Journal Homepage: -www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/16186
DOI URL: http://dx.doi.org/10.21474/IJAR01/16186

RESEARCH ARTICLE

THE NATIONAL EDUCATION POLICY, 2020: CHANGES IN THE LIGHT OF NPE 1986

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Manuscript Info

Manuscript History
Received: 29 November 2022
Final Accepted: 30 December 2022
Published: January 2023

Key words:-
National Education Policy, Changes in the Light of NPE, 1986

Abstract

The World is constantly changing, this change is natural and science & technological. Science and technology are progressing at a very fast pace, for example- artificial intelligence, machine learning, ICT, etc. The National Education Policy (NEP),2020 has been reformed keeping in mind all changes and building an Education framework that can strengthen economic and social indicators. The NEP 2020, provides high quality, equity, and integrity of the education system from pre-primary to higher education. This policy ensures to development of the student's creative potential, skill, and critical and analytical thinking. The policy also states that every institution should provide effective necessary infrastructure so that students can easily access them. The purpose of this study was to analyze NEP 2020 and find out the changes, andcompare the changes of NEP 2020 concerning NPE 1986. It is qualitative and documentary research. The researcher has collected all the data from various websites and previous research papers. After analyzing all the data, the researcher found several changes in this policy with a previous policy like structural change (5+3+3+2), the curriculum must be progressive and non- adjectival, reduce the curriculum burden on students and introduce the inter-disciplinary subject, redesigned class 10 and 12 board exam, board exam will be held on class 3, 5, 8, 10 and 12. The evaluation system will be continuous and competence-based.

Introduction:-

In January 2015, under the supervision of Narendra Modi, a committee under ex-cabinet secretary T. S. R. Subramanian started the consultation of the new education policy in 2020. After the National Education Policy (NEP) of 1968 and1986, the NEP 2020 is the 3rd education policy which was led by the drafting committee under K. Kasturirangan (former ISRO chief & former chairman of the University Grants Commission). Shri Amit Shah, Union Home &Cooperation minister, launched NEP 2020 on 29th July 2020, in the presence of Union Education, Skill Development and Entrepreneurship Shri D. Pradhan.

The draft of NEP has been released by MHRD in 2019, which was followed by various ideas suggested by the stockholders. NEP calls for reducing curriculum content to foster critical thinking among students. The objectives are to promote holistic experiential, discussion-based, and analysis-based learning (Kaurav et. al,2020). Also, this policy will aim to develop, expand and vitalize public education, and will increase expenditure on education from 4% to 6% (Kurien et al,2020).

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The launched initiatives will cover the whole segment of Education and Skill Development, including areas like Digital Education, innovation, Teacher Training, etc.

NEP 2020 & NEP 1986 has a basic difference which is, NEP 1986 created an Education system that trains human resources to contribute to the chain of development, but NEP 2020 will aspire the human resources to generate value propositions.

NEP, 2020, has the vision of a nation-centered education system that contributes to forming an impartial and vivacious knowledgeful society by providing high-quality education to all.

Objectives Of The Study:-

The objective of this study was-

1. Analysis of NEP 2020 and find out the changes.
2. To compare the changes of NEP 2020 concerning NPE 1986.

Methodology Of The Study:-

The current study is qualitative, theoretical, documentary research. The qualitative data analysis method has been used in this research. The researcher gathered material from a variety of sources, including research journal articles, organization reports, web information, or files uploaded by MHRD.

Analysis And Presentation

Changes in Education System:

Sl no	Dimension	Recommendation of NEP-2020	NPE 1986	REMARKS
1.	By introducing in this policy	Education Ministry	MHRD	MHRD has been changed directly to the Ministry of Education.
2.	Aims of policy	To enhance the high quality, equity & integrity of the education system from pre-primary to higher education	Emphasis on the removal of disparities and equalizing educational opportunity	To create clickable citizens to build constitutional and inclusive societies
3.	Focused on	Increase gross enrolment ratio	The opportunity of Women, SC, ST	Emphasis is given to a holistic approach
4.	Structure of the education system	5+3+3+4+3 or 4	10+2+3	School education will be completed in 15 years and 4 years integrated course will be introduced in U.G.
5.	The approach of the whole Education system	Holistic and Multi-disciplinary Education Approach	Child-Centered Approach	Emphasis is given on holistic and multi-disciplinary
6.	The curriculum of school level	In this policy, the primary level is divided into two parts namely the foundation stage and the preparatory stage. **Foundation stage** (preschool to class 2): At this stage, children will be taught only through activity-based learning like comparing of alphabet, counting, language, etc. **Preparatory stage** (class 3-5): Speaking, reading, writing, physical education, language, art, science, and	**Primary stage** (class 1-5): Emphasis is placed on children's cognitive development.	Now the education system will start from pre-primary (for 3 years) and there will be No Exam at the Foundation stage. The exam will start from the preparatory stage.

