

# Aspects of National Education Policy and it's Structure of School Curriculum and Pedagogy

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**Abstract:** *The purpose of this article is to provide information about India's National Education Policy various aspects which will have a big impact on the future of students and the education system. In this article includes principles of the NEP also trying to highlight new education policy structure briefly.*

**Keywords:** Principles of NEP, NEP 5+3+3+4 structure

## I. INTRODUCTION

The world is going through fast changes in the information scene. With different emotional logical furthermore, mechanical advances, for example, the ascent of large information, AI, and man-made consciousness, numerous untalented positions overall might be taken over by machines, while the requirement for a gifted labor force, especially including arithmetic, software engineering, and information science, related with multidisciplinary capacities across technical studies, sociologies, and humanities, will be progressively in more noteworthy interest. The gap between the present status of learning results and what is required should be crossed over through undertaking significant changes that bring the greatest, value, and respectability into the framework, from youth care and instruction through advanced education.

**Previous Education Policies:** The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992 (NPE 1986/92), is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009 which laid down legal underpinnings for achieving universal elementary education. <sup>(1)</sup>

**New National Education Policy:** National Education Policy 2020 has been announced on 29.07.2020. The NEP 2020 proposes different changes in school education as well as higher education including technical education. Various activity focuses/exercises for implementation in school education as well as higher education are mentioned in the National Education Policy 2020. <sup>(2)</sup> This National Education Policy 2020 is the primary training strategy of the 21<sup>st</sup> century and expects to address the many developing formative goals of our country. This Arrangement proposes the correction and redoing of all parts of the training structure, including its guideline and administration, to make another framework that is lined up with the optimistic objectives of 21<sup>st</sup> century training, including SDG4, while expanding upon India's customs and worth frameworks. <sup>(1)</sup>

### Principles of National Education Policy:

Minister of Human Recourse development, government of India published new National Education policy. As published guideline presenting Principles of NEP as pre below. <sup>(1)</sup>

- Recognizing, identifying, and fostering the unique capabilities of each student.
- Teacher and parents should promote the holistic development of each student in academic and non-academic fields;
- Flexibility, with the goal that students can pick their learning directions and projects,
- furthermore, in this manner pick their own ways in life as per their gifts and interests;
- No hard divisions among art and sciences, among curricular and extra-curricular

- exercises, among professional and scholastic streams, and so forth to take out destructive hierarchies among, and storehouses between various areas of learning;
- Multidisciplinary and comprehensive training across technical studies, sociologies, expressions, humanities, and sports for a multidisciplinary world to guarantee the solidarity and respectability of all information;
- Emphasis on conceptual understanding rather than rote learning and learning-for-exams
- Innovativeness and decisive reasoning to encourage logical decision-making and innovation;
- Morals and human and Sacred qualities like sympathy, respect for other people, tidiness, kindness, democratic spirit, soul of administration, respect for public property, logical attitude, freedom, obligation, pluralism, fairness, and equity;
- Advancing multilingualism and the power of language in educating and learning fundamental abilities like correspondence, participation, cooperation, and strength;
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture';
- Broad utilization of innovation in instructing and picking up, eliminating language obstructions, expanding access for Divyang students, and instructive preparation and the executives;
- Regard for variety and regard for the neighborhood setting in all educational program, teaching method, and strategy, continuously remembering that training is a simultaneous subject;
- Full value and consideration as the foundation of all instructive choices to ensure that all understudies are able to thrive in the education system;
- Cooperative energy in educational plan across all degrees of training from youth care and schooling to school schooling to advanced education;
- Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;
- A 'light but tight' administrative structure to ensure trustworthiness, transparency, and asset productivity of the schooling system through review and public disclosure while empowering development and out-of-the-box thoughts autonomy, great administration, and strengthening;
- Outstanding research as a corequisite for remarkable training and improvement;
- Continuous review of progress based on sustained research and regular assessment by educational experts;

**National Education Policy 2020 and its Structure:**

As of now, children in the age gathering of 3-6 are not shrouded in the 10+2 design as Class 1 starts at age 6. In the new 5+3+3+4 design, a strong base of Early Childhood Care and Education (ECCE) from age 3 is additionally included, which is pointed toward advancing better generally learning, improvement, and well-being. <sup>(3)</sup>

**New Education Policy Structure 5+3+3+4:**

In the new National Education Policy school education structure will now be 5+3+3+4 instead of 10+2 as per below. <sup>(3)</sup>

First five years – Pre-primary and after then 1<sup>st</sup> and 2<sup>nd</sup> standard

Next three years – 3<sup>rd</sup> to 5<sup>th</sup> standard

Next three years – 6<sup>th</sup> to 8<sup>th</sup> standard

Last four years – 9<sup>th</sup> to 12<sup>th</sup> standard

Stages	Education phase	Student Age
Basic foundation stage (5 years period)	Nursery	4 year
	Junior K.G.	5 year
	Senior K.G.	6 year
	1 <sup>st</sup> standard	7 year
	2 <sup>nd</sup> standard	8 year
Preparatory stage	3 <sup>rd</sup> standard	9 year

(3 years period)	4 <sup>th</sup> standard	10 year
	5 <sup>th</sup> standard	11 year
Middle stage (3 years period)	6 <sup>th</sup> standard	12 year
	7 <sup>th</sup> standard	13 year
	8 <sup>th</sup> standard	14 year
Secondary stage (4 years period)	9 <sup>th</sup> standard	15 year
	10 <sup>th</sup> standard	16 year
	11 <sup>th</sup> standard	17 year
	12 <sup>th</sup> standard	18 year

The Foundational Stage will comprise of five years of adaptable, multilevel, play/activity based learning and the educational program and teaching method of ECCE. The Preliminary Stage will contain three years of training expanding on the play, revelation, and activity based instructive and curricular style of the Fundamental Stage, and will likewise start to consolidate some light course books as well as parts of more formal but interactive classroom learning, to lay a strong preparation across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics. The Middle Stage will contain three years of education, expanding on the educational and curricular style of the Preparatory Stage, however with the presentation of subject educators for learning and conversation of the more dynamic ideas in each subject that understudies will be prepared for at this stage across sciences, mathematics, arts, social sciences, and humanities. Experiential learning each subject, and investigations of relations among various subjects will be encouraged and emphasized despite the introduction of more specialized subjects and subject teachers. The Secondary Stage will contain four years of multidisciplinary study, expanding regarding the matter arranged instructive and curricular style of the Middle Stage, But with more prominent profundity, more noteworthy decisive reasoning, greater attention to life aspirations, and greater noteworthy adaptability and understudy selection of subjects. Specifically understudies would keep on having the choice of leaving after Grade 10 and re-entering in the next stage to seek after professional or some other courses accessible in Grades 11-12, including at a more particular school, if so desired. <sup>(1)</sup>

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