



A Study on Different National Educational Policy with Special Reference to the Indian Education System in India

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Abstract

The National Education Policy (NEP) 2020 is a comprehensive framework designed to overhaul India's education system and address the evolving needs of its citizens. Envisioned as a transformative document, NEP 2020 aims to provide an inclusive, equitable, and flexible education system that fosters critical thinking, creativity, and innovation. One of the key features of NEP 2020 is its focus on early childhood care and education, recognizing the importance of the formative years in a child's development. The policy emphasizes the integration of early childhood education into the formal schooling system and seeks to provide universal access to quality pre-primary education for all children. NEP 2020 also introduces significant reforms in school education, including the restructuring of the school curriculum to promote holistic development, vocational learning, and a multidisciplinary approach. It advocates for the adoption of flexible learning pathways, allowing students to choose subjects based on their interests and aptitudes. Furthermore, NEP 2020 emphasizes the use of technology in education, promoting digital literacy and the integration of digital tools and resources into teaching and learning processes. The policy envisions the establishment of a National Educational Technology Forum (NETF) to facilitate the development and deployment of educational technology solutions across the country. In addition to reforms in school education, NEP 2020 outlines measures to revamp higher education in India. It proposes the establishment of a new regulatory framework for higher education institutions, aimed at promoting autonomy, innovation, and academic freedom. The policy also advocates for the integration of vocational education and skill development programs into mainstream higher education curricula to enhance employability and entrepreneurship. NEP 2020 emphasizes the importance of teacher training and professional development, recognizing teachers as the cornerstone of the education system. The policy proposes the creation of a National Mission for Mentoring to provide continuous support and guidance to teachers throughout their careers. Overall, NEP 2020 represents a paradigm shift in India's education landscape, aiming to transform the country into a knowledge society and empower its citizens to meet the challenges of the 21st century. Its successful implementation requires concerted efforts from all stakeholders, including government agencies, educational institutions, teachers, parents, and communities.

Keywords: Awareness of National Educational Policy India 2020, Secondary school teacher's education policy, Development, Higher education, Teachers, Telangana state

INTRODUCTION

The National Education Policy was introduced by the Ministry of Human Resource Development (MHRD) with the support of Prime Minister Narendra Modi. It was released on July 29th, 2020, following approval from the Union Cabinet (Aithal PS et al., 2018). India is striving to establish its educational system as a global powerhouse

by implementing significant changes (Aithal PS et al., 2019). The new system places emphasis on online learning, extended school hours, and a departure from the traditional method of rote learning (Aithal PS et al., 2016). The National Education Policy (NEP) of 1986 was replaced after 34 years, marking a significant shift in educational paradigms (Daugherty PJ et al., 1995). NEP was initially formulated in 1986, with revisions in 1992

and 1998 (Dodgson M, 1991). National Education Policy 2020 represents a radical, comprehensive, and futuristic policy document in the history of Indian education. It aims to comprehensively transform the Indian education ecosystem, with a target set for 2030 to achieve sustainable development and position India as a global knowledge society (Smorvik KK et al., 2020). This policy advocates for holistic, flexible, and multidisciplinary approaches needed for the 21st century, aiming to unlock the talents and capabilities of every individual student (Thakur N et al., 2021). It emphasizes the importance of 21st-century teachers possessing knowledge, skills, values, and awareness relevant to daily life (Papke-Shields KE et al., 2017). NEP 2020 is built upon five main pillars: Access, Equity, Affordability, and Accountability (Saroja SK et al., 2020). It aims to transform education by ensuring quality education for all, thereby positioning India as a global knowledge superpower. Provisions within the policy include the universalization of pre-primary and secondary education, curriculum and examination reforms structured around a 5+3+3+4 design for children aged 3-18 years, governance and regulation reforms in schools, and the appointment of quality teachers proficient in utilizing technology for education. NEP 2020 suggests various changes that should be implemented in educational institutions, starting from early childhood education to secondary education (Teichler U, 1999). It advocates for a range of staff within schools, including social workers, counselors, health personnel, support staff, and special educators, in addition to students, teachers, and principals. It emphasizes a liberal approach to work during education and adheres to schedules to ensure staff can focus on their primary duties without being burdened with extra work (Khoshtaria T et al., 2020). Education enhancement is a priority for the union government, with an acknowledgment of limitations that need to be addressed during implementation (Gale T et al., 2011). The National Educational Policy 2020 emphasizes the cultivation of problem-solving skills, creativity for innovation, multidisciplinary learning, and holistic education for fostering unity and integrity. In July 2019, Aithal, P. S. et al., published a paper analyzing higher education in India within the framework of the National Education Policy and its implementation challenges. This paper reviewed literature from recent years on Indian higher education policies, examining their consequences, salient features, and focus on the draft of the National Educational Policy 2019 through content analysis. In August 2020, Sunil Kumar Saroha and Uttam Anand (2020) introduced a new instructional procedure to monitor progress in schools and higher education. They advocate for the development of action plans and strategies to bridge the gap between vision and mission statements, ensuring that implementation aligns with expectations. Implementation strategies for the National Educational Policy encompass a range of approaches, including the time-bound strategy proposed by Daugherty, P. J. and Pittman, P. H., the alternative strategy suggested by Aithal, P. S. and Aithal A, project management strategy advocated by Papke-Shields KE and Boyer-Wright, KM, accountability-based