		mathematics will be taught at this level.		
		Middle stage (class 6-8): Emphasis on teaching abstract concepts, like Mathematics, science, social science, arts, and humanities.	**Upper primary stage** (class 6-8): A substance of all the subjects was to provide education in all possible fields.	From this level, computer knowledge will be taught like coding. Besides, any Indian language should be studied at this level.
		Secondary stage (class 9-12): Emphasis on the multidisciplinary study. Students will be provided multiple subject options so that develop their critical thinking	**Secondary stage** (class 9-10): Students will gain detailed knowledge about previous knowledge	No Stream and semester system will start from this stage.
			Higher secondary stage (class 11-12): Streams will be differentiated based on career development. Students can choose as per their choice but the complication is that subjects are divided into only three streams namely science, arts, and commerce. Students will be given the flexibility to opt for any one or two subjects but the main subjects will be fixed as per the curriculum.	Class 11^{th} and 12^{th} are added under the secondary stage.
7.	Graduation level	The duration of this course will be 3 or 4 years depending on the choice of the students	U.G in this policy is for 3 years and is mandatory	ChangeB. A, B.SC, B.COM pattern, and multiple entries and exists.
8.	Post-Graduation level	Those who complete 3 years degree will have to study for 2 years master's degree and those who complete a 4-year U.G degree will have to study for a 1-year master's degree.	Master's degree is for 2 years	Time is not wasted
9.	School Curriculum Content	Reducing Curriculum Content and advanced in essential learning	Vast Curriculum Content	Importance of Inter-disciplinary subject
10.	Subject choice of school level	Students can choose the subject of their own choice.	Students can choose any one or two subjects as per their choice but the main subjects will be fixed as per the curriculum.	More emphasis has been given to students' choice
11.	Language	Multilanguage	Three language	More importance has been given to regional language. There will be no linguistic restrictions

12.	Evaluation system	Compressive, Continues and competency-based	Compressive based	More emphasis has been given to competency-based evaluation
13.	Board Exam	Class 3,5,8,10,12	Class 10 and 12	A drastic change has been occurring in the board exam. To eliminate high stakes in board exams any school is allowed to conduct up to two board exams in a year, one for mains and one for improvement (if desired).
14.	Reports Card	Teachers, peers, and students review the report card	Teachers review the report cards	In NEP 2020 reports card will prepare not only the teacher but also students and peers. Throughself-review, students will be aware of their weaknesses and strengths; through peer review, they will always want to maintain good relations with their classmates.
15.	Midday meal scheme	Breakfast should be provided along with lunch	Only lunch was served	Breakfast is introduced with lunchfor better health
16.	Dropouts	Aim to achieve a 100% enrollment ratio from pre-school to secondary level by 2030 to reduce student dropout.	nearly 60% of children drop out between classes I-V and 75% between classes I-VIII.	A top priority would be to get children back to school as soon as possible and aim to achieve a 100% enrollment ratio from preschool to secondary level by 2030.
17.	Enrolment Ratio	Gross Enrolment ratio 50% in 2035 (Shubhada et al 2021)	The Gross Enrolment ratio was 26.3% in 2018 (Shubhada et al 2021)	The GER has been targeted to increase up to 50%
18.	Vocational Education	Vocational Education will be given from class Six onwards	Vocational Education was given after class Eight	A drastic change has been occurring in vocational education, it will be given from class six to develop practical knowledge and skill.
19.	Adults Education	Arrange various apps, T.V., etc.	Mass organizations, mass media, and formal and non-formal schools are called upon to adopt various literacy programs.	To achieve 100% youth and adult literacy
20.	Research	Research can be done after graduation. M.Phil. courses are excluded.	Research is done after post-graduation.	A drastic change has been occurring in introducing Ph.D. registration

