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A COMPARATIVE STUDY ON NATIONAL EDUCATION POLICY 1986 AND 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. The NEP 2020 was approved by the Union Cabinet of India on 29 July, 2020. The Ministry of Human Resource Development formed a committee headed by former ISRO Chairman Dr K Kasturirangan, who outlined the vision of India's new education system. The New Education Policy addresses challenges faced by current education system such as Quality, Affordability, Equity, Access and Accountability. NEP 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant society filled by knowledge and by providing high-quality education to all. This article emphasizes the major differences between the current education policy i.e., New policy education of 1986 and New education policy of 2020.

Keywords: National Education Policy, higher education, drawbacks

Introduction:

Since India's independence in 1947, the Union government has formed various educational policies and commissions to improve the higher education system and illiteracy levels in India. The first National Education Policy was formed in 1968 which was later modified in the years 1986 and 1992. After almost three decades, a revolutionary change was brought to the Indian Education system by the formulation of National Education Policy 2020. It aims form an Indian education system that focuses directly on transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. But much of its success depends upon its execution. If it is implemented in its true vision, the new structure can bring India at par with the leading countries of the world. Observation is the active acquisition of information from the primary source. In the present research, the researcher has observed many changes in the working style of school and colleges from traditional method to new era of technology. The National Education

Policy 2020 envisions an India centred education system by considering its tradition, culture, values and ethos to contribute directly to transform the country into an equitable, sustainable, and vibrant knowledge society. It is well known fact that a well-defined, visionary and

futuristic education policy is a must for every country because education is the key driver of economic and social progress. Taking into account their respective traditions and culture, different countries have adopted varied education systems. 2020), Higher Education, Quality Education, Education System, Paradigm Shift, Sustainable Development. The four-part

National Education Policy covers school education (Part I); higher education (Part II); 'Other Key Areas of Focus' (Part III) such as adult education, promoting Indian languages and online education; and 'Making it Happen' (Part IV), which discusses the policy's implementation. NEP 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability – to ensure continual learning. The NEP 2020 calls for key reforms in both school and higher education that prepare the next generation to thrive and compete in the new digital age. Definitely it's gone be amazing to see the implementation of this policy and its impact on the higher education system, teacher administrator and students.

Objectives:

The NEP 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study are:

1. To study and highlights the policies of the newly accepted higher education system (NEP 2020)
2. To identify the innovations in new national higher education policy 2020.
3. To identify the challenges of existing educational policy
4. To compare NEP 2020 with the currently adopted policy in India
4. To discuss the merits and drawbacks of NEP 2020

Research Methodology: This paper is absolutely based on secondary data. It is collected from various journals, newspapers, articles and websites. Research is based on comparison between national education policy 1986 and 2020.

Review of the Literature:

National Education Policy (1968) In India, the Social Work Education was commenced in the year 1936, with the establishment of Tata Institute of Social Sciences. In the post- independence reforms, education was given prominence. In the year 1966, first education policy was announced. This was aimed at “Radical Restructuring” and aimed at equal education opportunities in order to achieve complete education with national integration. This policy aimed at promoting the significance of education among the Indians, primary education and secondary education is given priority and the establishment of schools in both rural and urban areas.

National Education Policy (1986) The NEP of 1986 aimed promoting minority education, education for women equality, education of SC, ST and backward sections and emphasis was more given towards equal education opportunities and education to all sections of the society. This new education policy has given highest priority in solving the problem of school dropouts and adopts an array of meticulously formulated strategies based on micro planning and applied at the grass root levels of all over the country. A national mission was launched for the achievement of this NEP 1986. Based on the literature review of education policy of 1966 emphasized on equal education to all and the NEP of 1986 gave prominence to women education and promoting minority education and reducing dropouts from the schools.

Various Educational stages to be implemented as per NEP 2020:

Sr. No.	Education cycle stage	Features
1	Foundation Stage	Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.
2	Preparatory Stage	Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights
3	Middle school education Stage	Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialised subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.
4	Secondary education Stage	Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.
5	Under- graduation Education Stage	The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects
6	Post-graduation Education Stage	The Master's degree – a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.

7	Research Stage	Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year MPhil programme is discontinued.
8	Lifelong learning	The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

Comparison of National Education policy 1986 & National Education policy 2020:

