



An Analysis of the Changes and Benefits of New Education Policy-2020 with respect to National Education Policy-1986

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Abstract

*Education is a vital investment for human and economic development and is influenced by the environment within which it exists. Education can initiate social changes by bringing about a change in outlook and attitude of man. Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. A new policy in place is very crucial for a country where the population of youth is larger than the entire population of Europe, hence the supposed investments in the education and skill development is an obvious step. The National Education Policy (NEP) 2020 looks progressive with a clear objective of restructuring Indian educational system. **National Education Policy 2020 (NEP 2020):** On 29th July 2020 Union Cabinet approved NEP 2020 (New Education Policy 2020) which will replace the existing 10+2 School System with a new 5+3+3+4 School System. Besides this, the age group for the Right to Education (RTE) is now 3 to 18 years (earlier 14 years). The New Education Policy 2020 (NEP 2020) also emphasizes on access, affordability, equity, quality, accountability & universalization of Early Childhood Care Education (ECCE). Here we have explained the new 5+3+3+4 School System besides main highlights of NEP 2020 (National Education Policy 2020).*

Key words: - Education, Policy, Equity, Equality, Universalization, Hard separation, SEDGs

Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernise India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies. Based on the report and recommendations of the Kothari Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India and specialized training and qualification of teachers. The policy called for a focus on the learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for the use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income. As of 2013, the NPE 1968 has moved location on the national website.

In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. 1986 education policy expected to spent 6% of GDP on education. The 1986 National Policy on Education was modified in 1992 by the P. V. Narasimha Rao government. In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA) 1992, under the National Policy on Education (NPE), 1986 envisaged to conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

New NPE-2020, after analysing different chapters in 2019, the Ministry of Human Resource Development released a draft New Education Policy 2019, which was followed by a number of public consultations. The Draft NEP discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning. It also

talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on cognitive development of children. As COVID-19 has put forward many challenges in front of the education institutions how much this new policy is going to reshape the need of the country is a wait and watch scenario. The mode of teaching and learning has now changed. Offline teaching is now online. New software and new courses got its recognition which all opens new doors to explore

On 29th July 2020, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system.

Changes with respect to NEP, 1986

The New Education Policy expands age group 6-14 years of mandatory schooling to 3-18 years of schooling. The NEP introduces hitherto uncovered three years of pre-schooling, age group of 3-6 years under the school curriculum. The new system will have 12 years of schooling with three years of Anganwadi/ pre-schooling.

At a strategic level, the differences in both the policies are primarily around three major dimensions, namely, vision of the society, social purpose, and purpose of education. Both the education policies were developed, keeping in mind the structure of society. In a way, the policies of 1986 and 2020 have a vividly distinct idea of Indian society. In the 1980s, world economies were largely local, and some were in the transient phase. Comparatively, the world economies today are operating as complex global entities. In view of the same, the 1986 NPE focused on standardization and equal opportunities to all. Given that in 2020, most the organisation have reached maturity and have critical inertia, NEP 2020 focuses on augmenting individual capacity and achieving excellence in the field of your choice by providing customisable options for education while hoping to reduce regulation via provision of more internal autonomy to institutions. This is evident from reducing number of educational regulators to one and from the fact that the new NEP 2020 will facilitate subject selection, software training in schools, transfer of credits, multiple entries, and exit system.

The second point of difference is with respect to social purpose. The NEP 1986 was geared towards providing standard educational opportunities to various social

groups therefore, its primary purpose was largely centered on the inclusion of disadvantaged groups. While, the NEP 2020 retains the focus on social inclusivity, it also hopes for the creation of special education zones in the areas having a significant proportion of disadvantaged groups. Additionally, NEP 2020 focuses on the economic value arising out of educational learning and training. The NEP 2020 has a significant focus on skill-based learning and employability arising out of it. This is evident from an increased focus on providing technical skills at various levels to those seeking secondary and post secondary education.

Thirdly, the difference lies in their understanding of the aims of education. The earlier policy stressed more about understanding the world and human life. According to NPE 1986, the aim of education is threefold, namely, the overall development of the human resource, international co-operation, and peaceful co-existence, development of socialism, secularism, and democracy. The present policy focused more on national development by creating citizens with knowledge, skills, and individual development. Specifically, the aim of education as defined by NEP 2020 is to achieve full human potential, development of a just and equitable society, and promoting national development. The curriculum in the new policy is more inclined to allow for critical thinking, discussion, and analytical learning, which aims to enrich India's talent and human resource pool. NEP-2020 talks of vocational education from elementary schools. Vocational education was also the concept of Mahatma Gandhi who also spoke of education for growth and for living.