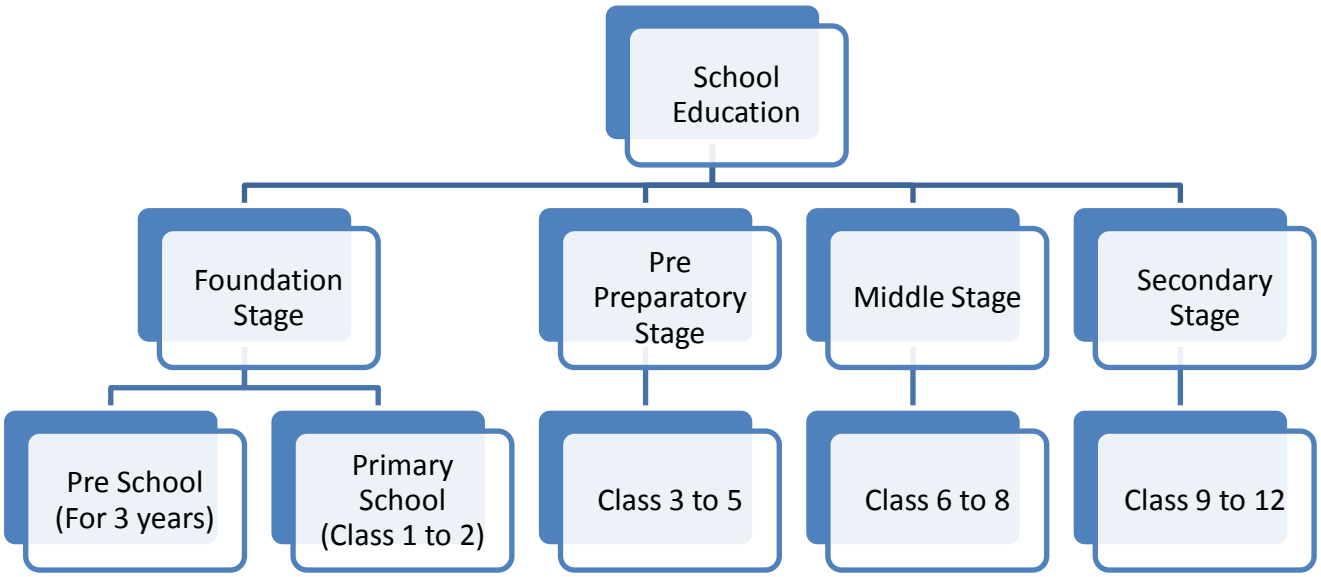
21.	Control Authority	HECI (for Higher Education) NHERC (for Regulating) GEC (for Standing Setting) NAC (for Accreditation	UGC, AICTE (for technical) ICAIR (for Agriculture) BCI (for Legal) CCIM (for Medical) ICAI, ICSI, CBSE, NCERT.	Different controlling authorities amalgamated into a few are the authority
22.	University & College Funding Authority	HEGC	UGC	The drastic change in funding. With this policy, the funding of universities and colleges will be looked after by HEGC.
23.	Percentage of GDP	6%	4.6%	1.6% of GDP will be increased for education

