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Analysis of NEP 2020 in the Light of Vocational and Professional Education in India

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Abstract

The National Education Policy (NEP) 2020 transforms the entire Education System in India by introducing changes in teaching- learning strategies as well as in curriculum in various fields of studies. It only changes the learning experiences of the students, but also changes the infrastructure and the learning materials in the classrooms. Such drastic and revolutionary change is important to prepare the students for being knowledgeable as well as skilled in multiple disciplines that is the demand of the generation by making them equipped to face the contemporary and global issues. The holistic development of the students is primary focus of this NEP 2020. The Indian government has taken several initiatives to ensure the successful implementation of NEP 2020 in the field of education. It also promotes various research works to explore more about the various domains of this policy which ranges from Elementary School Education to Higher Studies as well as Vocational and Professional Education. NEP 2020 has also promoted the Life-long or Adult Education. However, in this study, the researcher tries to explore only the areas of Vocational Education and Professional Education and how the new NEP 2020 is shaping the future of India by mainstreaming those areas of education to provide the equitable and quality education to the next generation.

Keywords: NEP 2020, Vocational Education, Professional Education, Multidisciplinary

1. Introduction:

National Education Policy 2020 has brought a revolutionary change in Indian Education System with respect to its policy perspectives, vision or the approaches and strategies aiming to adopt, to reach to the global standard and to make the education system generation ready. The National Education Policy not only promotes the scientific innovation and technological advancement, but also revives and restores the ancient traditional Indian Knowledge System and integrates the traditional knowledge in the contemporary framework to have a significant impact on the changing atmosphere of educational institutions (Kumar & Kishor, 2024). It has transformed the entire teaching-learning process into more interactive and engaging one, for both teachers and students. The NEP 2020 is crucial to achieve the Sustainable Development Goals in India as well (Tanwar & Yadav, 2025; Saluja, 2024; Verma & Priya, 2022). The recent study tries to explore the

National Education Policy (NEP) 2020 in the light of vocational and professional education, which were earlier given less priority during the career counselling. The study focuses on the transformation that the Indian Govt. wants to bring in the field of vocational and professional education by prioritizing and promoting these types of education in NEP 2020 and by developing interest among students to obtain the vocational and professional courses.

2. Literature Review:

National Education Policy (NEP) 2020 has brought a radical change in the ecosystem of Indian education, with respect to curriculum, teaching approaches, teaching strategies, policy perspectives, classroom infrastructure and learning experiences of students etc., everywhere it has left a significant impact that cannot be unnoticed. There are so many research works have been done on NEP 2020 by exploring its various domains and its contribution to the development of future of India, in nation-building but due the limited scope, the researcher in this study has chosen only those works that are relevant as well as corresponds or supports the study.

- ❖ Singh, K. (2025) has conducted a study on the effect of NEP 2020 with respect to the changes in teacher education in “Transforming Teacher Education in India: Critical Appraisal of NEP 2020’s Vision, Implementation Challenges and Strategic Pathways”. It has shown that how NEP 2020’s implementation will bring a radical and transformative change in the domain of teacher education. The specific changes in B. ED and M. ED programmes have also mentioned with particular emphasis on four-year B. ED courses.
- ❖ Tanwar, S & Yadav, J. (2025) have studied to examine the relationship between SDGs and NEP 2020 in “Empowering India Through Education: Alignment with the Sustainable Development Goals”. Their study has shown how various government initiatives under NEP 2020 are helpful to achieve the Sustainable Development Goals with a special emphasis on SDG4 and how NEP 2020 becomes significant to ensure equity, accessible, and quality education and transforms the entire education system.
- ❖ Yadav, M. & Singh, P. have analysed NEP 2020 with respect to the environmental sustainability in “Education for a Sustainable Future: National Education Policy 2020 and the Role of Schools in Promoting Environmental Awareness”. They have shown that how the environmental awareness is important for a sustainable future. They speak in favour of the environmental literacy to promote and inculcate the emotional attachment with nature since childhood that will also help in achieving the SDGs.
- ❖ Kumar, A. & Kishor, V. (2024) have conducted an investigation to explore the domain of Indian Knowledge System and its alignment with NEP 2020 in “Integrating India’s Traditional Wisdom: Exploring the Role of NEP 2020 in the Indian Knowledge System”. They have shown that the rich traditional knowledge system and the ancient cultural heritage have been rejuvenated and preserved for the future generation and NEP 2020 plays a crucial role in it by incorporating that ancient knowledge with the contemporary system to address the social-cultural problems in India and also the global issues.
- ❖ Saluja, A. (2024) has studied the environmental consciousness among students in “Fostering Environmental Literacy through the Curriculum at School Level: NEP 2020’s Approach and its Implications” to explore how NEP 2020 becomes significant by adopting changes in curriculum and instructional strategies to generate sustainability and environmental literacy not only among students, but also among teachers, parents and community in general. It shows that due to NEP 2020’s

