

# Critical Analysis of NPE-1986 and NEP-2020

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**Abstract:** *Quality education is the need of the hour and the Government is trying to accomplish the same through National Education Policy 2020 (NEP-2020). It has brought in drastic changes in the education system and it would not be wrong to say it has completely evolved the system of education from NPE. National policy on Education was launched in 1986. This policy emphasizes a 10 + 2 system of education, along with the 3 years of graduation, which was followed by post-graduation of 2 years, and then 2 years of MPhil, followed by 3 to 5 years of Ph.D. This policy had many drawbacks, which needed to be covered. NEP launched in the year 2020 covers a lot of new areas eliminating drawbacks of previous policy. It includes 5 + 3 + 3 + 4 years of school education, followed by 4 years of graduation, one or two years of masters and then Ph.D.*

**Keywords:** Education, National, Multilingual, Holistic

## 1. Introduction

After thirty-four years, since the National policy of education was launched in 1986, a new National education policy is launched in 2020. This research paper gives a critical analysis of changes in pedagogy and curriculum in both policies in detail.

### National Policy of Education-1986

Parliament in the budget session of 1986 brought in "National Policy On Education 1986". Many changes were brought in the existing policy, but majorly 23 new tasks were adopted and these were-

- Making the system work
- Content and processes of school education
- Women equality
- Education for ST, SC, OBC
- Education for Minority
- Education for handicapped
- Education for adults and continued education
- Education in early childhood care
- Elementary education
- Secondary Education And Navodaya Vidyalaya
- Vocationalisation
- Higher Education
- Open universities and Distance Learning
- Technical And management Education
- Media and Educational Technology
- De-linking Degrees from jobs and manpower planning
- Cultural perspective and implementation of language policy
- Sports, Physical Education and youth
- Evaluation and Examination
- Teacher and training
- Management of education
- Rural universities/Institutions

### Key highlights of NPE-1986

NPE-1986 gave emphasis on early childhood education, strategies that involved total development of the child, i.e.

physical, motor, cognitive, language, emotional, social, moral, essential for the children below the age of 6 years. Starting from pregnancy till the age of 6, it was suggested that 70% of the target group should be covered by 2000AD. A minimum of 2.50 lakh centers should be established by 1990. The essential focus on Pre-primary education was required and the main components were health and nutrition, discouraging the 3 R's, using the play-way method, and establishing a relationship between home and community.

After emphasis on early childhood education, another main focus was on elementary education, non-formal education, and operation blackboard. The child-centered approach recommended in NPE attempts to build curriculum and pedagogy in such a way that there is an increase in participation of girls and children from scheduled caste, scheduled tribes, and also from other backward sections and minorities. To encourage this, improvement in the quality of education was made starting from the elementary level to the upper primary stages. The new pedagogical structure that's adopted has made a core that is accepted in all parts of the country.

In the All India educational survey (1978-79), it was observed that 190000 Children were without schooling facilities. Since then several new schools had opened, and the government-ensured that these children get the facilities. Not just this, it also ensured that students get education on a regular basis. Also, a comprehensive system of incentives and support services will be provided for girls and children that belong to the economically weaker sections of society. It was also ensured that basic facilities like blackboards are there in primary schools which are an essential part of learning.

The new policy of education also highlighted the introduction of a new program of non-formal education, which encouraged a learner-centered approach with an instructor as a facilitator, emphasized the learner rather than the teacher, and also focus on general learning in groups, not just this, also organized activities to enable learners to progress at their own pace, it's stress was on continuous learner evaluation and also established evaluation centers to certify learners, the main focus was on creating a learning environment and treating children with the regard they

deserve to be engaged in productive activities. This was to make learners feel being local, being motivated, and being acceptable to the community.

There were 56323 secondary & high schools and 123000 upper primary schools in 1983. To strengthen the vocational scheme and to improve the higher education system, a program was also launched to set up Navodaya Vidyalayas - access to secondary education in unserved areas. Open schools were also established in a phased manner by 1990 with resource centers in each district, this was basically to ensure that people who are not able to attend school full time can complete their education with the help of part-time schools.

The national policy of education visualizes that higher education should be dynamic so the main features that it highlighted were consolidation and expansion of institutions, development of autonomous colleges and departments, redesigning courses, training teachers, strengthening research works, improvement in the efficiency of teachers, mobility, creation of structure for co-ordination at school and national level.