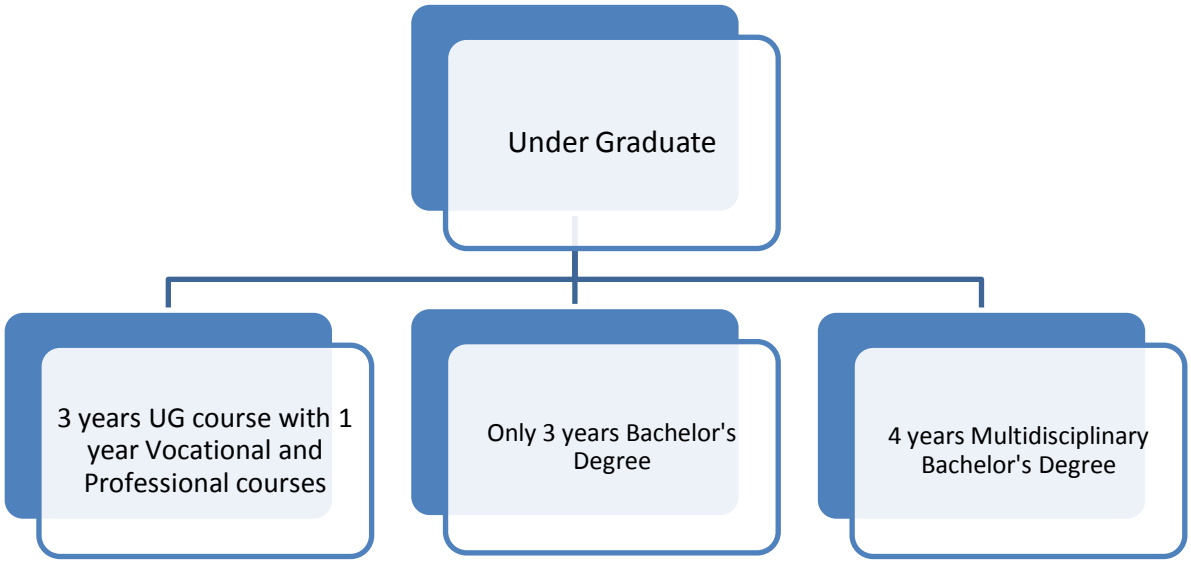
The Union Cabinet of India launched the NEP on 29th July 2020. This policy replaced the previous National Policy of Education in 1986. This policy introduces by Education Ministry.

This policy aims to ensure higher education for all students within the next 34 years and universalize 3 to 6 years of pre-primary education by 2025. Also, to enhance high quality, equity & integrity of the education system from pre-primary to higher education. Every educational institution should provide effective and necessary infrastructure so that students can easily access them. How students think is more important than what they think.

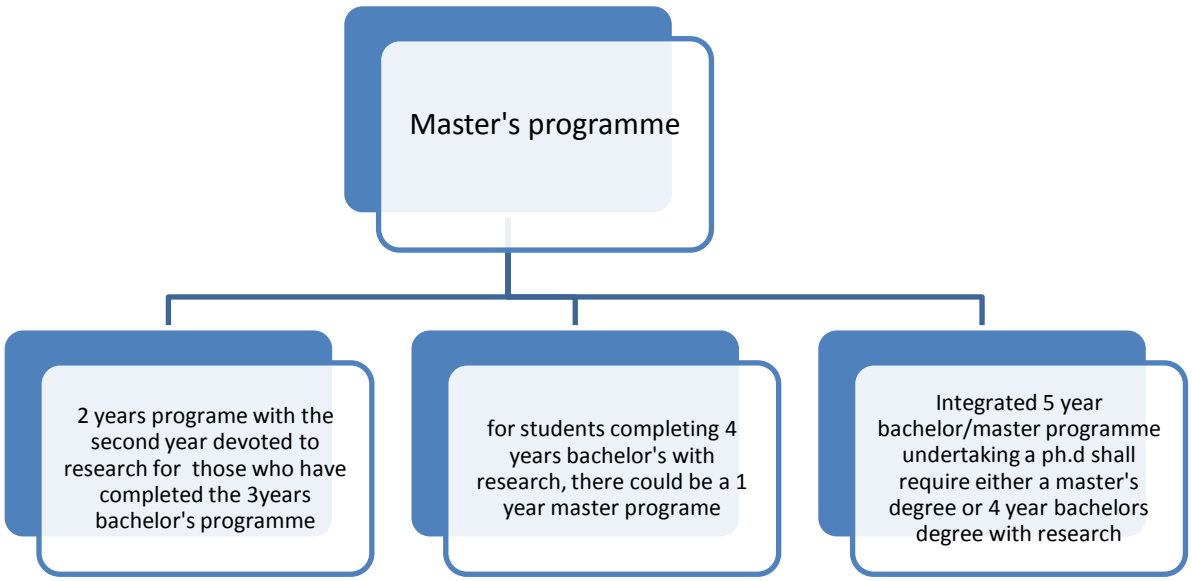
This new Education Policy's framework will be 5+3+3+4. The period of the education system from Pre-Primary to Higher Secondary level will be divided into four categories:

In this policy, an undergraduate degree will be either 3 years or 4 years-





In this policy, the Framework of the Master's program-



NEP 2020, emphasizes on holistic and multidisciplinary education approach. It will develop students' critical thinking and abstract thinking.

