

# National Education Policy 2020 With Reference To School Education, Higher Education, Vocational and Technical Education

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**Abstract-** Education is the living process through a continuous reconstruction of experiences. It is the improvement of all those capacities in the individual which will enable one to control the environment and fulfil one's possibilities. A well-furnished and futuristic education policy is an indispensable movement for development of the country's economic and social progress, incorporated with cultural diversity, local and the global needs. In the present study, researcher has adopted descriptive research and analysed the National Educational Policy 2020 based on the available data such as research papers, journals, websites and mainly NEP 2020 through analytical method and conceptual discussion. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. This paper demonstrates this policy as a comprehensive sustainable framework for elementary education to higher education as well as technical and vocational training in both rural and urban India. This Paper also discusses the fundamental principles of the NEP 2020 in India. In the perspective of school education-new academic structure, curriculum and pedagogy has been highlighted in this paper. This paper has also focused on the implications of New Education Policy 2020 on higher education, technical and vocational education in India. The National Education Policy 2020 is based on the pillars of access, quality, equity, affordability, accountability and will transfigure our country into a "Vibrant Knowledge hub".

**Index Terms-** National Education Policy 2020, School Education, Higher Education, Technical Education, Vocational Education.

## I. INTRODUCTION

National Education Policy 2020 was approved by Union Cabinet chaired by Prime Minister Narendra Modi in July 2020. This policy is drafted by the chairperson of the National Education Policy Drafting Panel and the former chairman of Indian Space Research organisation (ISRO) Mr. Krishnaswamy Kasturirangan. It aims to bring forth a comprehensive approach focusing on the entire array of education from pre-school education to doctoral degrees in both rural and urban India. The

National Education Policy- 2020 works against the challenges of quality, equity, affordability, accountability and access that persist in the current education system, intending to improve the quality of education system in India. The NEP 2020 focuses to uplift and upgrading the education system in India and lying out a radical change in the education system. And that is why, It aims to increase the state expenditure on education from around 4% to 6% of the GDP as soon as possible.

The NEP 2020 has replaced the 34 years old National Education Policy-1986. The first NEP was promulgated by the Government of India by the then Prime Minister Indira Gandhi in 1968 under the recommendation of the Kothari commission and the second NEP under the Prime Ministership of Rajiv Gandhi in 1986. In a momentous shift from the 1986 policy, which scrapped the 10+2+3 structure of education, the new NEP-2020 pitches for a "5+3+3+4" pattern according to which the students' education must be completed in 4 different stages, corresponding to the age sets 3-8 years (foundational phase), 8-11 years (preparatory phase), 11-14 years (middle phase) and 14-18 years (secondary phase). The policy focusses on the inclusive, justifiable and quality education. It will enable our education system to keep pace with the ongoing developments around the world as well as to cater the future demand of the job market so that the vast demography can be accommodated with proper employment.

Shifting to the New Education Policy to be framed in such a fashion, that the learning outcomes to convey the utmost quality, integrity as well as inclusiveness and equity throughout the structure of the education system right from elementary till the higher education level. The policy aims to instill among the citizens a pride of being Indian in letter and spirit. It holistically put forth the wisdom of rationality in its thought, action, intellect and deeds as well as to develop proper skillful knowledge to make India a global knowledge hub, values and morality in a sustainable manner to well utilise the resources keeping in view of the future generations to come.

The curriculum and pedagogy of our educational institutions has been designed that must develop among the students a deep sense of respect towards

the Fundamental Duties enshrined in the Article 51(A) in the constitution of India and the responsibilities towards the nation as well as the world. The pedagogy also envisioned in accordance to secure the Fundamental Rights of citizens of every classes of India as enshrined in the Article 12-35 of our constitution in the line of Right to Education Act-2009 that provides free and compulsory education to the children in the age group of 6 to 14 years as provided in the Article 21(A) of Indian constitution, but with a greater role.

This policy reckons on the teachers' recruitment and re-establish a new system to make teachers the most respected and essential member of the society.

