cultural and institutional inertia may hinder the implementation of innovative teaching methods, assessment strategies, and interdisciplinary curricula. Effective change management, stakeholder awareness, and support mechanisms are essential for addressing these challenges and achieving successful implementation.

## 9. IMPACT ASSESSMENT

The New Education Policy 2024 is expected to yield significant advantages for students, educators, and educational institutions.

**9.1 Expected Advantages for Students, Educators, and Educational Institutions:** NEP 2024 provides students with personalised and flexible learning pathways that enhance creativity, critical thinking, and employability. Competency-based assessments and vocational training equip individuals for a dynamic global workforce. Enhanced training opportunities, access to digital tools, and professional growth benefit teachers, enabling them to provide higher-quality education. Institutions will transform into multidisciplinary centres that promote research, innovation, and international collaborations.

**9.2 Economic and Social Impact of NEP 2024:** The NEP 2024 is anticipated to improve India's human capital by aligning educational frameworks with industry requirements, thereby enhancing employability and fostering economic growth. It promotes inclusivity and bridges socio-economic divides, thereby fostering equitable societal progress. The focus on regional languages, gender equality, and digital literacy fosters an inclusive and cohesive society, thereby enhancing democratic strength.

**9.3 Global Perspective on Indian Education Policy:** The National Education Policy 2024 positions India as a leader in innovative educational reforms, attracting global attention due to its holistic and technology-driven approach. The emphasis on multidisciplinary research and international collaborations strengthens India's academic standing, positioning it as a favoured location for global talent and partnerships. This policy establishes a standard for developing countries seeking to enhance their educational frameworks.

## 10. DISCUSSION

### *10.1 Overview of Principal Innovations*

The New Education Policy 2024 implements significant reforms aimed at modernising India's education system. Significant innovations encompass the 5+3+3+4 school structure, the incorporation of digital learning and artificial intelligence, competency-based assessments, and the advancement of multidisciplinary education. The emphasis is on vocational training, research, and inclusivity, with a focus on regional languages, gender equality, and accessibility for marginalised groups. Educators receive improved training opportunities, as institutions transform into research-oriented, global centres. NEP 2024 seeks to align education with industry requirements and international standards, equipping learners with essential 21st-century skills. This initiative promotes holistic development, innovation, and lifelong learning to address the evolving challenges of a globalised environment.

### *10.2 Strategies for Successful Implementation*

The successful execution of NEP 2024 necessitates strategic planning, adequate funding, and collaboration among multiple stakeholders. Addressing the urban-rural divide is essential, requiring investments in infrastructure, internet accessibility, and teacher training in underprivileged regions. Establishing clear timelines, pilot programs, and feedback mechanisms facilitates phased implementation. Enhancing public-private partnerships can yield resources for digital tools and vocational training. Ongoing collaboration with educators, parents, and policymakers is essential for addressing resistance to change. Furthermore, AI and analytics-based monitoring systems can assess progress and identify challenges in real-time, thereby ensuring the policy fulfils its transformative objectives across diverse regions and demographics.

### *10.3 Vision for 2040: Strategic Objectives of the Policy*

The NEP 2024 aims to establish a globally competitive and inclusive education system by 2040, in alignment with India's socio-economic goals. Long-term objectives encompass universal foundational literacy and numeracy, a comprehensive digital and AI-integrated educational ecosystem, and multidisciplinary institutions that promote world-class research. The policy seeks to position India as a centre for innovation, fostering critical thinking, entrepreneurship, and global leadership. The initiative aims to address socio-economic disparities by ensuring equitable access to education across all regions, regardless of gender or financial status. By 2040, NEP 2024 aims to establish a learner-centric and flexible system that enables individuals to adapt and succeed in a rapidly changing environment.

## 11. CONCLUSION

The New Education Policy 2024 signifies a significant advancement in the modernisation of India's education system to address the requirements of the 21st century. The focus on inclusivity, technology integration, and skill development effectively meets the evolving requirements of learners, educators, and society. The policy promotes comprehensive development, interdisciplinary education, and research, equipping students to address global challenges. Despite challenges such as financial constraints and the need to bridge divides, strategic efforts can facilitate successful implementation. NEP 2024 proposes an education system that is equitable, flexible, and competitive on a global scale. With sustained commitment, it has the potential to advance socio-economic development and establish India as a leader in education.



## REFERENCES

- [1] Ministry of Education, Government of India. (2024). *National Education Policy 2024*. Retrieved from <https://www.education.gov.in>
  - [2] UNESCO. (2024). *Global Education Monitoring Report: Policies for Inclusive Education*. Retrieved from <https://www.unesco.org>
  - [3] Sharma, R., & Singh, P. (2024). "Transforming Education through NEP 2024: A Policy Analysis." *Indian Journal of Educational Research*, 12(3), 45-60.
  - [4] Kumar, A., & Chatterjee, S. (2023). "AI in Education: Opportunities and Challenges under NEP." *Journal of Educational Technology*, 15(2), 112-125.
  - [5] NITI Aayog. (2023). *Bridging the Digital Divide: A Roadmap for Inclusive Education in India*. Retrieved from <https://www.niti.gov.in>
  - [6] Gupta, M. (2024). "Vocational Education under NEP 2024: Building Future-Ready Skills." *Economic and Political Weekly*, 59(7), 18-25.
  - [7] World Bank. (2024). *The Role of Technology in Education for Developing Economies*. Retrieved from <https://www.worldbank.org>
- 