alignment with global trends in the education system, the environmental issues and sustainability become important and need special attention to face the global challenges.

- ❖ Kumar, M., Mishra, L. & Bhattacharya, M. (2024) have done a SWOT analysis of NEP 2020 in “Strength, weakness, opportunity and threat of implementation of NEP 2020 in Indian Education: A review with a statistical analysis on the opinion of teaching community”. They have studied every aspect or domains of NEP 2020 in this study; they also have views from various teachers to support and complement their study. They statistically analyse NEP 2020 with respect to workload of departments, admission of students, implementation of NEP 2020, career opportunities to the students and comfort of teachers on implementation of NEP 2020 in their institutions.
- ❖ Nandy, A. (2024) has investigated the role of technology in NEP 2020 in “Exploring the Role of Technology in NEP 2020: A Comprehensive Analysis”. It shows how the integration of technology in the present teaching learning process has brought a revolutionary change in the entire Indian education system. NEP 2020 plays a crucial role in incorporating the technological tools in the teaching and learning to make it more engaging and interactive. It also highlights the creation of NETF (National educational Technology Forum) to facilitate the learning.
- ❖ Parveen S. (2023) has studied the effect and perspective of NEP 2020 on Vocational Education and Training in “Vocational Education and Training: Problems and Solutions: NEP 2020” to highlight the fact that how NEP 2020 plays a significant role in mainstreaming the vocational education, by making changes in policies and by including vocational education as mandatory in school curriculum.
- ❖ Thakur, P., Devi, L. & Patyal, D. (2023) have analysed NEP 2020 in detail in “NEP 2020 of India: Opportunities and Challenges Ahead” to review the third education policy of India. Their study shows that new educational policy, that is NEP 2020 has brought a revolutionary change in Indian Education System and this policy is crucial from global perspective as well as important for holistic development of the youths.
- ❖ Verma, J. & Priya, K. (2022) have studied the alignment between NEP 2020 and Sustainable Development Goals in India in “Examining the Alignment of the National Education Policy 2020 with Sustainable Development Goals in India” with respect to three dimensions, that are economic growth, environmental protection and social inclusion. This study prioritizes the alignment with SDG4, how NEP 2020 is significant to achieve that goal.
- ❖ Aithal, P. S. & Aithal, S. (2020) have done a detailed study on NEP 2020 in “Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives”. They have studied the various policies and have compared them with respect to the contemporary issues. They have done a comparative study between NEP 1986 and NEP 2020.

The recent studies have shown that there are several works have been done on NEP 2020 by exploring its various aspects and the effect of NEP 2020 on the various fields of education system, but not a significant number of studies have been conducted on the vocational and professional education and their transformation due to the implementation of NEP 2020. This study focuses on the importance of the vocational education and professional education in shaping the future generation of India.

3. Objectives of the Study:

NEP 2020 has brought a drastic change in almost every domain of Indian Education System, this study focuses mainly on the development of vocational and professional education, that had been neglected earlier. The objectives of the study are;

- To understand the importance of NEP 2020 in the development of vocational education in India.
- To analyse the role of NEP 2020 for the development of professional education in India.

4. Research Questions of the Study:

The research questions with respect to the research objectives to analyse NEP 2020 and its contribution in the development of vocational and professional education in India are;

- RQ₁: What is the importance of NEP 2020 in development of vocational education in India?
- RQ₂: What is the role of NEP 2020 for the development of professional education in India?

