

# A Comparative Study Between the Contemporary Indian School Structure (NPE 1986) and the Structure Envisaged by NEP 2020

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## Abstract:

The third decade of the 21st century is exceptional in many ways, from pandemic to climate change. The relay has been tough for all irrespective of socio-economical and geographical boundaries across the world. Amidst which India widely accepted the important changes in the National Education Policy prepared under MHRD naming ‘National Education Policy 2020 (NEP2020)’. This brand new policy on Education has led to enormous interest of researchers in the field of Education and its policies. This paper mainly aims to depict an all round analysis and understanding on NEP2020, particularly on its School Structure. A brief qualitative analysis on the historical developments particularly NPE 1986, a comparative perspective between these two important policies of the Indian Education System. The paper also discusses the expansion and modifications prescribed by NEP2020 and its impact on School Education in the upcoming decades.

**Keywords:** New Education Policy (NEP2020), School education, National policy, India, Educational Policy, School Structure, Reconstruction, Plan of action, Curriculum, Pedagogy.

## Introduction:

The National Education Policy determines fundamental action programme in the educational development agenda of our country. The policy reflects all the critical needs, rapid change to foster best quality learning. All the previous policies have undertaken major reforms in order to meet up with the goals and objectives of the then period. A major development since the last policy of Education 1986/92 has been the right to free and compulsory Education act 2009. The newly harvested Indian Education Policy NEP2020 is the much needed, up to the minute planning focused on all round development in the educational arena. The constitution procedure started in the month of January 2015 under the supervision of T.S.R.Subramanian based on which draft of NEP was submitted in 2019, by a panel presided over Krishnaswami Kasturirangan, former ISRO Chairman.

The National Education Policy of India; (NEP2020) approved by the Union Cabinet of India on 29th July 2020 gave the basic fundamental grid in which the entire education system of India would thrive in the upcoming decades. This new policy replaced the previous National Policy on Education, 1986. The policy is ready to provide an all round holistic environment in regard to fulfilling the nations objectives and need in the educational dimensions having a modernistic approach. The policy is divided into four parts, out of which this particular piece of literature would analyze the school education structure in the present and coming days scenario. With the scientific advancement, Information technology, artificial intelligence,

various socio-economic changes and the addition of different unskilled jobs, the new policy has put a lot of work into fulfilling its objectives to achieve highest quality education by the year 2040. According to the global education development agenda (Goal4 ) established by the United Nations in September, 2015 all the nations should ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Hence Indian Policy on Education in the 21st century focuses on the multidisciplinary advancement of structural reforms, inclusion and equality for all, keeping the advanced pedagogic mechanism in mind the needs of the society, country and foremost global need.

**Objectives:**

1. To analyze the present School Education Structure.
2. To find out the suggestions given in NEP2020 in regard to school Education Structure.
3. To compare the existing structure with the prescribed structure by NEP2020.
4. To find out the structural differences of NPE 1986 and NEP 2020.

**Significance of the Study:**

To promote and regulate the Education System Each country formulates its own policies and plans towards fulfilling the goal in the Educational sphere. In India the New Education Policy 2020, being the first gigantic advancement in the educational arena of the 21st century Indian Education System, is now ready to navigate towards its highest objective of Nation Building.

This paper particularly puts light on the first and foremost part of this entire policy which is ‘School education’, its structural change and variations, the different advancements and scope. It also deeply focuses on the comparative study regarding the prominent and major changes on the school education structure suggested in the new Education Policy with the ongoing structure. Through this article the different dimensions and advanced changes in the field of school structure are analyzed. The paper emphasizes on foundational proposals mentioned in the policy and alongside it also discusses in brief the important advantages and disadvantages, other suggestions that are to be made in regard to the structural upgradation in the school Education policy. The point of convergence of this article is to have a detailed analytical perspective on the plan of action in the implementation of the new school structure. This piece of literature studies both NEP2020 and previous educational developments at school level.

**Review of the related literature :**

A Review of Related literature in any field of investigation has become an inevitable part of any research work. A researcher’s task is to build an argument, which will be concretized by reviewing all the relevant information and academic sources available.

**John W. Best** stated in his 1977 book, *Research in Education*, said that “Familiarity with the literature in any problem area helps the student or the researcher to discover what is already known, what others have attempted to find out, what methods of approach have been promising or disappointing, and what problems remain to be solved”.