There is a need to redesign higher education programs in order to meet the growing demands of specializations. In order to serve the objective, it is proposed that universities and faculties should be involved in redesigning courses in higher education, to review existing guidelines on restructuring the framework of the course by UGC. A special framework should be laid on the study of India's composite culture to foster unity and integrity of the country among students. There's also a need to reorganize the board of studies in universities to facilitate redesigning of courses and promote interdisciplinary programs. Not just this there's a need to provide creative participation in the activities like NSS, NCC, sports, games, etc.

The previous system did not accord teachers with a proper economical or social status, and opportunities for professional and career development. Due to this, there was a lack of motivation in teachers, but the current policy proposed to organize specially designed orientation programs in teaching methodologies, pedagogy, educational psychology, and many more; this also aims to organize refresher courses to serve teachers to cover every skill at least once in 5 years. This also encourages teachers to participate in seminars, synopsis, etc. It was also proposed that Indira Gandhi National Open University will run a special program to promote self-learning among teachers. Teachers will be recruited on the basis of common qualifying tests the details of which will be formulated by UGC.

Accreditation and assessment for maintaining and raising the quality of institutions of higher education were also developed in order to improve and enhance the quality of institutions of higher education. This was to encourage self-assessment institutions by the council of which these institutions are corporate members, the quality of the process, participation, achievements, etc. The policy also visualized facilitating interregional mobility by providing equal access to education in every region of the country. In

order to achieve this objective, the Government launched many schemes to provide necessary support and guidance to institutions to admit students from other states as well. The Open University system augmented opportunities for higher education, and also ensured access and cost-effectiveness to promote a flexible and innovative system of education. IGNOU was established with these objectives in September 1985, this university was responsible for coordinating the distance learning system in the country. To enhance education, rural universities and institutions were also given priority in order to promote education.

### **Curriculum and pedagogical structure of NPE 1986**

NPE adopted the 10 + 2 + 3 educational system which was given by the Kothari Commission in the year (1964- 66) the structure was accepted in all parts of the country where the first 10 years were divided into 3 stages.

The very first 5 years was given for primary education which started from classes First till 5<sup>th</sup>. This focused on cognitive development of the child, for this all the subjects were being taught. The next 3 years were considered in the upper primary classes which included from the classes 6 till 8 which had a crisp of all the subjects the main aim was to provide education in every possible field, which was also the base of next 2 years of higher education which included classes 9<sup>th</sup> and 10<sup>th</sup> where the students were provided with the detailed education of the previous knowledge they have learned from class 6 till 8 and now being detailed in classes 9<sup>th</sup> and 10<sup>th</sup>

After 10 years the next 2 years were dedicated for classes 11<sup>th</sup> and 12<sup>th</sup> which were the basis of career development as you're the students were being segregated on the basis of streams they chose. Students were allowed to choose the field they wish to study, but there was a compulsion in studying the subjects, courses were divided on the basis of arts, science and commerce. Students were having flexibility in one or 2 subjects but the main subjects were being fixed as per the curriculum.

Although the national system of education contains some flexibilities were subjects such as heritage democracy secularism equality of sex etc subjects were there to promote values but they were carried taking care of secular values too.

The language was made compulsory for studying along with mathematics, environmental studies, art, education health and physical education were also some of the compulsory subjects included as per the curriculum chosen.

Although education for all was initiated, IGNOU was established as discussed earlier in the year 1986 itself, this helped many of the students in order to gain education from the remote areas too.

### **National education policy 2020**

National Education Policy is the first education policy of the 21st century aiming to address many perspectives. This policy came after 34 years. This policy proposed a revision

and revamping of all the aspects of education structures, which included regulations and governance, these also created new goals, a new system for 21st-century education.

The policy laid particular emphasis on the development of the creative potential of each individual, this policy believed that development should not only be cognitive but also to develop foundational capacities of literacy and numeracy and high order cognitive capacities.

The policy believed that the aim of education in ancient India was just not to acquire knowledge or life beyond schooling but for complete realization and liberation of self. It is true that the Indian education system produces great scholars but education is just not only to produce color but it reflects an overall development of a child, not just education should reach every remote corner of the country.

The purpose of this education system was to develop a good human being capable of rational thought and action proposing compassion and empathy, courage and resilience, scientific temper and creative imagination with sound ethical mooring and values. The aim was not to produce quantity but to produce quality; "Producing engaged productive and contributing citizens for building an equitable inclusive and plural society as envisaged by our constitution".