5. Methodology:

This study has adopted qualitative research approach by analysing the primary and secondary data. The primary data, here, is the digital version of NEP 2020 itself, accessed from governmental available resource, and secondary data for this study are those research works done on NEP 2020 by highlighting its various domains.

6. Internal and External Criticism:

The primary data of this study is genuine as the digital version of NEP 2020 has been accessed from Governmental web-resources by the researcher, and the secondary data are also relevant and meaningful to support and complement the present study and those are collected by the researcher from the reliable sources as well.

7. Analysis of NEP 2020 with respect to Its Role in the Development of Vocational Education:

NEP 2020 has promoted the vocational education through various initiatives undertaken by the Govt. of India. It has also integrated the traditional Indian Knowledge System for the retrieval of the glory of Vocational Education in the ancient times, along with the use of various technological tools for the advancement of the students in this particular field of education. The initiatives for the development of Vocational Education as mentioned in National Education Policy 2020 are;

- 1) It provides the opportunity for the students to choose their own course of interest in secondary school level. Besides the various subjects or disciplines of study, they will be allowed to do courses on physical education, arts and crafts or vocational education, that will make them aware about their area of interest too.
- 2) It removes the separation among 'curricular', 'co-curricular', 'extra-curricular' or 'academic' and 'non-academic' to promote the vocational education and to mainstream the so-called non-academic activities in the field of academics.
- 3) It introduces vocational courses as fun courses in school curriculum and mandates that for the students of Grades 6-8, during this 'bagless periods' the students will get the opportunity to learn various vocational courses from the local experts of that particular field. It includes carpentry, electric work, metal work, gardening, pottery making etc. and the courses, which will be made available for the students, will be decided by local and school authority. It also proposes to start such vocational courses for grades 6-12, and it can include online course or can consider the holidays for vocational

training. Such opportunities not only enhance their skill, but also develop their interest on vocational learning.

- 4) To make teacher adept in teaching vocational subjects, the in-service teacher training programmes will be arranged at the BITEs, DIETs or the schools can organise such programmes at their own complexes, where the local eminent resource persons, i.e., 'master instructors' will be invited to share their knowledge in the fields like local art, agriculture, music, carpentry or other vocational crafts etc.
- 5) The new NCFTE (National Curriculum Framework for Teacher Education) will also emphasized the importance of the vocational education for the trainee teachers.
- 6) The Higher Education in India will allow learners to get specialized degree and deeper level understanding in more than one subjects, where they have the choice to include the vocational subjects as well, in their main course of study.
- 7) The Government of India has set its goal to increase the GER (Gross Enrolment Ratio) in higher education, even in vocational education from 26.8% in 2018 to 50% by 2035.
- 8) The higher education in India will also include the professional and vocational education as mainstream education, and the students who wants to pursue their career on those subjects will be provided equal importance and opportunities.
- 9) NEP 2020 proposes the holistic development of the learners, that includes not only the development of knowledge, but also their skills in craft based vocational education.
- 10) NEP 2020 supports multidisciplinary education and sets target to transform all the higher education institutions in the multidisciplinary institutions and to increase their enrolment by 2040. That initiatives of government also increase the interest of the students to pursue vocational education.
- 11) In the field of Vocational Education, similar to other subject courses, 1 year certificate course, 2 years diploma course, 3 years Bachelor degree course or 4 years multidisciplinary Bachelor's Programme will be made available for the students to pursue their study in their area of interest. It will also provide the facility of multiple entries and exits.
- 12) NEP 2020 aims to increase the social status of Vocational Education, which was earlier considered inferior to the so-called academic mainstream education of various disciplines.
- 13) National Committee will be formed by Indian Government to supervise the whole process of mainstreaming the vocational education. The NCIVE (National Committee for the Integration of Vocational Education) will comprise the experts in vocational education, and the representatives from across various Ministries of Indian Govt. in collaboration with different industries to solve their problem regarding deceased workforce.

These initiatives undertaken by the Ministry of Education, Government of India will not only promote the Vocational Education and Training as mainstream academic subjects and encourage the students to pursue their career in the field of vocational education, but also allows space for the researchers to explore more in this area of study.

