A Comparative Analysis of NEP 2020 with existing National Policy of Education 1986

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Abstract

Education plays a powerful and meaningful role in building nation, education sets the future of the nation, the destiny of its common people. The Government of India announced new Education Policy 2020 based on the recommendation by an expert committee headed by Dr. Kasturirangan, former Chairman of the Indian Space Research Organization (ISRO). After 34 years Indian Govt. is going to change the way, we study. This paper tries to highlights various policies announced in the higher education system. In a layman language NEP, 2020 is updating of education system derived from traditional concept of 1980s to 21st century to adapt and accept changes with advancing technology. The current educational policies in India focus mostly on theoretical subjects, leaving students with little opportunity for hands-on learning, which is a big barrier to taking advantage of international career prospects. As NEP 2020 is one of the most promising policies which have been introduced and the question relies on to what extent the objectives of the policy will be achieved

Keywords: *National Education Policy 2020, Higher education, NEP 2020, Comparison, Challenges, Teachers, Drawbacks, Schooling.*
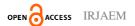
1. Introduction

India, being a growing liberal country for educational reforms, currently has about 845 universities and approximately 40,000 higher education institutions (HIEs), reflecting the overall high fragmentation and many small sized HEIs in the country which are affiliated to these universities. It is found that over 40% of these small sized institutions are running single programmed against the expected reform to a multidisciplinary style of higher education which is an essential requirement for the educational reforms in the country for the 21st century. It is also noted that over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. The new NEP-2020 proposes "5+3+3+4" structure, which corresponds to the age sets 3–8 years (foundational phase), 8–11 years (preparatory), 11–14 years (middle), and 14–18 years, marking an important departure from the 1986 policy, which pushed for a 10+2 structure of school education (secondary). That places primary childhood learning - also known as pre-school education - under the way of formal learning and is intended for children amongst the ages of three and five. The programmed for midday meals will be expanded to include preschoolers. According to the NEP, pupils up to fifth grade should receive instruction in their native languages or regional vernacular. The policy suggests that single-stream organizations be phased out and that by 2040, all universities and colleges should strive to be multidisciplinary [1-3].

2. Review of Literature

Praveen J. and Pooja P. looked at the modifications made to the ministry of education's educational policies during the previous three years, and it also criticized the elements that are promoting the sector's all-around development. The focus of the study was on the adjustments that educational

institutions, including as colleges and universities, must make in order to effectively device the National Education Policy 2020. Universities, colleges, schools, teaching personnel, students, and other participants face a variety of issues as a result of the new education policy that will be implemented. The total academic ecosphere needs to be overhauled this year in accordance with NEP 2020; yet, because many participants are unaware of how NEP 2020 operates, they may find it challenging to adapt to the changes [4]. The benefits indicated with NEP 2020 must be understood by the participants. Therefore, the goal of this study is to evaluate the advantages of the NEP 2020 for the fields of commerce and management so that the educational society may comprehend the results and effectively collaborate with the NEP 2020 to achieve the goal.NEP, 2020 facilitates all capacities of human beings –aesthetic, intellectual, social, physical, emotional and moral in an integrated manner [5,6]. Anita Priyadarshini and Deeksha Dave revealed existing system loopholes and suggestion for promoting holistic and multidisciplinary education through open and distance learning to realize the actual vision of NEP, 2020.On the national education policy 2020, Muskan S. made a point. All areas of the education sector and their impacts on the economy were the focus of the investigator. The study primarily discussed the national education policy, from the moment the prime minister made the declaration until the numerous difficulties that academic institutions would have in making changes to their working environments based on the National education policy 2020.The competence of the new education policy 2020 in achieving the aims was scrutinized by Subra Jyothsna A. and Aithal S. The study concentrated on the summary of the National Education Policy 2020 and compared it with prevailing education policy in order to classify the inadequacies of the concluding and tendencies that would be brought about by the new education policy 2020 in the future. Major recommendations from the research for the introduction of the new education strategy for 2020 were given to the

departments of education, including encouragement for faculty development, Ph.D. requirements, and article distribution [7,8].