Sr. No.	National Education Policy 1986	National Education Policy 2020
1	The role of education is the all-round development of students.	Objective is to provide Multidisciplinary & interdisciplinary liberal education.
2	The first preliminary education starts at 6th year of a child as Primary school level.	The first preliminary education starts at 3rd year of a child as a Foundation stage.
3	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10 th and 12 th
4	Examination is independent of teaching. All examination and evaluation is affiliating university controlled. There is a little role of teaching faculty members in	Examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental

	evaluating the students directly	affairs
5	Teaching-learning method mainly focuses on classroom training and fieldwork.	Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
6	In the higher education system, the expected student-faculty ratio is 20:1	In higher education system, the expected student-faculty ratio is 30:1.
7	Students have the freedom to choose subjects across their area of study.	Students have the freedom to choose subjects outside and across their area of study.
8	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.
9	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree and after four years with project based degree.
10	Postgraduate education is of two years with specialization focus	Postgraduate education is of one to two years with more specialization & research focus.
11	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum and evaluation.
13	A one year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research.	A one year research degree leading to M.Phil. in any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate

		and post-graduate courses.
13	Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.	Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.
14	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
15	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once for every five years for continuous operation.
16	The graded accreditation model is followed.	Binary accreditation model will be followed which is yes or no system instead of various grades for institution.
17	Choice based credit system.	Liberal education based on STEAM & Competency based credit system.
18	Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme.
19	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Master's degree.	Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Master's degree in both

		types of HEIs.
20	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
21	Currently, teacher's education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level.	The proposed teachers education comprises of four years integrated B.Ed. This degree is a compulsory requirement to become faculty in School education Stages.
22	Suggestion for improving physical library facility including books & journals.	Suggestion for improving online library memberships including online books & online journals.
23	Both single discipline and multidiscipline colleges are promoted.	Only multidisciplinary colleges and universities are promoted. All single discipline colleges have to convert themselves autonomous multidisciplinary colleges or will be closed and converted into monuments or public libraries.
24	No foreign universities are allowed to function directly in India.	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities.
25	The coursework of Ph.D. programme comprises of research methodology and core subject related study.	The coursework of Ph.D. programme comprises of research methodology, Teaching & curriculum development aspects along with core subject related study.

Merits of NEP 2020:

1. The Government aims to make schooling available to everyone with the help of NEP 2020.
2. Approximately two crore school students will be able to come back to educational institutes through this new approach.
3. According to the national education policy 2020, the 5+3+3+4 structure will replace the existing 10+2 structure. This structure is focused on student's formative years of learning. This 5+3+3+4 structure corresponds to ages from 3 to 8, 8 to 11, 11 to 14 and 14 to 18. 12 years of schooling, 3 years if Anganwadi and pre-schooling are included in this structure.
4. For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.
5. According to the national education policy 2020, the Education Ministry is to set up a National Mission on Foundational Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation of numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.
6. One of the merits of NEP 2020 is the formation of the National Book promotion Policy in India.
7. Appropriate authorities will conduct the school examinations for grades 3, 5 and 8. The board exams for grades 10 and 12 will continue but the NEP 2020 aims to re-design the structure with holistic development.
8. Parakh national education policy is to be set up by the Government.
9. Special daytime boarding school "Bal Bhavans" to be established in every state/ district in India. This boarding school will be used for participation in activities related to play, career, art.
10. According to the national education policy 2020, an Academic Bank of Credit will be established. The credits earned by the students can be stored and when the final degree gets completed, those can be counted.
11. According to the national education policy 2020, Multidisciplinary Education and Research Universities at par with the IITs and IIMs will be set up in the country. These are scheduled to be set up for introducing multidisciplinary academic.
12. The same list of accreditation and regulation rules will be used for guiding both the public and private academic bodies.
13. Phased out college affiliation and autonomy will be granted to colleges.
14. By the year 2030, it will be mandatory to have at least a four year B. Ed degree for joining the occupation of teaching.
15. For making the students prepared for future pandemic situations, online academic will be promoted on a larger scale.

Drawbacks:

1. In the National Education Policy 2020, language is a negative factor as there is a problematic teacher to student ratio in India, thus introducing mother languages for each subject in academic institutes is a problem. Sometimes, finding a competent teacher becomes a problem and now another challenge comes with the introduction of the NEP 2020, which is bringing study material in mother languages.
2. According to the national education policy 2020, students willing to complete their graduation have to study for four years while one can easily complete his/ her diploma degree in two years. This might encourage the pupil to leave the course midway.
3. According to the national education policy 2020, students of the private schools will be introduced to English at a much earlier age than the students of the Government schools. The academic syllabus will be taught in the respective regional languages of the Government school students. This is one of the major new education policy drawbacks as this will increase the number of students uncomfortable in communicating in English thus widening the gap between sections of the societies.

Implementation:

The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic. The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one. The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government. Subject wise committees will be set up the GOI with both central and state- level ministries for discussing the implementation strategy.

Conclusion: With the introduction of NEP 2020, many changes have been made and one of those is the discontinuation of the M. Phil course. Even though there are many drawbacks to the new education policy, the merits are more in number. The observations and recommendations of NEP 2020 are indeed progressive in nature. It gives a fresh look to the educational system which is inbuilt with flexibility and mark of quality that is capable of moulding India to a vibrant society which matches our rich cultural heritage. It is believed by many that by implementing these changes, the Indian academic system will be taken a step higher.

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