8. Analysis of NEP 2020 with respect to Its Role in the Development of Professional Education:

The field of Professional Education has also been promoted in NEP 2020 and it encourages the learners to choose the professional courses as their career options as well. NEP 2020 discusses mainly four types of professional education, those are (a) Agricultural Education, (b) Legal Education, (c) Health care Education and (d) Technical Education. This policy also aims to convert all the separate professional institutions into the multidisciplinary institutions by introducing courses of other disciplines, or by merging those institutions with the Higher Education institutions that offers general degree courses. It shows that the entire education system

will work in an integrated manner.

A. Agricultural Education:

Survey reports on Agricultural Education shows that there are only 9% of all Higher Education Institutions, that are Agricultural Universities and the enrolment of those Universities are less than 1% in compare to all enrolment in higher education. NEP 2020 aims to restore the status of Agricultural Education. It incorporates the traditional as well as local knowledge to ensure growth and productivity in farming, along with the use of technology to facilitate the entire process. It aims to increase productivity through skilled professional graduates by making them proficient in using the technological tools as well. It must be proved beneficial directly for local community and creates job markets for the learners. NEP 2020 also proposes to form Agricultural Technology Park to promote the use of technological innovations and to ensure the sustainable development.

B. Legal Education:

Legal Education has also been promoted in NEP 2020 focusing on the need to address the global challenges, while integrating technology to adopt best practices and to have a wider access to the delivery of the Justice. The changes in the curriculum for legal studies must emphasize the issues of the specific area and culture to make the learners aware about the problems of that particular region or socio-cultural context and the teaching- learning will be in evidence-based manner prioritizing the 'history of legal thinking, principles of justice, the practice of jurisprudence and other related content' (National Education Policy, 2020). The state institutions should offer education in English, along with one of the languages of that particular state.

C. Health care Education:

The entire Health care education will work in an integrated manner, the students of allopathic medical science will also have basic knowledge about AYUSH (Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homeopathy) and similar will be applied for the learners of AYUSH as well. The structure, duration and design of the course will be decided according to the requirement, students will be assessed in certain well-defined parameter on the regular basis, to match the standards set for primary and secondary health care. It prioritizes preventive health care and community medicine in all types of Health care Education.

D. Technical Education:

Technical Education provides courses both diploma and degree in various disciplines like engineering, management, architecture, technology, town planning etc. to fulfil the market requirements of the trained graduates. The Higher Technical Education Institutions should collaborate with different industries to create job market and also to promote innovative research in those fields. This entire arena of education is rapidly changing due to the innovations of various technological tools and scientific advancement, like Artificial Intelligence, Machine Learning, 3-D machining etc. Therefore, the students should also be prepared by improving their quality and capability in those areas of study.

9. Findings of the Study:

The present study has analysed NEP 2020 through the lens of Vocational Education and Professional Education, while trying to find out its contribution in the development of those fields.

- This study shows that NEP 2020 plays a significant role in transforming the status and structure of Vocational Education with an intention of mainstreaming Vocational Education along with the other

academic courses of study both in school level and higher studies. it suggests the formation of a supervisory committee which will work at national level and to promote Vocational Education among the school students to develop their interest in this field of education since childhood.

- This study also shows that NEP 2020 has also promoted Professional Education with special emphasis on courses in Agricultural Education, Health care Education, Legal Education and Technical Education. It proposes to train the professionals in those fields in such a way that they become proficient enough to achieve the global standard and can handle the global challenges efficiently.

10. Limitations of the Study:

This study only focuses on the Vocational Education and Professional Education, while there are various other educational fields in NEP 2020 to explore more about the transformation in the entire Indian Education System. It's the obligation on the part of the researcher due to its limited time and scope.

11. Conclusion

The NEP 2020 is considered as the harbinger of revolution in the Indian Education System, it integrates the tradition with the modern and contemporary, and prepares a unique blend that deeply rooted in India, but at the same time is effective enough to prepare the future generation to face the global challenges. Therefore, it can be concluded that in the era of technology and globalization, the National Education Policy 2020 is playing a crucial role to shape the future of India.

Declaration of Conflicting Interests

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