3. Objectives of The Study

- To highlight the overview of the NEP 2020.
- To compare NEP 2020 with existing National Policy of Education 1986.
- To discuss the merits and drawbacks of NEP 2020.

4. Research Methodology

This article is based on secondary data collected from various journals, newspapers and websites. The methodology consists of a conceptual discussion on the highlights of the NEP 2020 and the focus of this article is on the comparison of NEP 2020 with the current educational policy of India.

5. Highlight of Policies of Nep 2020 For He System

1. Higher Education:

- The monitoring and controlling institutions like UGC, AICTE, MCI, DCI, INC, etc will be merged with the Higher Education Commission of India (HECI) as a single regulator for HEI.
- The current Accreditation Institutions like NAAC and NAB will be replaced by a robust National Accreditation Council (NAC).
- Establishment of a National Research Foundation (NRF) to fund research in universities and colleges.
- Consolidation of existing fragmented HEIs into two types of Multidisciplinary Universities (MU) and Multidisciplinary Autonomous Colleges (AC) with the campus having more than 3,000 students. The Timeline for multi-disciplinary by 2030 and have 3,000 and more students by 2040.
- Multidisciplinary Universities will be of two types as,
    (a) Research-intensive Universities
    (b) Teaching-intensive Universities
- Every existing College will develop into either degree granting autonomous College or migrated into a Constituent College of University and becomes fully a part of the University.

- The Gross Enrolment Ratio in HE including Vocational education will increase from current 26.3% (2018) to 50% by 2035. (8) HEIs which deliver the highest quality will get more incentives from the Government.
- All existing affiliated Colleges will eventually grow autonomous degree-granting colleges with the mentoring support of affiliated University by improving and securing the prescribed accreditation level.
- The various nomenclatures used currently such as deemed to be university, affiliating university, central university, affiliating technical university, unitary university, etc will be replaced by 'University' after fulfilling the required criteria as per norms.
- Research will be included in UG, PG, level and have a holistic and multidisciplinary education approach.
- Pedagogy in HEIs will focus on communication, presentation, discussion, debate, research, analysis, and interdisciplinary thinking.
- An Academic Bank of Credit (ABC) will be established which would digitally store the academic credits of all registered candidates earned from various recognized HEIs (SWAYAM & ODL mode) that can be taken into account while awarding degrees by the college or university.
- Four years Bachelor degree with multiple exit options, one to two years Master's degree based on the number of years spent in Bachelor degree as four or three respectively, and option to do Ph.D. for four years Bachelor degree with research is possible.
- Two years Master degree with full research in the second year, one-year Master degree for four years Bachelor degree holders, and Five years integrated Bachelor/Master degree.
- All HEIs will focus on research and innovation by setting up
  a. Start-up incubation centres
  b. Technology development centres
  c. Centres in frontier areas of research
  d. Centre for Industry-academic linkage
  e. Interdisciplinary Research Centres including humanities and social sciences research
- Student Centred teaching & learning process instead of Teacher centred teaching model.

2. Teachers Education:

- All stand-alone Teachers Education Institutions should convert themselves as Multi-disciplinary HEIs by 2030 to offer only four years integrated B.Ed. programme
- All schools of foundation, preparatory, middle, and secondary level should appoint 4-years integrated B.Ed. degree holders as teachers with dual major specialization (Education & Subject)
- Till 2030, there will be two years B.Ed. programme for 3 years UG and one-year B.Ed. for four years UG and those who have Master's degree in other subjects
- M.Ed. will be one year with research focus. The faculty profile in Departments of Education will be diverse with Ph.D.'s in different areas.

3. Private Institutions:

- All private universities are eligible for graded autonomy based on their accreditation status.
- All private universities / autonomous colleges have to maintain an openness in their financial dealings and the BoG is responsible for any irregularities in the accounting system. BoG should contain eminent people well reputed in their professional area to guide the speedy development of the HEIs
- All HEIs have autonomy in deciding their fee's structure and surplus if any should be reinvested in the expansion projects with a transparent accounting system.

