



A COMPARATIVE ANALYSIS OF NEP 2020 WITH OTHER EDUCATIONAL POLICIES IN THE CONTEXT OF NON-COGNITIVE DEVELOPMENT OF ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Education plays an important role in its mission to develop every individual student to become the best person whose potential has been developed to optimal level. In past a long time the prediction of academic success has been regarded structured to cognitive element such as talent and educational competencies. However in latest 12 months researchers in training and social science has been identified that non-cognition element and abilities play an important role in schooling success and fulfilment (Stankov & lee,2014). Researchers firmly accept as true with that non-cognitive factors and skills are equally or more important than cognitive issue in educative method and employment potential. when figuring out the non-public traits that required to functioning properly in the twenty first century, the function of non-cognitive elements is regularly highlighted to identify a few, grit, tenacity, curiosity, attitudes, self-concept, self-efficacy, anxiety, coping, strategies, motivation, perseverance, self-assurance are among those. This paper suggests the components covered by NPE 2020 for the non-cognitive development of the students that remain unseen in previous educational policies.

KEYWORDS-New education policy, Non-cognitive development, Elementary education

INTRODUCTION

Education is an important section in which the future of the nation depends on, the education should not give knowledge to the children but it should also aim the holistic development of children which include both cognitive and non-cognitive development. Recently Government of India announced its new Education policy which is based on the recommendations by an expert committee headed by Dr. Kasturirangan, Former chairman of the Indian Space Research Organization (ISRO). This paper highlights on various education policies for the holistic



development of the children and compare them with the currently adopted system & the components of NPE 2020 suggested for the holistic development of the students which is required to be there in educational institution.

The primary goal of the NEP is to ensure that all Indians receive a quality education at an affordable price. The greatest success of NEP 2020 is that it recognises the need for fewer regulations, more autonomy, better teaching and learning methods, better teacher training and more meaningful exams; essentially, it has given India a vision for the future.

The NEP2020 aims to transform keeping the learner at centre. The NEP2020 build on recommendations from the education commission (1964-66) and justice J.S VERMA commission 2012 as well as the previous version of the policy -national policy on education 1986, modified in 1992 (NEP1986/92) rights of education to free and compulsory education act, 2009 and right of person with disability (RPWD) act, 2016. the NEP 2020 is a huge stride in new direction it focuses on the holistic development of students by insuring access, relevance, equity, quality and strong foundational learning.

The NEP envisage creating synergies in the curriculum across early childhood care and education (ECCE) to school and the higher education segment. the NEP stressed on creating a national curriculum and pedagogical framework, which is competency-based, inclusive, innovative and focuses on comprehensive development of children. school curriculum is expanded to imbibe the human value system and provide greater flexibility and expose students to acquire future skills in the area of computation, coding, design, digital literacy, ethical and moral reasoning etc. The NEP promotes building of strong foundational skills right from early childhood, also. there is a new way of envisioning vocational education system.

A series of initiatives has been highlighting in the NEP around quality learning environment, use of ICT tools for training, experiential learning improving the quality of faculty among other recommendations on moving ECCE and school pedagogical to 5+3+3+4 structure for the holistic development of the children NEP adopt change in education system.

Holistic development means overall development cognitive, non-cognitive, emotional, social, physical etc. take its roots from the school and continues into college. Firstly, parents are responsible for initiating the non-cognitive development of a child as soon as child goes to school, teachers start sharing the responsibility of the non-cognitive development of the child. For a child to develop fully, there are a lot of things that should go hand in hand the government also taken many steps by NPE 2020 and has imposed many rules and regulations on the



educational institution for ensuring holistic development, apart from academics there are various areas need to focus and attention so, NEP2020 coming with the balance schedule that has academics and other areas in balance sites that every students can develop cognitive and non-cognitive skills that are necessary for the holistic development of the learner. Non-cognitive skills should be targeted, how best to measure them, and how to prepare teachers to nurture them, remain open question in new education policy.

The research above confirms the importance of non-cognitive skills for a variety of life outcomes, including academic attainment, career success, and social wellbeing. It further confirms that schools play an important role in the development of non-cognitive skills: teachers influence their students' non-cognitive skills, for good or for ill.