performance outlined by Aithal PS, and Kumar PM, assignment strategy based on operations research, technology-based automation strategy proposed by Dodgson, M., among others. These diverse strategies have proven successful in implementing the National Educational Policy in various countries.

MATERIALS AND METHODS

Methodology

In the preceding chapter, the researcher delved into an in-depth discussion of various reviews related to the literature. This chapter is dedicated to outlining the methods and procedures employed in the research study. The methodology is dissected under the following headings: type of research, study variables, sampling methodology, tools for data gathering, data collection process, and statistical techniques utilized for data analysis.

Research design

The methods employed in this study involve an analysis of the national educational policy framework, with a focus on key aspects of the NEP 2020 policy. Additionally, a comparative analysis with the current education policy is conducted to identify emerging ideas from focus groups. Predictive analysis is utilized to assess the potential effects of the policy. The analysis of focus group discussions yields a plethora of ideas.

Population and sample

For this research, the population comprises primary school teachers working in various regions. This includes instructors from government, government-aided, and self-financing schools. Data collection is conducted through a basic random sampling procedure.

Questionnaire

The author has developed a questionnaire to enable respondents to express their thoughts and sentiments regarding the National Education Policy 2020. The survey was distributed via social media and email to reach a wide audience. Students, parents, instructors, and anyone with involvement in any capacity are eligible to participate.

Tools used

The researcher devised a platform to raise awareness about the National Educational Policy. A multiple-choice questionnaire was chosen as the primary tool for data collection in this investigation. At least twenty-five components of the questionnaire are directly related to the National Educational Policy. Experts evaluated and refined the questionnaire for validity and reliability.

Hypothesis

It is relatively uncommon for individuals to be unaware of the National Education Policy. Factors such as gender, region, management style, years of service, and family type were found to have no significant impact on secondary school teachers' understanding of the

National Education Policy.

What are the 4 stages of National Educational Policy 2020?

The National Educational Policy 2020 encompasses four stages:

Foundational Stage (5 years)

Ages 3 to 8 Years old

Includes anganwadi/pre-school, class 1, class 2, and class 3

This stage consists of 3 years of preschool or Anganwadi education followed by 2 years of primary school (classes 1 and 2). It aims to facilitate language development and learning through play-based or activity-based methods.

Preparatory stage (3 years)

Ages 8 to 11 years old

Covers classes 3rd, 4th, and 5th

Focuses on developing language and numeric abilities through plays and activities while nurturing classroom relationships and fostering discovery.

Middle stage (3 years)

Ages 11 to 14 years old

Encompasses classes 6th to 8th

Emphasizes critical learning objectives and eliminates rote learning methods, with a focus on subjects like science, mathematics, arts, social sciences, and humanities.

Secondary stage (4 years)

Ages 14 to 18 years old

Includes classes 9th to 12th

Aims to bring significant changes by transitioning to a multidisciplinary system where students can choose combinations based on their knowledge, talents, and interests, rather than being classified into arts, science, and commerce categories.