5.1 Four steps of new education policy:
1. Foundation Stage:

Foundation Stage of New Education Policy for 3 to 8 years' children are included. The Foundation Stage has been fixed for 5 years. In which 3 years of pre-school education will be done in Anganwadi

and class 1, 2 school education under which the language skills and skill level of the students will be evaluated and focused in its development.

2. Preparatory Stage:

The time of this stage is kept for 3 years. This stage includes children from 8 to 11 years. In which he will have children up to class 5. In this stage of the new education policy, special attention will be focused on strengthening the numerical skills of the students. At the same time, all children will also be given knowledge of the regional language. Along with this, children will be taught science, art, mathematics, etc. through experiments.

3. Middle Stage:

The period of this stage has been fixed for 3 years. In This Stage Children from 6th grade to 8th grade have been included in which subject-based curriculum will be taught and coding will also be started from the children of 6th grade. At the same time, all the children will be given opportunities for vocational testing as well as vocational internship, whose aim is to make the children eligible for employment only during school education.

4. Secondary Stage:

The period of this stage is 4 years. 9th grade in this stage Students from 12th standard is included. In this, intensive study of the subjects will be done. Within this stage, the educational curriculum of 8th to 12th standard courses have also been started and the alternative educational course has been started. Students can choose their subjects according to their choice, not within a specified stream. Under the new education policy, students have been given the freedom to choose subjects. Students can study the subjects of science as well as the subject of Arts or Commerce simultaneously. Due to the earlier 10 + 2 system, there was no pre-schooling in government schools. General from class 1 to 10 there was education and class 6 were a moist subject and there was freedom to choose subjects from class 6. Education used to start in the first 6 years, but now it will start in 3 years [9-12].

- Board on students of 10th and 12th, keeping in mind the goal of development before the students the format of board examinations will

also be changed to reduce the burden of examinations. Improvements such as a semester or multiple-choice questions will be included. The examination will be conducted 2 times a year. There will be objective and subjective tests once a year. The main emphasis in the board examination will be on the test of knowledge so that the tendency of rote among students can be eliminated. From this point of view, this thinking of the government is welcome.

- Assessment as a standard prescribing body for the assessment of the progress of students a new national assessment center will be established.

- "Artificial intelligence" based software will be used to evaluate the progress of the students and help the students to take decisions related to their future.

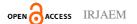## 5.2. Four bodies of Higher Education Commission (HECI)

- National Higher Education Regulatory Council (NHERC): It will act as a regulator for the higher education sector including teacher education.

- General Education Council (GEC): This will create the framework of expected learning outcomes for higher education programs, that is, their standardization work.

- National Accreditation Council (NAC): These institutions are accredited, will function primarily based on basic criteria; public self-disclosure, good governance, and results.

- Higher Education Grants Council (HGFC): This body financing work for colleges and universities

5.3. Provision for differently-abled children

Changes in the educational curriculum for PWD through a new education policy have been done. For these, regular from basic stage to higher education will be enabled to participate fully in the education process.

Funding education Emphasis is to invest up to 6 percent of GDP in the education sector. Present it is 4.43 percent of GDP.

Financial aid to students:

- Efforts will be made to encourage the qualification of students belonging to SC, ST, OBC, and other specific categories
- To support and progress the process of students receiving student's stipends National scholarship portal will be expanded to track

6. Comparison between New Education Policy 2020 and National Policy of Education 1986

Table 1 Comparison between New Education Policy 2020 and National Policy of Education 1986