Human being is born with diverse potentials. Potential is human ability or talent that need to be nurtured to benefit mankind. School education play very important role in students' life for the holistic development of individual. Regardless whether the students are considered to have special needs or typical, everyone is blessed with different abilities. Therefore, educators, teachers and parents need to identify and celebrate these diverse potentials among our children. Developing human potential is important because collectively it will contribute towards the development of the nation and human civilization. Educational institutions conducting formal or informal educational processes, has the mission to develop and nurture the potential of all students by various actives. The new education policy introduced a progress card will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The holistic progress card will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development.

OBJECTIVES OF THE STUDY

1. To examine the concept and dimensions of non-cognitive development in elementary school students.



2. To analyse the provisions related to non-cognitive development in NEP 2020.
3. To compare NEP 2020 with earlier educational policies (Wardha Scheme 1937, Secondary Education Commission 1953, Kothari Commission 1964, and NPE 1986/92) in the context of non-cognitive development.
4. To identify gaps and limitations in earlier educational policies regarding the development of non-cognitive skills among elementary school students.
5. To explore the educational implications of NEP 2020 for fostering holistic and non-cognitive development in elementary education.

RESEARCH QUESTIONS

1. What are the key non-cognitive skills essential for the holistic development of elementary school students?
2. How does NEP 2020 address the development of non-cognitive skills at the elementary level?
3. In what ways does NEP 2020 differ from earlier educational policies in promoting non-cognitive development?
4. What limitations existed in previous educational policies concerning non-cognitive development of learners?
5. What educational practices and policy implications emerge from NEP 2020 for strengthening non-cognitive development in schools?

METHODOLOGY

In this paper the research is based on secondary data. The data is taken from different research reports, journals and research papers. The methodology for this study was comparative analysis method. This methodology consists of a conceptual analysis on highlighting the gist of the various national educational policy frameworks, highlighting various sections related to holistic development of school education and comparing it with currently adopted new education policy 2020.



NEP2020 SCHOOL EDUCATION

The NEP 2020 has reconfigured the curriculum and pedagogy of school education to 5 + 3 + 3 + 4 design with an aim to make them responsive and relevant to the developmental needs and interests of learners at different stages of their cognitive and non-cognitive development. However, it will not be necessary to make any parallel changes to the physical infrastructure. The policy aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

NEW EDUCATION POLICY: NON-COGNITIVE DEVELOPMENT OF LEARNERS

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also non-cognitive development building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Ultimately, knowledge is a deep-seated treasure and education helps in its manifestation as the perfection which is already within an individual. All aspects of curriculum and pedagogy will be reoriented and revamped to attain these critical goals. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. Curriculum frameworks and transaction mechanisms will be developed for ensuring that these skills and values are imbibed through engaging processes of teaching and learning. NCERT will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education.

VARIOUS EDUCATION POLICIES FOR HOLISTIC DEVELOPMENT OF STUDENTS

- WARDHA SCHEME OF BASIC EDUCATION-1937
- SECONDARY EDUCATION COMMISSION-1953
- D.S. KOTHARI COMMISSION -1964
- NATIONAL POLICY OF EDUCATION – 1986/92



WARDHA SCHEME OF BASIC EDUCATION-1937

A committee was appointed under the chairmanship of Dr. Zakir Hussain to formulate the scheme of basic education in India. The report included the Wardha scheme of education, its objectives, organisation of schools, their administration, and inspection, promotion of craft cantered education like spinning, weaving etc. The second report included agriculture, woodcraft metal work, and other basic handicrafts.

Salient features of Wardha Scheme of Basic Education (1937)

Free and compulsory education was to be given for 8 years (from 6 to 14 years). It was to be given in two stages, the junior stage covering 5 years and senior stage for 3 years. Craft cantered education, self-supporting education, the medium of instruction in mother tongue, the idea of citizenship, Flexible curriculum according to the need and interest of the learner.