Benefits of 5+3+3+4 education system:

- Implementation of a 360-degree progress card for evaluating students' progress in grades 3, 5, and 8.
- Facilitation of easier measurement of students' essential competencies.
- Emphasis on the importance of enrolling children aged 3 to 6 in formal education for their growth.
- Provision of stronger career counseling services to assist students in making informed decisions.
- Recognition of the significant role of Early Childhood Care and Education (ECCE) in shaping a child's future.
- Acknowledgment of the potential burden on parents and teachers when students have to

make professional decisions early in middle school by choosing subjects.

What is the preparatory stage in the National Education Policy 2020 new academic structure?

In the preparatory stage of the National Education Policy 2020 new academic structure, students typically attend classes from grades 3 to 5. During this phase, the educational approach shifts from play-based activities to interactive classroom learning. This stage lays the groundwork for various subjects, encompassing reading, writing, speaking, physical education, art, languages, science, and mathematics.

What is the middle stage of the National Education Policy 2020?

The middle stage of the National Education Policy 2020 spans classes 6th to 8th. During this phase, students focus on subject-specific learning and engage in discussions on more abstract concepts across arts, science, mathematics, and social and humanities subjects.

What is the high school stage in the National Education Policy 2020?

The high school stage in the National Education Policy 2020 comprises classes 9th to 12th. This level encompasses four years of multidisciplinary study, emphasizing depth, critical thinking, and attention to life aspirations, flexibility, and student choice. It allows for exposure to a wide array of subjects and incorporates frequent assessments to facilitate holistic development.

RESULTS

The National Education Policy 1986

The National Educational Policy on Education was introduced by Rajiv Gandhi in 1986 during his tenure as Prime Minister of India. This policy aimed to address disparities and equalize educational opportunities, particularly focusing on the welfare of Scheduled Tribes (ST), women, and Scheduled Caste (SC) communities. It emphasized social integration, expanding scholarships, adult education, increasing the recruitment of SC teachers, providing incentives for economically disadvantaged families to send their children to school regularly, establishing new institutions, and offering housing and services. Additionally, it introduced a child-centered approach in primary education and launched the nationwide Operation Blackboard initiative to enhance primary school infrastructure. The policy also expanded the Open University system with the establishment of the Indira Gandhi National Open University (IGNOU) in 1985. Furthermore, it advocated for rural universities based on Mahatma Gandhi's philosophy to promote economic and social development at the grassroots level in rural India. The policy allocated 6% of the GDP towards education.

The National Education Policy 2020

The National Educational Policy 2020 underwent extensive public consultations following the draft

release by the Ministry of Human Resource Development and Ministry of Education in 2019. The policy emphasizes critical thinking and holistic experiential learning by reducing curriculum content. It transitioned from a 10+2 system to a 5+3+3+4 system, designed to optimize learning based on cognitive development through changes in curriculum and pedagogical structure. The primary objective of the new policy is to overhaul the Indian education system, with implementation targeted by 2026. It was approved by the cabinet on July 29, 2020, aiming to provide more flexible, holistic, and multidisciplinary education. This policy is considered a landmark document in educational reform. The new 5+3+3+4 structure of school education emphasizes the importance of mother tongue, vocational education, and digital literacy to equip students for the challenges and opportunities of the 21st century. By reducing the duration of each stage of education, students spend more time in school without affecting the total years of schooling. The new system integrates play schools into formal education, combining nursery and kindergarten classes with grades 1 and 2, encouraging students to engage in both curricular and extracurricular activities. Furthermore, the National Education Policy 2020 expands the Right to Education Act to cover ages 3 to 18, ensuring access, affordability, accountability, and universalization of quality education at the Early Childhood Care and Education (ECCE) or pre-school level. This 5+3+3+4 system promotes a more uniform and inclusive transition from pre-school to higher education (grades 9 to 12), particularly in urban education systems where children enroll in play schools before progressing to kindergarten for two years, followed by 12 years of schooling.