When a researcher reviews the current knowledge, existing theories, documents, and information about the field of research, it sets boundaries and limits the study in a constructive manner. It's been considered one of the rudimentary aspects and important needs of the research.

A literature review also helps the researcher find the dimensions and limitations of the study, which the researcher is going to navigate through to find the solution or conclusion. It immensely helps the researcher identify unaddressed issues in previous studies. These studies find the missing link or gap that can be addressed and are important to include in the present literature review. In addition, those works whose theories and conclusions directly support the findings of the study are valuable to be reviewed and looked upon.

While preparing this piece of literature, the researcher has put forth earnest efforts and dedication by studying different books, papers, articles, journals, documents, and various reviews related to the research title. To find out all about this related investigation of the given topic, promising efforts have been made. A comprehensive list of all the reviewed literature related to the title of the study has been provided here.

- Bhatt, B.B. D. (1996), Curriculum Reform: Change and Continuity, gave a historical understanding and analysis of various curriculum developments.
- Creswell, John W. (2013). "Review of the Literature " Research Design. Qualitative, Quantitative, and Mixed Method Approaches (4th ed.) Thousand Oaks, California: SAGE Publications, ISBN 9781452226101. The book discusses in detail various components and techniques of research.
- INDIA'S NEW NATIONAL EDUCATION POLICY 2020–2022, by Dr. JOSEPH K. Thomas, ISBN-13: 978-9355652409. This book is an effort to simplify and decode the National Education Policy 2020 proposals on curriculum, courses, and medium of instruction, as well as the takeaways for students, schools, and universities. National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable, inclusive, and vibrant knowledge society by providing high-quality education to all.
- NATIONAL EDUCATION POLICY 2020: PAVING THE WAY FOR TRANSFORMATIONAL REFORMS 2022, PANKAJ ARORA and Haneet Gandhi, ISBN-13: 978-9391978235 This book offers avenues to think afresh about education as envisioned in the National Education Policy 2020. NEP 2020 brought with it a lot of challenges, possibilities, and solutions that need cognizance. Through this book, the readers will get the opportunity to get acquainted with all themes of NEP as the chapters deliberate on the Indianness of India's education and its language, art, culture, and mathematics; science and technology; higher education and pre-primary education; teacher preparation and education; childhood and youth's literacy; inclusive and holistic education; vocational and professional education; research and life-long learning; and education through the digital world.
- New National Education Policy by Mosam Sinha and Jyoti Wadha Discussed NEP in a detailed presentation.
- D. B. Rao, National Policy on Education, Publisher: Anmol Publications Pvt. Ltd. ISBN: 9788174883230
- National Curriculum Framework 2023 For School Education: The fundamental principles of the National Curriculum Framework are: Holistic Development: The NCF 2023 emphasizes the need for a holistic approach to education that promotes the overall development of students. It could include developing students' physical, emotional, social, and cognitive skills.
- D. M. Desai and S. Parmaji, Education Administration: A Trend Report
- Sodhi, T. S. (1988), Indian Educational Review, Vol. 23(4)
- Dr. Saroj Malik, in " American Research Journals, published a paper titled "National Education Policy 2020 and its Comparative Analysis with RTE."