Limitations of Wardha Scheme of Basic Education (1937)

The Wardha Scheme of Basic Education (1937) has been criticized for ignoring the negative psychological effects of work at such a young age. It would have been better if the provision to learn craft would have been after the age of 12 to allow for the proper mental and psychological development of the child.

SECONDARY EDUCATION COMMISSION-1953

The Secondary Education Commission also known as Mudaliar Commission. The recommendations are: 1. Organisational Pattern of Secondary Education 2. Organisation of Secondary School Curriculum 3. Text Books 4. Methods of Teaching 5. Discipline 6. Moral and Religious Education 7. Guidance and Counselling 8. Supervision and Inspection.

Salient features of the secondary education commission -1953

Main features of secondary education commission to Produce Ideal Citizens, Develop Capacity for Earning Money, Quality of Leadership, Develop Human Virtues

Limitations of secondary education commission -1953

The secondary education commission (1953) has been criticized for the ignorance of co-curricular activities, defective teaching methods, more emphasis on book learning, one-sided education, big class size etc.



D.S. KOTHARI COMMISSION -1964

Kothari commission was set-up in 1964 under the chairmanship of Dr. D.S Kothari.

salient features of the Commission's report were as follows:

- (i) Introduction of work-experience which includes manual work, production experience, etc. and social service as integral part of general education at more or less all level of education.
- (ii) Stress on moral education and inculcation of a sense of social responsibility. Schools should recognize their responsibility in facilitating the transition of youth from the work of school to the world of work and life.
- (iii) Vocationalization of secondary education.
- (iv) Strengthening of the centres of advance study and setting up of a small number of major universities which would aim at achieving highest international standards.
- (v) Special emphasis on the training and quality of teachers for schools
- (vi) Education for agriculture and research in agriculture and allied sciences should be given a high priority in the scheme of educational reconstruction. Energetic and imaginative steps are required to draw a reasonable proportion of talent to go in for advance study and research in agriculture science.

Limitations of Kothari commission- 1964

The creation of the special schools for the talented is happening with the Rajikiya Pratibha Vikas Vidyalaya's. However, the plight of the "backward children" in the same school has not improvement. In-service teacher refresher courses do take place but most teachers do not make use of innovative teaching methods for the motivation of the children.

NATIONAL POLICY OF EDUCATION – 1986/92

National Education Policy 1986

The first National Education Policy was introduced by Rajiv Gandhi led government in 1986. The policy emphasized the removal of disparities and to equalise educational opportunities, especially for Indian women, Scheduled Tribes and Scheduled Caste communities. To improve the primary school across the country, NPE called for a "child-centred approach" in primary education and launched "Operation Blackboard". The policy also called for the creation of the "rural university" model to promote economic and social development at rural India.

National Education Policy 1992



The 1986 National Education Policy was again modified in 1992 by the government led by P. V. Narsimha Rao. It was formulated by consulting teachers, parents, students, scholars, lawyers, journalists, etc. It also emphasised on women education.

Limitations of national educational policy 1986/92

Here are some of the drawbacks, challenges, and problems with the National Education Policy of 2020.

The implementation of the new Education Policy of 2020 will be challenging in rural India, where the basic technological infrastructure is missing.

It will be a big challenge to fight the stigma around adult education and hence the implementation of adult courses can be a little challenging across the country.

There will a learning curve for students and teachers to adapt to the new learning system.

A lack of qualified teachers according to the new requirements

Non-cognitive skills should be targeted, how best to measure them, and how to prepare teachers to nurture them, remain open question in new education policy.

Educational implications

Designing Anxiety-Reducing Classroom Environments

Schools and educators should prioritize creating anxiety-free learning environments. Teachers can employ strategies such as positive reinforcement, peer support, and creating low-stakes speaking opportunities where students feel comfortable practicing without fear of failure.

Enhancing Social Interaction

Schools should focus on fostering interactive activities in the classroom and beyond. Group discussions, role plays, can be integrated into the curriculum to promote social interaction.

Education policymakers should consider revising policies to include holistic measures of student progress. Non-cognitive factors like confidence, curiosity, and social interaction should be recognized in assessments, and schools should be encouraged to adopt practices that promote a balanced, learner-centered approach.

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