The curriculum at the school level:

Foundation stage:

This stage has two parts namely preschool for 3 years and primary school for classes 1 to 2. At this stage, children will be taught only through activity-based learning like comparing of alphabets, counting, language, numbering, colors, etc. This learning will be developed students' physical and mental strength.

Preparatory stage(class 3 to 5):
Speaking, reading, writing, physical education, language, art, science, and mathematics will be taught at this level. Play discovery activity is done based on pedagogy at this level.

Middle stage (class 6 to 8):
At this stage, the emphasis is on teaching abstract concepts, like mathematics, science, social science, arts, and humanities. Also, focus on experiential learning and explore the relationship among various subjects.

Secondary stage (class 9 to 12):
At this stage emphasis on multidisciplinary study. The curriculum of this stage will be structured based on the style and subject matter of the previous stage curriculum but will give more importance to depth knowledge, and critical thinking of all subjects. It will also ensure that the learners are focused on their life aspirations.Students will be provided multiple subject options so that they can develop their critical thinking.

The duration of Under Graduate course will be 3 or 4 years depending on the choice of the students. Students who complete the three years undergraduate course will pursue a two years master's degree and those who complete the four years undergraduate course will pursue a one-year master's degree. Under the NEP 2020, a target has been set to improve the total enrollment ratio in higher education institutions from 26.3% (the year 2018) to 50% and also add 3.5 crore new seats in higher education institutions (Hemlata et.al.2021).

This policy seeks to reduce the curriculum burden. So that students can study more interdisciplinary subjects and space for critical, inquiry-based, discovery-based, and analysis-based thinking can be created. Students will focus on the concept, application, and problem-solving of various subjects. Students should be taught in an interactive method and students should be encouraged to ask questions. Fun, creative, collaborative, and experiential activities should be presented regularly in the classroom. Students can choose the subject of their own choice. That is, if a student wants to study fashion design along with physics, they can study it.

In the new Education, the policy focus on multilingualism in the education system is encouraged, students should be taught not only in English but also in all Indian regional languages. Students may choose two of the three languages they want to learn as far as the languages are native to India. Students should be provided with high-quality bilingual textbooks. The initiative of 'Ek Bharat Shrestha Bharat' will provide students, mostly Grade 6-8, in our country with a fun project to participate in activities such as 'The Languages of India'. Sanskrit will be included as the main language at the school level. In addition to Sanskrit, Hindi, and English, the main languages such as Kannada, Tamil, Oriya, Bengali, and other regional languages should also be provided with courses.This policy seeks to promote the conservation and revitalization of all Indian languages. However, after announcing the policy, the government clarified that no one would be forced to learn any particular language and the medium of instruction would not be shifted from English to regional languages.

In this policy, the Evaluation method will be reconstitution from choice based to competency-based, and the assessment process is also going to change from the end-semester examination system to a continuous assessment system (Kumar. A, 2021). The board exams of Class 10 and 12 have been waived and the school students have to give only three exams each one in Class 3, Class 5, and Class 8. School evaluation or assessment method will be done by the 'PARAKH' method. PARAKH stands for Performance Assessment Review and Analysis of Knowledge for Holistic development. It is an easy method for assessment than before. Exams are to be given only twice a year. The exam will be two parties: one part is objective and the second part is descriptive. Also, create a report card for students which should be holistic. Students will not be given only marks on their mark sheets; the skills and abilities of the students will prevail there.

This policy extends the mid-day meal scheme. Breakfast should be provided along with lunch. As a result, the health of students will be better, enrollment in education will increase, and reducing the number of dropouts (According to the 75^{th} round of NSSO household survey of out-of-school children in the age group of 6 to 17 years is 3.22 crore). The NEP 2020, seeks to bring 2 crore children who are currently out of school back into the school system, completing this required setting up about 50 schools per week for over fifteen years (Venkateshwarlu, 2021). This policy is focused on the enrollment ratio to be 50% by 2035. Also, this policy is focused on vocational and adult education. Vocational Education will be given from class Six onwards and arranging various apps, and T.V. for

Adult education. This policy aims to achieve 100% youth and adult literacy by 2030. This policy also declared Research can be done after undergraduate and that M.Phil. courses will be discontinued.

In this policy, the Academic Bank of Credit (ABC) will be established for students. The function of this Academic Bank Credit is to digitally store all the credits earned by students.