Explanation of the 5+3+3+4 structure

We'll delve into the 5+3+3+4 structure in detail by understanding the class and age of students according to the National Educational Policy 2020's new school education system. 5 years—foundational stage 3 years—preparatory stage 3 years—middle stage 4 years—secondary stage these stages encompass early childhood schooling and secondary schooling and are delineated based on the child's cognitive development. Objectives:

- To provide an overview of the National Educational Policy 2020.
- To understand the necessity of a Multidisciplinary Education system.
- To envision the implementation of the National Educational Policy 2020.
- To familiarize oneself with the emerging trends in higher education.
- To grasp the accurate structure of Pre-School to Secondary School Education.

DISCUSSION

The National Educational Policy 2020 breathes life into

education by preserving India's rich tradition, culture, and values, while also laying the foundation for the country's future vision. With a profound heritage rooted in education spanning ages, its primary objective is to foster the development of multidisciplinary skills necessary to meet the demands of the job market. All initiatives under this policy are slated for implementation until 2030, necessitating significant changes in the current education system. However, the implementation of the National Educational Policy 2020 has not been without criticism within the educational realm. These critiques have highlighted various issues, particularly concerning moral, ethical, and cultural dimensions. Ultimately, they underscore the importance of student satisfaction. For this policy to be effective, it must embrace liberal and progressive ideals that enhance the quality of education.

Leading educational institutions emphasize the importance of entrepreneurship, innovation, research, and value addition to the teaching-learning process, as noted by Kjersti Karijord Smorvik and Kristin Vespestad. Education, by the end of the 20th century, became intertwined with employment opportunities, heightening the need for skill enhancement within the sector. The National Educational Policy 2020 prioritizes graduates' employability, focusing on communication skills, Information Technology (IT) proficiency, fluency in foreign languages, and overall individual development. Furthermore, the policy aims to prepare students for globalization and internationalization through classroom-based teaching-learning experiences. It places significant emphasis on empowering the underprivileged, promoting social justice, and eliminating discrimination, as evidenced by research conducted by Trevor Gale and Deborah Tranter. University brand equity emerges as a critical dimension, comprising two varieties: Institutional reputation and certification. These components are integral additions to the school education landscape. The National Educational Policy 2020 serves as a catalyst for transforming the outdated educational system into a contemporary framework. It integrates concepts of quality, autonomy, accountability, equity, and an economical, holistic, multidisciplinary approach, ushering in a new era of change in the educational landscape, which subsequently impacts employment nationwide, as highlighted by Nancy Thakur et al.

CONCLUSION

The National Educational Policy 2020 stands as a comprehensive framework poised to revolutionize the education landscape in India. Approved by the Union Cabinet in July 2020, this policy heralds a new era of educational development in the country. Extensive preparations are underway for its implementation, promising radical transformations in both school and higher education sectors. This policy endeavors to empower youth, instilling in them the confidence to generate new knowledge and skills, while upholding human values essential for tackling present and future societal challenges. By fostering innovative thinking and

technical proficiency, it equips students with the tools necessary to navigate a rapidly evolving world. Key points and potential conclusions regarding the NEP 2020 Holistic Approach: The policy adopts a holistic approach, fostering creativity, critical thinking, and problem-solving skills through a multidisciplinary educational framework.

Early childhood education: Emphasizing the importance of pre-primary education, it lays a strong foundation for children's cognitive, social, and emotional development.

School education reforms: The NEP 2020 introduces significant reforms, transitioning from the 10+2 educational structure to a more flexible 5+3+3+4 format, aimed at reducing curriculum load and promoting experiential and vocational learning.

Multilingualism and language learning: Recognizing the significance of language, the policy advocates for a three-language formula, prioritizing the mother tongue/local language as the medium of instruction in primary education, followed by Hindi and English at subsequent stages.

Technology integration: Embracing the role of technology in education, the NEP 2020 underscores the importance of integrating technological tools and resources into teaching and learning processes.

Equity and inclusion: Guided by principles of equality and inclusion, the policy strives to provide equal educational opportunities to all students, irrespective of socio-economic background, gender, or disability, through initiatives such as special education zones and inclusive education.

Skill development and vocational education: With a keen focus on meeting the demands of the job market, the NEP 2020 prioritizes skill development and vocational education, aiming to seamlessly integrate vocational training into mainstream education, thereby providing students with hands-on training in various skills. In essence, the National Educational Policy 2020 represents a landmark initiative poised to usher in a transformative era in Indian education, shaping the future of generations to come.

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