The policy also describes the SDG goal 4 of the agenda 2030 for sustainable development adopted by India in 2015 seeks 'to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all' by 2030.

The flagship scheme "Mid-Day Meal Programme" under the National Food Security Act-2013 will be extended upto pre-school children in this policy. The policy describes the fundamental principles like identifying, recognizing, and developing the unique capabilities of every student, achieving basic foundation level in literature and numerals by grade 3. The NEP-2020 also affirms that the students upto Class-5 to be taught in mother tongues or in vernacular languages.

In higher educational level, the NEP recommends for all universities and colleges to provide a holistic education by offering multi-disciplinary degrees to students. It also gives equal importance to curriculum activities, emphasizing practical understanding, creativity, critical thinking and analysis, conceptual up-gradation, developing ethics and human values righteously through constitutional preaching.

According to the policy, by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. And gradually, every child will learn at least one vocation and is exposed to several more. That would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and artisanship.

The Policy has also emphasized on various professional education viz; Agriculture education, Legal education, Health care education and Technical education as well. In technical arena, this policy reckons on preparing professionals in cutting-edge areas that are fast gaining prominence such as; Artificial Intelligence (AI), 3-D machining, big data analysis and machine learning, in addition to digital literacy, coding, and computational thinking etc.

## II. REVIEW OF LITERATURE:

KPMG(2020) in the paper "Impact of National Education Policy 2020 and opportunities for stakeholders" has observed that the NEP 2020 has outlined an ambitious task of nearly doubling the GER in higher education from 26.3%(2018) to 50% by 2035 while improving quality of Higher Education Institutions and positioning India as a global education hub. It is also found that the focus of the policy is on providing a flexible curriculum through an interdisciplinary approach, creating multiple exit points in what would be a four-year undergraduate programme,

catalysing research, improving faculty support and encouraging internationalisation.

Raman(2020) in his paper "Vocational Education in the NEP2020: Opportunities and challenges" has emphasised on vocational Education to develop a skilled workforce in India's educational policy disclosure. The author has found that it is high time for the government for mapping out the linkages between the demands of industries and supply of vocational courses so that skills can align according to the jobs available. So in order to effectively implement the recommendations in the NEP 2020, the government needs to learn from the existing inefficiencies in its skilling programmes.

Singh(2020) in his paper "NEP 2020: An Interplay of Education and Technology" have stated that while the policy is a novel and progressive document, acknowledging the invaluable role of technology in facilitating learning and teaching, it is essential to develop a coherent plan of action for fostering technological proficiencies to aid successful engagement with technology while providing effective safeguards for data protection and data privacy. He has also observed that the policy also presents a significant opportunities for cooperation between the various industry stakeholders and regulatory authorities/educational institutions. The author has recommended that the overall success of the policy will be contingent on the means and mode of its implementation, as well as the ability to effectively integrate the objectives of the policy, within existing initiatives and engaging the relevant stakeholders in the effective delivery of the policy.

Sarkar & Sarkar(2021) in their paper "Visions of National Education Policy 2020 In School Education" have discussed the National Education Policy 2020 and specially focused on school education system by adopting descriptive research method. The authors have found that National Education Policy being based on the pillars of success, quality, equity, affordability, accountability will transfigure our country in to a vibrant knowledge hub. And based on this policy, the Indian education system is moving from teacher centric to learner centric, particular to all-round development, marks centric to skills centric, information centric to knowledge, examination centric to experimental centric. NEP 2020 is expected to fulfil their objectives within 2030, by encouraging active participation of society's all members and students, faculties of the various educational sectors, using innovative ideas and creating joyful educational atmosphere.

Ahmad(2022) in his paper "Vocational Education in the light of NEP 2020" found that the NEP2020 can potentially lead to explosive growth of vocational education in the country, since it requires all educational institutions to integrate vocational education in to their offerings. This will bring in a very large number of schools, colleges and universities in to the fold of potential vocational Education and Training providers during the coming decade and make vocational education available to millions of students.