The Higher Education Council of India (HECI) will conduct higher education and National Higher Education Regulatory Council (NHERC) will conduct regulating part. The Higher Education Grants Council (HEGC) oversees the funding and finance of all Universities and Colleges. All Higher Education Institutions are going to come under the umbrella of a regulatory body.

Usage of Technology according to, NEP 2020:

Sl. no	Dimension	Changes in NEP-2020
1.	Development responsibility	NETF
2.	Keeping methods up to date	NETF
3.	Accessibility & Reach	e-Platforms (SWAYAM & DIKSHA)
4.	Validity	Rating system
5.	Implementation	Introduction of the technology-based education system in every aspect like; teaching-learning, evaluation, teacher education, etc.
6.	Scaling	HEIs will create initial versions of tech-based education and scale up when mature enough
7.	Technological skill development	Technological skill development will be done through vocational training
8.	Change in traditional teaching	Universities aim to offer PhDs at the technological core of areas such as AI+X, healthcare, agriculture, etc.
9.	Rapid adoption	HEIs will blend traditional teaching with online courses.
10.	Research on new emerging technology	After recognition from MHRD, NRF will initiate research on new emerging technologies which may be introduced to the education system

India, being the global leader in information and technology, the Digital India Campaign is helping the nation to move towards a digitally empowered country. Education plays an important role in improving technology and vice versa, thus, Education and technology have a bi-directional relationship which could be very beneficial for a growing digital society.

The current pace of technology development including the minds of tech-savvy teachers, entrepreneurs, and student entrepreneurs, and the impact of technology on education can be seen at present. New technologies such as A.I. machine learning, blockchains, smartboards, V.R., etc., and other forms of technology can change the way of teaching and students can develop new ways of learning. Thus, extensive research is required in both aspects of education as well as the technological font.

National Education Technology Forum (NETF):

The usage and integration of technical aspects of education would be supported, adopted, and rigorously and transparently evaluated before scaling up. An autonomous body, NETF will be created to provide a platform to develop the use of technology to enhance learning, assessment, planning, etc. it will aim to facilitate decision-making on the introductions, deployment, and use of technology by providing leadership to Educational Institutions.

The functions of NETF will be:

1. To provide evidence-based advice to the government on technology-based interventions.
2. Build intellectual and institutional capacities in educational technology.
3. Envision strategic thrust areas in this domain.
4. Articulate new decisions for research and innovations.

It will also maintain the regular inflow of authentic data from multiple sources including educational technology researchers, innovators, and practitioners, and will engage a diverse set of researchers to analyze the data.

The thrust of technological interventions will serve the purpose of improving the whole education system, including teaching-learning, evaluation process, supporting teacher preparation, educational access, etc.

A variety of educational software will be made and developed for students across all corners and will be accessible at all levels. E-content learning shall be developed by states in all regional languages and also by bodies like NCERT, CIET, CBSE, and NIOS, and will be uploaded to the DIKSHA platform, CIET will be strengthened to promote and expand these educational tech initiatives. Technology-based educational platforms such as DIKSHA and SWAYAM will be better integrated across schools and higher educational institutions and will also include a review/rating system to create user-friendly and qualitative content.

The 1986/1992 National education policy was not able to predict the disruptive effect of the internet on the education system. In this competitive world, our present education policy cannot cope with this disruptive change, resulting in a great disadvantage both individually and nationally.

The AI-based prediction has an important role in today's world since it can match or even outperform in prediction-based tasks even in skilled professionals like doctors. It will be one of the NETF's permanent tasks to categorize emergent technologies based on their potential and periodically present the analysis to MHRD, who will identify those technologies which demand a response from the education system.

In response to MHRD's formal recognition of those technologies National Research Foundation will initiate and expand research in the technology, in the context of a) advancing core AI research, b) developing and deploying applications-based research, and c) advancing international research efforts like address global challenges in fields like healthcare, climate change, and agriculture using AI.

Higher Educational Institutions (HEI) will play an active role not only in research but also to create the initial version of technology-based education like online courses in the cutting-edge domain, and once it is mature enough, it will be scaled up and implemented with thousands of teachers and students.

Disruptive technologies will make certain jobs redundant, hence approach to both skilling and deskilling that are both efficient will create importance to sustain employment. Institutions will have the autonomy to approve partners to deliver such training, which will be integrated with skills and higher frameworks.