	New Education Policy 2020	National Policy of Education 1986
1	Ministry of Education	Ministry of Human Resource Development
2	5+3+3+4 format	10+2 format
3	Break-up of age: 3-8, 8-11, 11-14, 14-18	Break-up of age: 6-16, 16-18
4	Exam- class 3, 5, 8, 10, 12	Exam- Each year up to class 12
5	Gross Enrolment Ratio - 50% (2035)	Gross Enrolment Ratio -26.3% (2018)
6	Board exam- objective and description, Twice a year	Board exam- Descriptive, Once a year
7	One vocational subject is must- class 6 to 8	Not mandatory in existing format
8	No hard separation of Arts, Commerce, Science. All will be mixed with curriculum	Hard separation- Arts, Commerce, Science
9	Curriculum content will be reduced to its core essentials	No such policy
10	Pre-school to be added in KVS	Starts from class 1
11	Preparatory class Balavatika for children below the age of 5- by ECCE qualified teacher	Not mandatory in existing format
12	Report card to have reviewed from teachers, peers and students as well	Report card to have reviewed from teachers
13	360-degree holistic report card for students including skills	No such policy
14	Coding to be taught from class 6 onwards	Not mandatory in existing format
15	3 language- by state, region and choice of student	3 language- Hindi, English and the regional
16	Education sector to get 6% of GDP	Education sector to get 4.5% of GDP
17	Minimum qualification for teaching- 4 year integrated B.Ed. degree by 2030	No such policy
18	IITs will include multidisciplinary like arts, humanities etc.	No such policy
19	National Testing Agency (NTA)- It will conduct aptitude test and exams in the science, humanities, languages, arts and vocational subjects, at least twice every year for university entrance exams	No such policy
20	For Higher studies, 4 options are given: 1- year diploma, 2- year Advanced diploma, 3- year Graduation, 4- year Graduation with research	For Higher studies, 4 options were already there: 1/2- year Diploma, 3- year Graduation, 4-

		year Graduation with research
21	M.Phil. is discontinued. Doctorate can be pursued after Master's	First M.Phil., then Doctorate could be pursued
22	Best Indian universities to set up campuses in other countries and best 100 foreign universities may come to set up in India	No such policy
23	At least one large multidisciplinary institution in or near every district by the year 2030	No such policy
24	Controlling Authority-HECI (Higher Education Commission of India) except Medical and Legal. Divided into 4 parts: National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grant's Council (HEGC) for funding and National Accreditation Council (NAC) for accreditation.	Controlling Authority- UGC, AICTE (Technical), ICAR (Agriculture), BCI (Legal), CCIM (Medical), ICAI, ICSI, CBSE, NCERT, etc.

7. Merits of New Education Policy 2020

- The Government aims to make schooling available to everyone with the help of NEP 2020.
- One of the merits of NEP 2020 is the formation of National Book Promotion Policy in India.
- According to the NEP 2020, the Education Ministry is to set up a National Mission on Foundation Literacy and Numeracy. The responsibility for successful implementation for achieving the foundation numeracy and literacy for all students till class three falls upon the states of India. This implementation is scheduled to be done by 2025.
- This new plan focuses on setting up a Gender Inclusion Fund. Special Education Zones for disadvantaged regions and groups is also in the focused list.

8. Drawbacks of The New Education Policy 2020

- According to the National Education Policy 2020, students of the private schools will be introduced with 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 society.
- In the New 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, that is bringing study material in mother languages

Conclusion

The new National Education Policy, 2020, which has been approved by the central government to change the Indian education system to meet the needs of 21st century India, if it is implemented successfully, this new system will make India one of the world's leading countries. Equivalent Under the new education policy, 2020, children from 3 years to 18 years have been placed under the Right to Education Act, 2009. There is also a necessity for more evidence-based decision-making, to adapt rapidly evolving transmutations and disruptions. NEP has reassuringly provisioned for real-time evaluation systems and a consultative monitoring and review framework. The NEP 2020 directs all

participants to meet industrial demands at the local, national, and international levels in order to dramatically raise living standards and promote overall economic expansion. Any changes to the current situation will have both positive and negative effects as a result, we must focus more on the positive effects and successfully accept and implement them for the sake of the nation [13-16]. The NEP, which is designed to ease the burden of classroom teaching and examination on students, will play an important role in creating the future of the country.

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