### III. OBJECTIVES OF THE STUDY:

1. To highlight the fundamental principles of the National Education Policy 2020 in India.
2. To highlight the new academic structure, school curriculum and pedagogy in school education introduced by NEP 2020 in India.
3. To highlight the implications of NEP 2020 on higher education, Technical education and Vocational education in India.

### IV. DATABASE AND METHODOLOGY:

The present study is purely based on secondary data. Informations are collected from different national and international journals, research papers, newspapers, magazines, authentic website and e-contents relating to NEP 2020. In the present study researcher has adopted descriptive research and analysed the National Educational Policy 2020 based on the available data and mainly NEP 2020 through analytical method and conceptual discussion.

### V. DATA ANALYSIS & FINDINGS:

#### 5.1 Fundamental Principles of the National Educational Policy 2020 in India:

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, contributing citizens for building an equitable, inclusive and plural society as envisaged by our Constitution.

The fundamental principles that will guide both the education system at large, as well as the individual institutions within it are:

- Recognizing, identifying, fostering and nurturing the unique capabilities of each student, by sensitizing educational faculties as well as parents to ameliorate each student's holistic development both in academic and non-academic spheres.
- To achieving the foundational literacy and numeracy is highest priority by all students in grade-3.
- Imparting flexibility to the learners, so that the learners can choose their learning programmes and own paths in life according to their needs, interests, talents and capabilities.
- There will not be hard separations and harmful hierarchies among the different areas of learning (arts and sciences, curricular and extra-curricular activities, vocational and academic streams etc.).
- To create a multidisciplinary and holistic educational world with arts, sciences, social sciences, sports and humanities in order to ensure the unity and integrity of all knowledge.
- Emphasis on conceptual understanding of the learning rather than rote learning. To encourage students towards

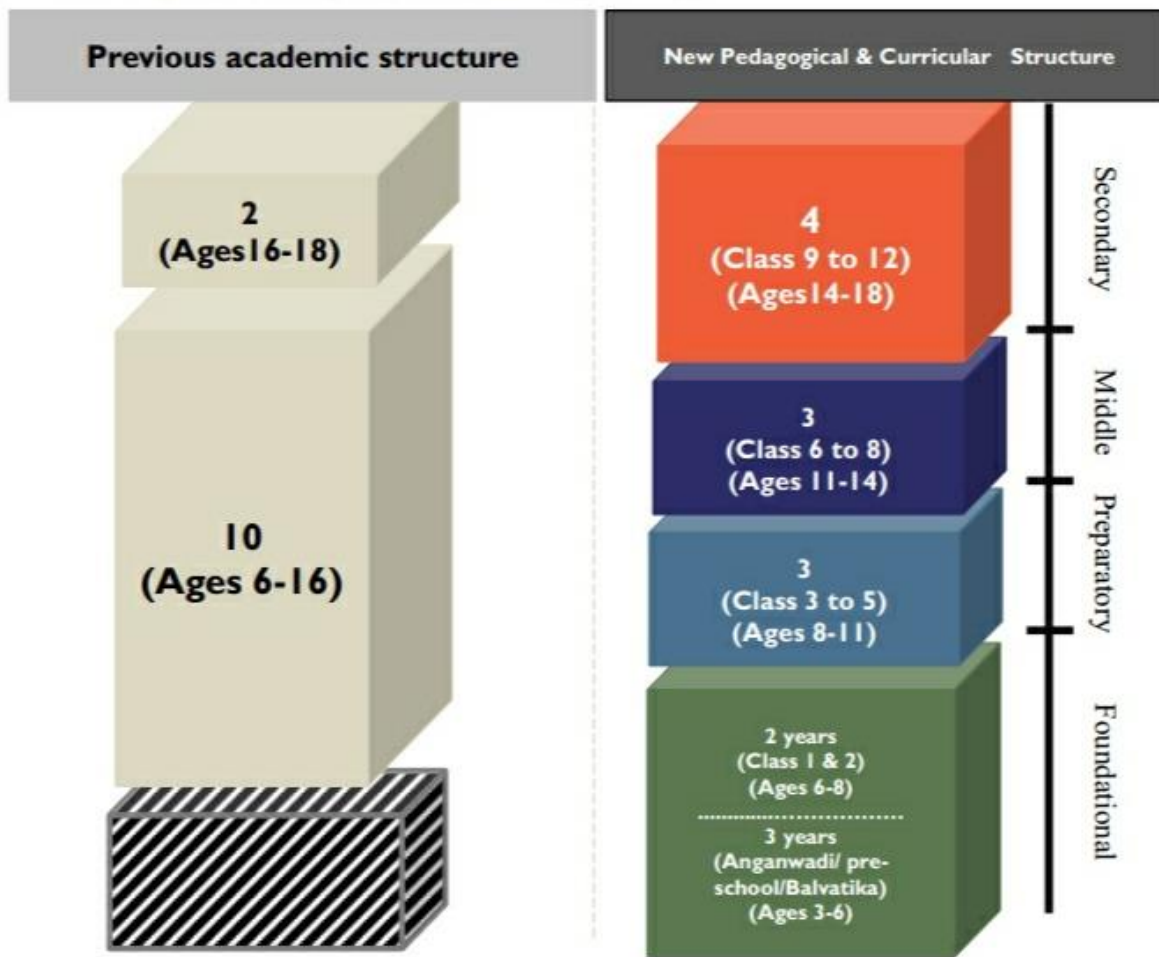
logical decision-making, problem solving, innovation and critical thinking.