- Ms. Sonal Gupta and Mr. P. Achuth published a journal paper on “National Education Policies of India: A Comparative Study with Respect to Higher Education. “
- Shubhada Mr. Niranth, “New Education Policy 2020: A Comparative Analysis with existing National Policy of Education, 1986,”
- According to the Program Of Action (1992) of the Ministry of Human Resource Development, Department of Education, `Modernization of Curriculum: Though the major thrusts in the NPE in its revised form are reflected in the National Curricular Framework, the curricula in various subjects will be examined for any deficiencies and inadequacies and for their modernization, keeping in view the increased emphasis on some issues of major concern, advances in knowledge, and pedagogical considerations. The NCERT will be advised to initiate the necessary changes in the curriculum before the end of the Eighth Plan period. Special attention will be paid to strengthening the program of education in values to make it more effective, as well as the programs of population education.
- Sunil Behari Mohanty, A Comparative Analysis of National Policy on Education– 1986/92 and National Education Policy–2020 Part I - University News, 61, 17, 7-23, April 24-30, 2023 and Part II -University News, 61, 18, 1-18, May 01-07, 2023
- A COMPARATIVE ANALYSIS OF NPE 1986/92 AND NEP 2020 by Sunil Behari Mohanty
- Dr Rasheeda Begum and Dr Rishikesh Yadav; AN ATTEMPT TO COMPARE EDUCATION POLICY OF 1986 AND THE NEW EDUCATION POLICY OF 2020
- Education Policy Process Themes and Impact by Bell
- UNESCO Declaration, Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- National Curriculum Framework for School Education 2023: The NCF addresses education for the age group of 3–18 years across the entire range of diverse institutions in India. This is across the four Stages in the 5+3+3+4 curriculum and the pedagogical restructuring of School Education as envisioned in NEP 2020. The NCF draft of 2023 projects a grid where the objectives of the NEP stand strong.
- A brief note on National Curriculum Framework (NCF 2005) by Dr. G. R. Angadi the article elaborates on the school curriculum areas along with systemic reforms with respect to NCF 2005.
- National Curriculum Framework: A Critical Analysis By Mikael L. Chuaungo The article draws the following conclusions: teaching of English and Indian languages Textbook production: plurality of textbook design Teacher autonomy and systemic support structures Mobilizing resources from related departments and sectors Meaningful use of technology in the classroom and in the system Examination reform: quality of questions and processes we employ Introducing the Open Book Exam
- Education in India: Policy and Practice Jandhyala B. G. Tilak Publisher: SAGE Publications Pvt. Ltd. Education in India: Policy and Practice presents trends in shifting education policies in independent India and how the State, academia, and civil society reacted to the changing priorities during the last 50 years.
- A review of Secondary and Higher Secondary Education in India Shahid Kaleem and S. M. Jawed Akhtar The paper has tried to give an overview of secondary education in India.
- Thakur, Pankaj. NEP 2020 OF INDIA: OPPORTUNITIES AND CHALLENGES AHEAD

- An empirical study on NEP 2020 [National Education Policy] with special reference to the future of Indian education system and its effects on stakeholders Pawan Kalyani Journal of Management Engineering and Information Technology, 7 (5), 1–17, 2020
- R. Govinda, Council for Social Development, New Delhi, India, 50 (4), 603-607, 2020. The 66-page policy document released by the government on July 29, 2020, is very impressive in its breadth of coverage, touching every dimension of education. With the vision of transforming India into a global knowledge power, the document promises to promote multilingualism and the power of language, impart foundational literacy and numeracy, achieve universal access to all levels of learning, honor teachers—treating them as the heart of the learning process—build synergy in the curriculum, and guarantee autonomy, good governance, and empowerment. These grand promises are accompanied by a generous sprinkling of Sanskrit words and references to the sadly forgotten educational past of India.
- The glimpse of NE2020, 20 Anchal Saxena MULTIDISCIPLINARY RESEARCH VOLUME-2, 1
- Demystifying Approaches to Holistic and Multidisciplinary Education for Diverse Career Opportunities: NEP 2020 B Shukla, M Joshi, R Sujatha, T Beena, and H Kumar Indian Journal of Science and Technology, 15 (14), 603-607, 2022. To explore the roles of a Holistic Approach and Multidisciplinary education for diverse career opportunities with reference to their introduction in NEP 2020 for the placement of students and orient them in accordance with the requirements of the stakeholders.
- NEP 2020: Some searching questions, Shyam Menon. Social Change 50 (4), 599–602, 2020
- Indian education system: Structure and key challenges Narayan Prasad, Charu Jain, and Narayan Prasad Quality of Secondary Education in India: Concepts, Indicators, and Measurement, 67–78, 2018. The Indian education system has made significant progress in recent years. With more than 1.6 million schools and more than 290 million enrolments, India is home to one of the largest and most complex school education systems in the world, along with China. This chapter not only gives an overall picture of the vast and continuously changing Indian school education system but also discusses the key challenges faced therein, with special focus on secondary education. The comparative assessment of the Indian school education system at the global level is also discussed later in this chapter.
- Secondary education in India: Development and performance Geetha Rani Annual Conference of the Indian Econometric Society, IIT, Mumbai, 5-7, 2007. The book is a review of the development of school education in India and reflects an expansionary phase in the number of institutions and students enrolled, especially in secondary education. Even with this quantitative rise in enrolment, only 39 percent of the eligible age-group children were enrolled in secondary education in 2003–2004, unlike many developed and developing nations where secondary education is almost universal.