The fundamental principles taken in care were-

- Recognising identifying and string the unique capabilities of each student, teacher, and parent to promote holistic development
- To achieve foundational literacy and numeracy by the students
- No heart separation between science and art between curriculum and extracurricular activities between vocational and academics streams, etc.
- Multidisciplinary and holistic education across science social science arts in humanities and sports
- Promoting multilingualism and power of language
- Full equity and inclusion
- Respect for diversity
- Respect for local context
- Focus on regular formative assessment for learning
- Light but tight regular framework
- Teachers and faculty as the heart of learning process
- Outstanding research pause outstanding education and development
- Continues reviewing of process best and sustained resorts and regular assessment
- Extensive use of technology
- Ethics and human and constitutional values like empathy respect for others etc
- Creativity and critical skills
- Education is a public service which should be accessible to all.
- Sustainable investment in a strong vibrant public education system

### Key highlights National Education Policy 2020

This policy ensured access to all levels of schooling from pre-primary school to grade 12, receiving an education is the aim for all, so this policy aimed to provide education up till class 12th is compulsory.

The policy aimed to provide an overall thrust for curriculum and pedagogy across all the stages and ensured to move the education system towards real understanding and learning how to learn. The aim was not only to have cognitive development but also to build character and create holistic and well-rounded individuals equipped with the key 21st-century skills.

The policy also aimed to reduce curriculum content in each subject to its core essential part, and to make space for critical thinking and more holistic, inquiry-based discovery best and analysis-based learning. Experimental learning will be adopted including hand-on learning; art integrated and sport integrated learning, storytelling ways pedagogy, and many more. It was also aimed to adopt an art integration approach which strengthens the linkages between education and culture.

Students will be given the flexibility to choose their own subjects, particularly in secondary school including the subject of physical education, vocational skills etc. The curriculum for school education includes 5 + 3 + 3 + 4 which may be considered movement towards semester or any other system that allows the inclusion of shorter modules.

The policy also ensured that no single language is made a compulsion, in fact, multilingualism and Indian languages should be promoted. Students will be allowed to study in their mother tongue or the language they wish to work on. Like earlier, we could see that bilingual languages were mostly seen in the education system but for now, this policy will be promoting multilingualism in order to promote national unity.

Under the initiative "*Ek Bharat Shreshtha Bharat*" students will learn about the remarkable unity of most of the major Indian languages starting from the common phonetic and scientific arrangement of alphabets and scripts to the common grammatical structure, their origin sources, etc...

Teaching all the languages will be enhanced through innovative and experimental methods. Students will be able to learn Indian languages and English, foreign languages such as Chinese, Korean, Japanese, Russian, etc...

Students will be provided with a large amount of flexibility in choosing their individual curricula, certain subjects, skill and capacities should be learned by all the students to become successful innovators experimental in the field they wish to be this also includes the introduction of contemporary subjects such as artificial intelligence, design-thinking, holistic-health, organic-living, environmental-education, etc...

It will be made compulsory to take fun courses during grades 6 to 8 that will give a survey hand on experience to two students, for the same, all students will have to participate in a 10 days program. Sometimes during grades 6 to 8 where they intern with local vocational experts such as gardening, pottery, artists, etc...

Knowledge of India will include knowledge from ancient India which contributed to modern India, specific courses such as endo medical practices, forest management, traditional crop, cultivation; natural farming, etc will also be made available. Students will be taught the importance of doing what is right at a very small age which will enhance their logical framework for them in order to make ethical decisions in later years. It would be expanded along the theme of nonviolence, plagiarism, tolerance equality, empathy, etc..

The foundational stage will include all the curriculum and pedagogy that will be redesigned to be strongly rooted in Indian and local context and ethics in terms of culture, tradition, heritage, custom, language, etc...

Context from the textbooks will be reduced which will enhance flexibility in the school curriculum and reduce rote memorization. All the textbooks will aim to contain only essential core material, deemed important. On a national level, the progress card will be a holistic, 360 degrees, multi-dimensional report that will reflect progress as well as learning in terms of the cognitive, associative, psychomotor, domain. AI-based software will be initiated to prepare questionnaires for parents, students, and teachers in order to provide valuable information on strengths, areas of interest, need to focus, etc. This will also enhance students to make an optimal choice in career options.