- Being a human, to promote the ethical and constitutional values like empathy, responsibility, liberty, courtesy, respect for others, cleanliness, democratic spirit, spirit of service, scientific temper, pluralism, equality, and justice.
- Promoting the power of multilingualism in teaching-learning atmosphere and life skills such as communication, teamwork, cooperation and resilience.
- Creative a today's "coaching culture" based on the focus of regular formative assessment for learning.
- Wide use of information and communication Technologies in the field of teaching-learning system, educational planning and management. Improve the assistive and adaptive technologies for Divyang learners.
- In keeping mind that education is a concurrent subject, all curriculum, pedagogy and policy should be made to show the respect of diversity and the local context.
- To ensure the full equity and inclusion in educational spheres that all learners are able to access and afford the education according to their needs.
- The continuity exists in all levels of curriculum from early childhood care and education to school education to higher education.
- A major preclusive taken by NEP2020 that, the teachers and faculty is the heart of learning process.
- The ensure the transparency, integrity and resource efficiency, "light but tight" a regulatory framework should be made in educational system.
- The aim is the equitable access to the highest-quality education for all learners regardless their social and economic background.
- Outstanding research as a corequisite for outstanding education and development.
- Continuous review of progressive research regularly assesses by the educational experts.
- Education is public service and a rottenness pride in India. It creates an awareness of one's roles and responsibilities in dynamic World.
- Education must be developed a deep sense of respect towards the Fundamental duties and constitutional values among the students bonding with one's country.

#### 5.2 To highlight the new academic structure, school curriculum and pedagogy in school education introduced by NEP 2020 in India:

##### **The New Academic Structure in School Education Introduced by NEP 2020**

The National Education Policy 2020 take into considerations that 10+2 structure in school education will be modified with a new curricular and pedagogical restructuring of 5+3+3+4 covering the age 3-18 as shown in the following figure and elaborate in details.



**Figure-1: Previous and New academic structure of school education**

**Foundation stage(3 years Anganwadi+ class i-ii)**

- ❖ According to the National Education Policy 2020 the foundation stage will start from the age of three and continue up to the age eight. In the first 3 years of the foundational stage the child learner receives the education from Anganwadi/pre-school/Balvatikacentre of education and next 2 year they are in class I & II, total foundational stage is governed by early childhood care and education(ECCE).Five years foundational stage provides the basic education which is flexible, multi-level, activity-based, inquiry-based, play-based learning. ECCE’S ultimate aim is to attain optimal outcomes in the domains of:physical and motor development, cognitive, socio-emotional-ethical, cultural and the communication(NCPFFCCE) will be developed by NCERT.