### **Delimitation of the study:**

1. The study is limited to only the National Policies of Education in India.
2. The population chosen is restricted to major landmark policies of the Indian education system.
3. It only analyzes the structural differences in school education between NEP2020 and NPE 1986 in a comparative perspective
4. The paper only focuses on the school education systems of the mentioned policies.

**Data Analysis and Methodology:**

This research has primarily been done using secondary data, as it is qualitative research, which refers to focusing on collecting and analyzing words written or spoken. Some popular sources of secondary data include: Government statistics, e.g., demographic data, censuses, or surveys, collected by government agencies or departments. Technical reports, summarizing completed or ongoing research from educational or public institutions (colleges or governments). Scientific journals that outline research methodologies and data analysis by experts in fields of educational research.

Literature reviews of research articles, books, and reports for a given area of study & Various online resources etc. The researcher has used a descriptive-narrative type of analysis. Narratives have been derived from journals, letters, conversations, policy drafts, transcripts of in-depth interviews, focus groups, or other types of narrative qualitative research and then used in this research. In this study, the Researcher used qualitative data that was obtained from various reliable sources and analyzed in a narrative structure without statistical tools.

**Historical Underpinning :**

The National Education Commission, widely known as Kothari Commission is a major landmark in the history of post independent India. The Structure proposed by Commission consists of;

1. One to three years of preschool education.
2. A Primary Stage of 7 to 8 years dividing into lower primary (4 to 5 years) and higher primary stage (3 or 2 years).
3. A lower secondary stage of 3 or 2 years.
4. A higher secondary of 2 years of general education or one to three years of vocational education.
5. Age of admission to class I not to be less than 6 years.
6. First public examination to come at the end of the first ten years of schooling.
7. The streaming system to be made beyond class X in case of general education.
8. Two types of secondary schools—high schools providing a ten year course and higher secondary schools providing a course of 11 or 12 years.
9. Ten years of schooling should cover a primary stage of 7 or 8 years and a lower secondary stage of 3 or 2 years providing a course of general education without any specialization.
10. Classes XI and XII should provide for specialized studies in different subjects at the higher secondary stage.
11. The higher secondary stage should be extended to cover a period of 2 years and to be located exclusively in schools.

"Steps should be taken to implement these through a phased programme spread over the next 20 years (1965-85)." - Kothari Commission

Thus, as a result, a strong foundation of Indian School Structure has been made. Based on the report and recommendations of the Kothari Commission (1964-66) the then Prime Minister Indira Gandhi's government declared the first Education Policy in 1968. After which, with a greater vision and specific expansion in important areas Rajiv Gandhi, The former Prime Minister launched National Education Policy 1986.

<b>Timeline</b>	<b>Prime Minister</b>	<b>Proposed Action</b>
<b>1968</b>	Indira Gandhi	Higher Education
<b>1986</b>	Rajiv Gandhi	Adult education, Minority Empowerment
<b>2005</b>	Dr. Manmohan Singh	Common Minimum Programme
<b>2016</b>	Narendra Modi	Gender Studies, Formation of Educational Tribunal, Common Structure for Mathematics, English, Science and Environmental Studies
<b>2020</b>	Narendra Modi	Universal Access, Pedagogic and Structural advancements, Multidisciplinary Education, Equitable use of technology

**NPE 1986 - A Foreground Perspective :**

The National Policy on Education - 1986, popularly known as “Magna Carta” due to its vast task force on implementation of “Programme of Action” led by the then Prime Minister Rajiv Gandhi's government. The expansion of education from top to bottom began with the introduction of early childhood care and education (ECCE) to Adult & Higher education. 23 task forces assigned to cover all these subjects proposed by NPE 1986.

A never before upsurge in the favor of Nation building and adherence of national integration observed in the National System of Education. Another key provision in school education is the universalization of elementary education. A common elementary structure around the country causing universal enrollment of 6-14 years of age ensuring a substantial improvement in the quality of elementary education which was looked down upon in the previous policies. Hence, with the provision of free and compulsory education to all the children between 6-14 years of age, determined efforts are made towards the fulfillment of the plan of action. Between 1950 - 1951 and 1984- 1985 the number of primary schools increased from approx 2,10,000 to approx 5,20,000 and the number of upper primary schools increased from 30,600 to 1,30,000. This rapid expansion increased the number of enrollment in the rural and urban areas. Though the dropout rate was still alarming.