This policy also highlighted the need to expand open and distance learning to increase general education council (GEC), emphasizing to bring about changes in educational programs for teaching education, it is aimed that by 2030 minimum degree qualification for teaching will be 4 years integrated B.Ed program, but this does not mean that 2-year B.Ed program will not be offered. This will be equally offered, based on multidisciplinary institutes offering 4 year integrated B.Ed programs but will only be for those who have obtained a bachelor's degree in some specialized subject. All the paid programs will include the practice of fundamental duties of the Indian constitution along with the constitutional provision while teaching any subject or performing any activity.

Inclusive education is an indispensable part of this education policy where it aims to include every section of disadvantaged groups, socio-economically background groups and socio-cultural identities like tribes, OBC and minorities, geographical identities such as village, small-town people. The main aim is to provide education to every person and include every community of the society. This policy enables mechanisms for providing children with special needs with the same opportunity of obtaining quality education as any other student or child.

Institutes will have the option to run open distance learning and online programs in order to provide education for all offering improved quality of education and increasing GER. The new policy fostered this all-over culture of empowerment and autonomy to innovate, including by gradually phasing out the system, but the overall education sector, particularly the higher education sector aims to be an integrated higher education system that includes professional and vocational education.

All the assessments in the higher education system will be based on a choice based credit system where the grades will be awarded to students and the continuous choice based learning will be there. Secondary to this, the institutes will integrate academic plans ranging from curriculum improvements to quality of class transactions where different activities will be conducted during the curriculum which will enhance learning, as well as, the approach of students this also focuses on students who are from a socially economically disadvantaged background can have a successful transaction for higher education, not just this also focus is that online education mode also offers with a higher education system where the students who are not able to join with the regulars schooling can join with this, and finally all the program courses curricula and pedagogy across the subject includes classes online in ODL mode where the students are supported for the quality of education.

#### **The curriculum and pedagogical structure of NEP 2020**

NEP-2020 focused on holistic development for this they provided a totally new structure of pedagogy and curriculum which was restructured to **5 + 3 + 3 + 4** covering the age of 3 until 18.

Starting from the age group of 3 till 8 years as this was the foundational stage, The stage is considered to be flexible, multilevel, activity-based, it is particularly divided into 2 parts that are 3 years of anganwadi that is preschool and the next 2 years of primary school that is great first and second, This stage focuses on students to her inquiry-based learning, comparing of alphabets, language, number, counting, colors, etc...

Next is the preparatory states covering the age group of 8 till 11 years from the great 3rd till 5th, This stage is an introduction to education on the basis of play discovery activity-based pedagogical and curriculum style of the foundational stage. It focuses on the subject teaching-learning discussion of abstract concepts in each subject, focuses on experiential learning, and will encourage an emphasis on more specialization of the subject.

Next is the middle stage which again comprises 3 years of education Covering the age group of 12 till 14 years from the classes 6 till 8, this stage comprises 3 years of education which is based on the building of pedagogy and curriculum style of the preparatory stage, but also comes with an introduction of subject teachers for learning and discussion of more abstract concepts play students at this stage are ready for the subjects like science, mathematics, arts, social science, and humanities, this stage is more of based on experimental learning where students are encouraged to

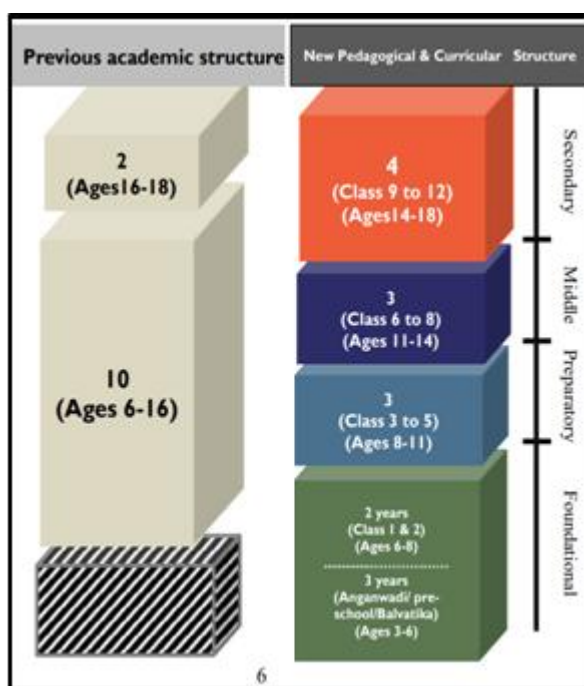
understand the subjects in which they have interest and are encouraged and emphasize despite the introduction of more specialized subjects and subject teachers, Students at this stage are also given with depth knowledge of the subjects, As this stage is the foundational stage of secondary stage.