❖ **Preparatory stage(class: iii-v)**

Preparatory stage continues up to the age of 11 which start from 8 years.These three years preparatory stage gradually introduces

to the learners in formal schooling system with classroom learning and textbooks.The nutrition and health care will be addressed to the learners at this stage.The focus is to expose the different subjects to the students, building on the activity-based learning and prepare the learners to develop deeper insights.

**Middle stage(class: VI-VIII):**

Three years of middle stage of school education focus on more clarification and abstract concept in each subjects like arts, sciences, social sciences, mathematics, humanities. The specified subject teachers’ experiential method to be adopted, explorations of relations among different subjects and character-building programmes also be done at this stage.Students are to be introduced to semester system.

**Secondary stage(Class: ix-xii)**

This is the stage of the National Education Policy 2020.This is the last stage of the National Education Policy 2020.Four years of secondary school education stage is designed to provides the multidisciplinary liberal education. This stage will develop the learners subject-oriented pedagogical knowledges, curricular style with greater depth, greater critical and creative thinking and greater flexibility. Students are to be more attentive towards life aspirations and vital education.10<sup>th</sup> and 12<sup>th</sup> standards board examination will conduct, students will be able to go beyond the

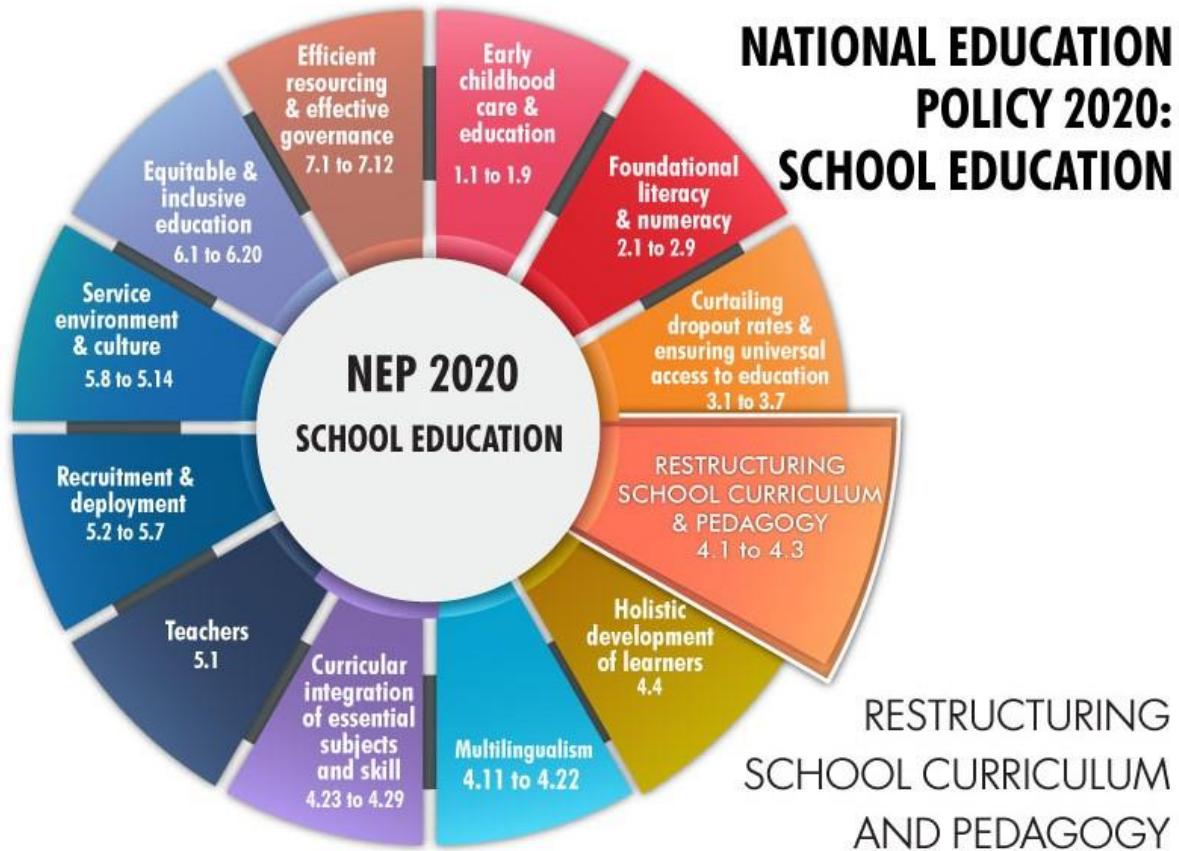


school education, they will take step towards the higher education.

**School curriculum and pedagogy in school education introduced by NEP 2020 in India:**

Curriculum refers to an interactive system of instruction and learning with specific contents, goals, strategies, resources and measurement. The new policy of education has introduced the

learner centric education, students can choose their subject with flexibility according to their needs. The curriculum should be less content and high understanding base, focused on the holistic development of the child. The restructuring curriculum and pedagogy as shown in the following figure and discussed in details below:



**Figure-2: Restructuring School Curriculum and Pedagogy**

❖ **Holistic development of learners:**

The curriculum and pedagogy reforms across the all stages of education will be moved towards the real understanding and learning how learn away from the rote learning that is largely present right now. The aim of education is not only to the cognitive development but also building our character, creating holistic and well-rounded individual prepared with the key 21<sup>st</sup> century skills. All aspects of curriculum and pedagogy will be reformed and revamped to attain these critical goals.