**Common School Structure :** NPE 1986 deeply emphasized the addition of common school structure along with the universalization of elementary education. As all parts of the country accepted the 10+2+3 structure i.e. five years of primary, three years of upper primary, two years of secondary , two years of higher secondary, three years of college made the seed of the common school structure which started to grow as a stem.

“The states where ten years are divided into four years of primary, three years of upper primary and three years of high school, will attempt to switch over to 5+3+2 pattern by 1995 so that it coincides with the target year for UEE” (Page 20, NPE 1986)

**School Structure Module prescribed by NPE 2020:**

At the time of Kothari Commission (1964–1966), there were four patterns of school education structure. NPE 1986 deeply emphasized the landmark addition of universal common school structure. All parts of the country accepted the 10+2+3 structure propagated by the Kothari Commission, i.e., five years of primary, three years of upper primary, two years of secondary, two years of higher secondary, and three years of college. This was the seed of the common school structure, which started to grow as a stem until the present time. However, this brand-New educational policy, NEP 2020, envisages that the present 10+2 structure will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3 to 18. The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3–8, 8–11, 11–14, and 14–18, respectively. The move will bring the uncovered age group of 3-6 years under the school curriculum, which has been recognized globally as the crucial stage for the development of a child's mental faculties.

**Transforming Curricular & Pedagogical Structure :**

The new system will have 12 years of schooling with three years of Anganwad (pre-schooling), as shown in the representative table:

	<b>Existing Academic Structure</b>	<b>New Academic Structure</b>
<b>Secondary Stage</b>	2 years (Age 16-18)	4 years (Class 9-12) (age 14-18)
<b>Middle Stage</b>	10 years (Age 6-16)	3 years (Class 6-8) (Age 11-14)
<b>Preparatory Stage</b>	Nil	3 Years (Class 3-5) (Age 8-11)
<b>Foundational Stage</b>	Nil	2 years (Class 1-2) (Age 6-8)
		3 years (Anganwadi/ Preschool /Balvatika) (Age 3-6)
<b>Streams</b>	There are 3 streams which a student can choose from. -Science -Arts -Commerce	No hard separation of streams. A student can choose his stream according to his/her interest or desire.



<b>Pedagogical Structure</b>	10+2+3	5+3+3+4
<b>Board Exam</b>	Based on memorizing facts and used to be held once a year.	Based on core competencies with students allowed to take the exam twice.
<b>Award of Degree</b>	After completion of 3 or 4 years, the degree is provided to the students.	Multiple exit options with certificate after 1 year and diploma after 2 years.
<b>Vocational Education</b>	Emergence to implementation, remains weak at the secondary level curriculum.	Vocational education from class 6th with internships.
<b>Marksheet Scoring</b>	Based on marks obtained in the exam.	360 degree performance evaluation.
<b>Entrance Test</b>	Multiple Entrance tests.	Single Entrance test.

**APPROACH TO CURRICULUM :**

As per the secondary stage, which includes classes from 9th to 12th. After 10 years, the next 2 years were dedicated to classes 11 and 12, which were the basis of career development as the students were segregated on the basis of streams they chose. Students were allowed to choose the field they wished to study, but there was a compulsion to study the subjects; courses were divided on the basis of arts, science, and commerce. Students were having flexibility in one or two subjects, but the main subjects were being fixed as per the curriculum. There were fixed disciplines, independent in nature, based on which further academic journeys were made. In other words, there was not necessarily any amalgamation between the disciplines or course structure. NEP 2020’s multidisciplinary educational approach is a very new thing that everyone has wanted for many decades. This policy has the major educational goal of increasing gross enrollment and retention in the secondary education system of the country. According to NEP 2020, by 2030, many large Multidisciplinary Educational hubs in every district will come into action. This is a very big and bold reform that will be implemented in the Indian education system.