Overall, the NPE 1986 created a pool of education and trained human resources who contributed to the value chain but NEP 2020 dreams of creating human resources who will create value propositions.

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Comparison of New Education policy 2020 with respect to existing National Policy on Education (NPE), 1986

<u>New – New Education policy 2020</u>	<u>Existing – National Policy on Education (NPE), 1986</u>
Ministry of Education	Ministry of Human Resource Development
Gross Enrolment ratio – 50% (2035)	Gross Enrolment ratio – 26.3% (2018)
5+3+3+4 format	10+2 format
Break-up of age: 3-8, 8-11, 11-14, 14-18	Break-up of age: 6-16, 16-18
Exam – Class 3, 5, 8, 10, 12	Exam – Each year up to class 12
Board exam – Objective and descriptive. Twice a year.	Board exam – Descriptive. Once a year.
No hard separation of Art, Commerce, Science. All will be mixed with curriculum.	Hard separation – Art, Commerce, Science
1 Vocational subject is must – class 6 to 8	Not mandatory in existing format.
Health card and checkup will be done.	Health card and supplement programs are already running.
Coding to be taught from class 6 onwards	Not mandatory in existing format.
3 language – by state, region and choice of student	3 language – Hindi, English and the regional
Pre-school to be added in KVs	Pre school to be Starts from class 1.
Preparatory class Balavatika for children below the age of 5 – by ECCE qualified teacher	Preparity class Balavatika for children below the age of 5 by ECCE Qualified teacher are not included
Report card to have reviewed from teachers, peers, and students as well.	Report card to have reviewed from teachers
NCC wings – secondary and higher	NCC wings – secondary and higher

secondary schools	secondary schools
Free boarding schools like JNVs for poor students	Free boarding schools like JNVs for poor students
National Scholarship portal for SC, ST, OBC and SEDG	National Scholarship portal for SC, ST, OBC and SEDG
Education sector to get 6% of GDP	Education sector get 4.5% of GDP
E-content in total 8 languages	Lack of regional language e-content
Multiple entry and exit options for incomplete courses. Their credits will be transferred through Academic Bank of Credits.	This is the main difference between both the policies with credit storing for higher studies.
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.
After graduation, Master's degree of 1 year and 2 year with research options are given.	After graduation, Master's degree of 1/2 year were already there.
M.Phil is discontinued. Doctorate can be pursued after Master's.	First M.Phil, then Doctorate could be pursued.
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 Grants 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.
Adult learning – Tech based option through apps, TV etc.	Adult learning – Several programs are already running.

Benefits from New Education Policy 2020

CurriculumContent will be reduced to its core essentials. Bag less days encourage. Bestindian universities to set up campuses in other countries and best 100 foreign universities may come to set up in India. 360 degree holistic report card for students including skills. Indian sign language students with hearing impairment to be developed by NIOS. Minimum qualification for teaching is 4 years integrated B.Ed degree by 2030. IITs will include multidisciplinary like arts, humanities etc. National Testing Agency(NTA) will conduct aptitude test, andexams in sciences, humanities, languages, arts,and vocational subjects, at list twice every year for university entrance exams. At least 1 large multidisciplinary institution in or near every district by the year 2030. New academic session ti begin in September- October(Delay due to Corona crisis).

Conclusion

NEP has addressed the social and gender gap in the education system. The policy has stated that there is an evident gap in the representation of the various social groups in the education system.SEDGs,Special Education Zones (SEZs) and ‘Gender-Inclusion Fund’ are some new concepts which bring the policy to disadvantaged section.It has emphasized on the need to overcome the same with regulated interventions. NEP also identified the gender gap in the education system and suggested a mechanism to address it. Quality of teaching is one of the primary agendas of the policy as well. Teachers are integral to the education system, and without improving the way teachers are trained, it will be difficult to improve the quality of education.

It’s a matter to the recognition of the merit that would be the key to reconstruct the Indian Education system. But going one step forward I would like to say this policy is nothing new as it is centred on theNational Education Policy 2020, is an attempt to address most of the grievances of the education system, which have been pending for decades. This is certainly a historic moment for all the stakeholders involved, be it the teachers, students or parents. It is intriguing to

see how the norms of this policy will be implemented, but we can be sure that this is a new age for the Indian Education landscape.

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