❖ **Reduce curriculum content and enhance the essential learning and critical thinking**

The curriculum in all stages will be reduced and make space for critical thinking, discovery based, inquiry based, analysis based, and more holistic. The content will focus on more practical applications, key concepts, ideas and problem solving. Classroom sessions will comprise more creative, collaborative, fun and exploratory to the students for creating deeper and experiential learning.

❖ **Experiential learning**

All stages of education, experiential learning including hand-on learning, sports-integrated education with relations among different subjects will be adopted. Different pedagogical practices will help to develop many skills, such as self-direction, self-discipline, responsibility, self-initiative, collaboration, teamwork and citizenship, etc. Sports-integrated learning will be commenced in class transactions to help students to adopt fitness as a lifelong attitude and as envisaged in the “Fit India Movement”.

❖ **Flexibility in course choices to the students**

Particularly in secondary school education, students will be given more empowerment to choose the subjects for study including the arts, physical education, crafts and vocational education. So, the learners can create their own paths of the study in lifelong process. There will be no hard separation among the curricular, co-curricular, or extracurricular and different academic streams.

❖ **Multilingualism and the power of language:**

To show the respect of all languages, it will be taught in an interactive and enjoyable conversation style in school level. The medium of instruction at grade 5-8 level based on the mother tongue/home language/local and regional language. To promote

national unity and multilingualism, the three-language formula will be continued to implement in keeping mind of the regions, aspirations of the people and constitutional provisions.

❖ **National Textbooks with local content and flavour**

The curriculum content will be reduced, to give the greater opportunities of the students to select the subjects and pedagogy according to their dynamic needs. The curriculum must be renewed emphasis on the constructivist approach rather than rote learning must be accompanied by parallel changes in school textbooks that contain the requisite national and local material so that they may teach by their own pedagogical styles based on the community needs and local context. States will prepare their own curricula and textbooks incorporated with NCERT as per the local context and needs. Also recommended to reduce the weight of school bags and text books. Availability of such textbooks will be in all regional local languages is the highest priority that, all learners can access the high-quality learning.