The Secondary Stage will comprise four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the middle stage but with greater depth, attention to life aspirations, flexibility, and student choice of subjects. In particular, students would continue to have the option of exiting after Grade 10 and re-entering in the next phase to pursue vocational or any other courses available in Grades 11–12, including at a more specialized school, if so desired. (NEP Para 4.2)

Moreover, multidisciplinary education is significant and will benefit the students. National Education Policy 2020 took a lot of effort to create an enabling Ecosystem for the students so that they learn with the flexibility to choose subjects from science, humanities with abilities, as well as art and fine art sports, giving students a wide range of subjects.

With the creative combination of subjects with a cutting-edge curriculum

and flexible options, students can explore areas of interest and also choose subjects of their choice. We must remember that the Indian way of doing things—earning and acquiring knowledge—has always been 'liberal and Multidisciplinary'. This Multidisciplinary Educational approach would be India's great contribution to the world. The formulation and Implementation of NEP2020 will play a significant role in shaping the future of the education system.



## MILLENNIUM CURRICULUM DEVELOPMENTAL GOAL VS. SUSTAINABLE CURRICULUM DEVELOPMENT:

In recent times, the Millennium Development Goal has been replaced by sustainable development goals in the educational area. When we recall the history, the national policy of education was introduced by the then Prime Minister Shri Rajiv Gandhi with the aim of promoting universal education and building a national system of education by eliminating the barriers and placing greater emphasis on the grassroots basics. These fundamental goals of education, from Operation Blackboard to new research and technological advancement in the 1980s, made the grid in light of the millennium phenomenon.

However, after many decades, a smooth glide from its millennium phenomenon to an inclusive, integrated, sustainable curriculum took place by virtue of the new education policy, introduced in 2020 ". The global education development agenda reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015, seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.

Such a lofty goal will require the entire education system to be reconfigured to support and foster learning so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.” Page 3, NEP 2020(draft)

This goal of sustainable development has been incorporated in the preliminary draft of the National Curriculum Framework for School Education 2023 by NCERT.

### **Findings:**

Universal Access At All Levels Of School Education The NEP 2020 aims to ensure universal access to school education at all levels- preschool to secondary. The provisions to achieve these include infrastructure support, innovative education centers to bring back dropouts into the mainstream, tracking of students and their learning levels, facilitating multiple pathways to learning involving both formal and non-formal education modes and association of counselors or well-trained social workers with schools, secondary education programs equivalent to Grades 10 and 12, vocational courses, adult literacy and life-enrichment programs. The 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14, and 14-18 years respectively. The move will bring the uncovered age group of 3-6 years under school curriculum, which has been recognised globally as the crucial stage for the development of mental faculties of a child. The new system will have 12 years of schooling with three years of Anganwadi/pre-schooling. The School Curriculum and Pedagogy are restructured into a new 5+3+3+2 design to make them more relevant to the developmental needs and interests of students at different stages, like the Foundation stage, Preparatory stage, Middle stage, and the secondary stage. Five years of Foundational Stage focus on play/activity-based learning. Three years of the preparatory stage follow the same pedagogical and curricular style as the foundational stage, but in addition to this, it also involves an introduction to light textbooks, which include reading, writing, speaking, science, and mathematics. Interactive classroom learning is also incorporated into this stage. Three years of middle school will introduce subject teachers for learning and discussing more abstract concepts in each subject. Experiential learning within each subject will also be followed. Four years of Secondary Stage will follow a multidisciplinary study approach. In these four years, there will be in-depth study with greater critical thinking, greater attention to life aspirations, and greater flexibility. There will be a student choice of subjects. The main aim of the changed curriculum and pedagogy is to move the education system towards learning how to learn and real understanding rather than following rote learning, which is largely practiced today. Curriculum content will be reduced or minimized in each subject to core essentials. The content will focus more on key and important concepts involving problem solving. Classroom sessions will be more fun and interactive, which will include exploratory activities. Questions will be encouraged more in classrooms. In all stages, Experiential learning will be incorporated. Cross curricular pedagogical approaches like art integration and sports integration will also be followed.

### **Conclusion:**

As for 34 years there were no changes in the Indian Educational Policy, the entire country was glued to the agreements, advancements, modifications, aims and objectives presented by NEP 2020 for the holistic development of the learners at every level as a citizen of India by equipping them with 21st century skills and learning strategies. It promises to give the learners a flexible curriculum without any rigid separations. With the modification and eradication of 10+2 structure the policy aims to ensure a global learning atmosphere catering every opportunity for the child to excel and grow as a resourceful human.

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