Then, at last, comes the Secondary stage which includes classes 9th till 12th this also is divided into 2 phases, classes 9th and 10th first and 11th and 12th second this covers the age group of 14 till 18 years. Here the students start to develop critical thinking ideology regarding the subject discipline they are specializing in which is included at more specialized schools after class 11th.

### ANALYSIS OF NPE-1986 V/S NEP-2020

NPE 1986 focused on 10 + 2 format whereas NEP 2020 focuses on 5 + 3 + 3 + 4 Format. Under NPE there are 2 age groups 6 to 16 and 16 to 18 whereas in NEP there are 4 age groups 3 to 8, 8 to 11, 12 to 14 and 14 to 18.

Exams as per NPE policy were to be held on a yearly basis that too in descriptive form once a year but in NEP exams will be held twice a year in the form of objective and descriptive papers, and the new syllabus is also divided into 2 parts.



Curriculum in NEP is reduced where the focus is on essential subject paths in order to develop qualitative education in students but this is not the same in NPE policy where all the quality is to be maintained but the burden is also much on students.

NPE didn't have any vocational subject as a mandatory part of the curriculum but NEP has compulsory one vocational subject from classes 6 to 8 which students have to study as a compulsion. Here the main focus is to build skills in students which are enhanced by vocational subjects.

The NPE education format started from the class 1<sup>st</sup> but under NEP as the education focuses on holistic development therefore the education starts from pre-schooling itself.

NEP has a preparatory class that is Bal-Vatika for children below 5 years, which is conducted by ECCE qualified teachers but it is not so in NPE format in fact no such provision is there.

The preparatory stage covered age groups of 8 till 11 years as per NEP this is included in classes from 3<sup>rd</sup> to 5<sup>th</sup>, this stage covered activity-based pedagogy and curriculum style for the foundational stage this focus basically on discussion method, an experimental method so that students learn the practicality of the subjects but NPE does not follow any of these things.

From the classes 6 till 8 which is included in the middle stage of NEP covering the age groups of 12 to 14 years these 3 years are the foundational stage of building pedagogy and curriculum style 4 preparatory stages where students have detailed learning about subjects like math, science, arts etc. Where they enhance their skills in the particular subjects in order to have a great idea of those subjects they wish to pursue but under NPE it was compulsory to study each and every subject with the student is willing or not willing to study for it does not look forward to the practicality.

As per the secondary stage which includes classes from 9<sup>th</sup> till 12<sup>th</sup> students have a detailed study of each and every subject that they wish to pursue as their main subject after 11<sup>th</sup> here the focus is on quality, not the quantity. Therefore, the syllabus has also been reduced to essential parts but NPE did not follow the same. They believed in quality along with quantity which reduced scope for students to enhance their thinking.

Report cards in NPE had reviews from the teachers only but NEP will focus on teacher peers and students as well so for this a separate app will be launched which will focus on the same.

For higher education, NPE offered a one or 2-year diploma, 3-year graduation, 4-year graduation with research but NEP offers a one-year diploma 2-year advanced diploma 3-year graduation 4-year graduation with research. Not just this NEP has also changed with teaching curriculum which has enhanced its practical approach.

After graduation NEP provides 1-year or 2-year master's with research option given but NPE offers a 2-year master's which already exists so no such changes are made.

NEP has discontinued M.Phil from the curriculum and is left only with the Ph.D. but NPE offered M.Phil which was mandatory before doing Ph.D.

## 2. Conclusion

With the help of this resource analysis provided on NPE-1986 and NEP-2020 we can conclude that although the national policy of education provided a lot of new sources for the students and aspirants to come with a dream come true by having a new training program that could enhance

education from the remote areas but still they had a long way too because education still required enhancement in the curriculum which is now being provided with the help of NEP 2020 which focuses on the key areas. The students will not be, just a factory output there will be a quality product that will be based on experimental learning, students can choose the desired field of studying in any particular discipline they wish to go for research work.

With this upcoming NEP-2020 education has got a new way to open fields for students, students will now be able to enhance themselves in whichever field they wish to go further. And not just this, students from remote areas can also make their dream come true through a prevailing distance and online education system with the help of **IGNOU** and other specialized institutes for distance learning.

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