**5.3 Implications of NEP 2020 on higher education, Technical education and Vocational education in India:**

**Implications of NEP 2020 on Higher Education in India:**

NEP 2020 has focused a major thrust on Higher Education to improve quality of Higher Education Institutions and positioning India as a global education hub. Some of the major implications of NEP 2020 on Higher Education in India are as follows.

➤ **Only quality role-models have the opportunity to elevate to the top to decision making role:**

Higher Education policy-making decisions and implementations of such policies may go out of bureaucrats and fake educationists who are enjoying top decision making positions like chairman's of UGC, AICTE, MCI, DCI, and vice chancellors of various universities. For example, in present HE system in India a person without a single scholarly publication can become Vice-Chancellor of public Sector universities and can elevate to various higher positions and even become the chairman of UGC.

➤ **Cleaning of Higher Education Bureaucratic system:**

Merit-based appointments of institutional leaders in Research & Innovations. Unlike the present system, professors without at least five first author scholarly publications or patents during the last five years will not become institutional leaders like directors, Vice-Chancellors, etc.

➤ **Transformation of single discipline colleges into a multi-disciplinary autonomous degree-awarding colleges:**

This will again help to decrease corruption and lobbies in colleges. Many colleges are unable to chart own courses, controlled as they are rigid bureaucratic norms of the affiliating University. All this deeply undermines the principle of local governance and the local pursuit of innovation and excellence. This must be addressed with urgency. This also develop more responsible leaders to work in HE administrations along with research so that they can make better innovations in imparting higher educational services.

➤ **Focus on Research & Innovation at UG & PG levels:**

This allows students and faculty members to think creatively with confidence to propose and do new things leading to novelty.

➤ **Highly educated Board of Governors (BOG) to avoid misuse of power by individuals:**

Every autonomous institution is expected to for a BOG having highly qualified, competent, and dedicated individuals who have proven capabilities and a strong sense of commitment to the institution.

➤ **The responsibility of maintaining quality lies with the Board of Governors:**

The BOG shall be responsible and accountable for the outcomes of the HEI to the stakeholders through transparent disclosures of relevant records. BOG has to meet all regulatory guidelines mandated by the National Higher Education Regulatory Authority (NHERA).

➤ **Single Regulator for entire HEIs:**

National Higher Education Regulatory Authority (NHERA) a single HEIs regulator setup leads to effective regulations of financial probity of HEIs, governance, open disclosure of financials, faculty/staff, courses, and educational qualities.

➤ **Elimination of Commercialization of Education:**

HEIs both public and private should ensure that they are not for profit and if there is any surplus, it should be re-invested in the institutional development under the supervision of BOG members to eliminate the commercialization of education.

**Responsibility of Private HEIs towards Educational Philanthropy:**

Though private HEIs can set their fees independently, by offering at least 20% free-ship and 30% scholarships. This model allows to recover reasonably their cost while discharging their social obligations.

➤ **Private Universities will overtake Public Universities due to offered 20% free-ship:**

Bright and intelligent students irrespective of their economic status, religion, gender, will get the opportunity to study in private HEIs free of cost due to 20% free-ship and 30% scholarship leading to mobilizations of intelligent and self-motivated students to private institutions leading to overcrowding of meritorious students in private Universities.

**Implications of NEP2020 on Vocational Education:**

The NEP2020 has given due importance to vocational education, and capacity development of teachers to boost the employability skills and vocational skills of the learners at all levels. Some of the major implications of NEP2020 on vocational Education are as follows.

- By 2025 at least 50% of learners going through school and higher education system shall have exposure to vocational education.
- All educational institutions to integrate vocational education programs into mainstream education in a phased manner.
- Vocational courses to be available for students enrolled in all bachelor's degree programmes including 4-year holistic bachelor's programmes.
- Higher education institutions will also allow to conduct short-term certificate courses in various skills including soft skills.
- Incubation centres will be set up in higher education institutes in partnership with industries.