Universities will aim to offer PhDs and masters in core areas such as AI+X and professional areas like healthcare, agriculture, and law. For rapid adoption, HEIs may blend these online courses with traditional teaching in undergraduate and vocational programmers for supporting low-expertise tasks, for supporting AI value chains such as data annotation, image classification, and speech transcription, HEIs may offer targeted training. The effort to teach languages to school students will be joined to enhance Natural Language processing for India's diverse languages.

As disruptive technologies emerge schooling and continuing education will assist in raising general awareness of the disruptive effects and related issues. In school, the study of current affairs and ethical issues will include a discussion on technologies such as those identified by NETF/MHRD.

Data is the key fuel for AI-based technologies hence, the awareness of issues of privacy, laws, and data security. Other disruptive technologies should change how we live, so it is important to educate students about clean and renewable energy sources, water conservation, sustainable farming, environment protection, and other green initiatives; these will also be prioritized attention in education.

Target Goal of NEP, 2020:

1. BY 2040, this policy should be rolled out across India.
2. By 2030, preschool to secondary level should be enrolled 100%.
3. By 2030, to achieve 100 percent youth and adult literacy.
4. By 2025, at least 50% of students should be trained in vocational training.
5. By 2030, universalization of Early Childhood Care and Education (ECCE).
6. By 2030, 4^{th}-year B.Ed. the course will be mandatory.
7. A common standard should be maintained between private and public schools.

Discussion And Conclusion:-

The National Education Policy 2020, is a structural, compressive framework for the education system. This policy takes three approaches, multi-disciplinary, inter-disciplinary, and trans-disciplinary. This policy will restructure the whole education system by focusing on the development of critical thinking and experimental learning, as well as to avail learning in native languages. As per the current policy, school enrollment starts from the age of 3, whereas earlier schooling started from the age of 6. At pre-primary and primary levels, play-based learning will be provided to increase students' interest in going to school. Earlier, students were forced to study as soon as they were admitted to school, but according to the current policy, students will be admitted to the school for 3 years, but they will not be forced to study from the beginning. At the foundation stage, students will learn different things through play, such as recognizing colors, animals, vegetables, fruits, etc. There will be no exam at the foundation stage. The exam will start from the preparatory stage. The regional language will be emphasized from this stage but it will not be mandatory. Then the Middle stage emphasized computer knowledge, for example, coding, and this stage is taught in any one Indian language. At the secondary stage, the previous stream approach is eliminated and the semester system is introduced. Foreign languages will be taught at this level. According to the previous policy, the graduation degree could not be obtained if three years were not completed but according to NEP 2020, if students complete 1 year, they will be given a certificate for that year and can add to the qualification in any job. That is, if the 1st year is completed, the graduate certificate will be given, if the 2nd year is completed, the graduate diploma certificate will be given and if the 3rd year is completed, the graduated degree will be given. After that, all the students who want to study higher and go into research will complete the 4th year of graduation. Also, earlier, if someone dropped out midway through the graduation stage, he had to start from the beginning, but according to the new policy, if someone drops out after completing 1st and 2nd year, they can start from there instead. In the case of a Masters's Degree, the students who will achieve 4 years of U.G., will have to do 1 year of a Masters's degree, but those who will achieve 3 years of a U.G. degree, will have to do 2 years of Master's degree.

NEP 2020 further creates a space for all types of learning areas from agriculture to Artificial Intelligence to future-proof our educational aspects on coming demands. It also focuses on a multilingual approach towards every subject in learning to preserve and promote India's diverse heritage. Integration of Technology in Education at all level's responsibility has been given to NETF and MHRD, by NEP 2020, it will ensure the development, research, integration, and implementation of technological use in education to improve the learning process. NEP 2020 also creates an environment where learning becomes impartial to all gender and social categories and reaches a nationwide harmony towards education. According to this new policy, foreign universities can now open institutions in India, but only those among the top 50 universities worldwide. It is hoped that the new policy implementation will improve the quality of the education system in India at the overall level. In an online survey conducted among 1103 students in India, about 96.4% were optimistic about the outcome of the new policy implementation (Shubhada et. al,2021). The Government of India aims to create World Class Educational Institutions so that students from various developed countries are also interested in coming to study in our country.

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