- Focus areas to be chosen based on skills gap analysis and mapping of local opportunities and technical and vocational will be part of larger version of holistic education.
- “Lokvidya” knowledge develops in India will be made accessible to students through integration into vocational education courses.
- The Ministry of Education will constitute a National Committee for The integration of vocational education(NCIVE), along industry participation, to oversee this effort and should also embark budget for promotion this integration.
- A General Education Programme(GEP) shall be set up to frame expected learning outcomes for higher education programmes also refer to as graduates attributes.

### Implications of NEP 2020 on Technical Education

NEP 2020 has also put emphasis on Technical Education which are as follows.

- The NEP weaves the digital thread across the very fabric of the education system giving “digital” the attention it needs.
- Technology adoption resonates across all facets of education in the new policy be it for online learning, e-program delivery, teacher training or e-assessments.
- At the same time, there is conscious effort not to overdo the digital agenda and the policy does talk about the challenges of managing screen-time and the effects of the digital medium on the social and psycho-motor dimensions of learning.
- With school education being organised in the new pedagogical and curricular structure of foundational, preparational, middle and secondary phases, there will be a need to rethink and recalibrate the e-content development strategy.
- Technology for improving learning outcomes with focus on disadvantaged sections: One of the primary areas the NEP2020 seems to address is leveraging technology for improving learning outcomes and providing access to quality education at scale.
- The policy focuses on providing quality education to disadvantaged sections as well as improving digital access and technology assisted learning access for Divyang students.
- Improving access and equity through online courses and ODL:

The NEP aims at providing for and improving access to quality education through the online medium.

- On the higher education side, it opens new opportunities for developing custom courses that may be offered in online or distance-learning mode.
- Enhanced digital infrastructure: The NEP2020 focuses on developing and enhancing an existing national-level repository of digital learning resources as well as e-learning public platforms like DIKSHA and SWAYAM.
- It talks about development of better online assessment or examination platforms leading to a host of new areas such as development of digital question banks.
- Innovative Virtual Labs will be utilised to improve access to digital learning for socially and economically disadvantaged groups.
- NETF and adoption of disruptive technologies: A new autonomous body, NETF, will be created for overseeing and facilitating decision-making in the technology-based learning space. It will provide a strategic thrust as well as set standards for e-learning in times to come.
- Data-driven systems for evidence-based policymaking: Performance Assessment Review and Analysis of Knowledge for Holistic Development(PARAKH) is expected to monitor the achievement of learning outcomes and guide the boards of education to make learning more contemporary and suited to future needs.
- This will provide opportunities for setting up National/State level data centres for collation of learning data and analyse them for effective policy design and implementation.

## VI. SUMMARY AND CONCLUSIONS:

The National Education Policy 2020 is the great initiative in our educational system from the foundation level to higher level with special focus on vocational & technical education and lifelong education, focuses on every field of life. NEP 2020 is marching towards achieving such goals by creating various innovative policies to improve the quality, affordability, attractiveness and enhancing the supply by opening of the schools and higher education for the Government and private sectors. Based on this policy, the Indian education system is moving from teacher centric to learner centric, particular to all round development, mark centric to skill centric, information centric to knowledge centric, examination centric to experiment centric. NEP 2020 is expected to fulfil their objectives within 2030, by encouraging active participation of the society's all members and students, faculties of the various educational sector using innovative ideas and creating joyful educational atmosphere.

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FIGURE:

- [1] Figure-1: Previous and New academic structure of school education
- [2] Figure-2: Restructuring School Curriculum and Pedagogy

APPENDICES:

- [1] NEP:- National Education Policy
- [2] PARAKH:- Performance Assessment Review and Analysis of Knowledge for Holistic Development.
- [3] ODL:- Online Distance Learning
- [4] (GEP):- General Education Programme
- [5] (NCIVE):- National Committee for The integration of vocational education
- [6] HEI:- Higher Education Institution
- [7] NHERA:- National Higher Education Regulatory Authority
- [8] BOG:- Board Of Governors

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