

Comparative Analysis of NEP 2020 and 1986

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Abstract

Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation as mentioned in Directive Principles of State Policy and Fundamental Duties. India's previous Education Policy was passed and implemented in 1986. After thirty-four years, the National Education Policy (NEP) for India has been updated, revised and approved on 29 July 2020.

Key words- *Critical analysis and NEP 2020 and 1986*

Introduction

Education is fundamental for achieving full human potential, developing an equitable and just society and promoting national development. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation as mentioned in Directive Principles of State Policy and Fundamental Duties. India's previous Education Policy was passed and implemented in 1986. After thirty-four years, the National Education Policy (NEP) for India has been updated, revised and approved on 29 July 2020. The policy signifies a huge milestone for India's Education System, which will certainly make India an attractive destination for higher education worldwide. The policy is based on the pillars of "Access, Equity, Quality, and Affordability & Accountability" and will transform India into a vibrant knowledge hub. NEP 2020 emphasis systematic and institutional improvements to regulate govern and promote multidisciplinary academic and research in Indian HEIs. NEP 2020 has marked an epoch development in the educational landscape of India. The policy envisions an Indian centered education system compatible to transform India to a vibrant knowledge society. Remarkably, the thrust area of the new education policy is to make the system of education well-resourced and multidisciplinary by the consolidation of multiple educational institutions and disciplines which constantly strives to deliver the needs.

Objectives of the study

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 highlight the overview of the NEP 2020
2. To identify the challenges of existing educational policy
3. To compare NEP 2020 with the currently adopted policy in India
4. To discuss the merits and drawbacks of NEP 2020

Research Methodology

The 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.

Review of 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.

Highlights of New Education Policy 2020

- This is the first education policy of the 21st century and will replace the thirty four year old National Policy on Education-1986
- The new policy aims for universalization of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio in school education by 2030 and aims to raise Gross Enrolment Ratio in higher education to 50 per cent by 2035
- National Educational Policy 2020 will bring two crore out of school children back into the main stream

- 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. It will include 12 years of schooling and three years of Anganwadis and pre-schooling
- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education for children up to the age of eight
- National Educational Policy 2020 calls for setting up a National Mission on Foundational Literacy and Numeracy by the Ministry of Education. States will prepare an implementation plan for attaining universal foundational literacy and numeracy in all primary schools for all learners by grade 3 by 2025
- A National Book Promotion Policy is to be formulated
- All students will take school examinations in Grades 3, 5 and 8 which will be conducted by the appropriate authority. Board exams for Grades 10 and 12 will be continued, but redesigned with holistic development as the aim
- A new National Assessment Centre, Performance Assessment, Review and Analysis of knowledge for Holistic Development, will be set up as a standard-setting body
- National Educational Policy emphasizes on setting up of Gender Inclusion Fund and also Special Education Zones for disadvantaged regions and groups
- Every state/district will be encouraged to establish 'Bal-Bhavan' as a special daytime boarding school, to participate in age-related, cancer-related and play-related activities. Free school infrastructure can be used as Samajik Chetna Kendras
- A common National Professional Standards for Teachers will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organizations from across levels and regions
- States/UTs will set up independent State School Standards Authority. The SCERT will develop a School Quality Assessment and Accreditation Framework through consultations with all stakeholders
- National Educational Policy 2020 aims to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3 per cent in 2018 to 50 per cent by 2035 and aims to add 3.5 crore new seats to higher education institutions
- The policy envisages broad-based, multidisciplinary, holistic Under Graduate education with flexible curricula, creative combination of subjects, integration of vocational education and multiple entry and exit points with appropriate certification
- An Academic Bank of Credit to be established for digitally storing academic credits earned from different HEIs so that these can be transferred and counted towards final degree earned

- Multidisciplinary Education and Research Universities, at par with IITs, IIMs, to set up as models of best multidisciplinary education of global standards in the country
- The National Research Foundation will be created as an apex for fostering a strong research culture and building research capacity across higher education
- Higher Education Commission of India will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education
- Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards
- Affiliation of colleges is to be phased out in 15 years and a state-wide mechanism is to be established for granting grades autonomy to colleges
- A new and comprehensive National Curriculum Framework for Teacher Education, NCFTE 2021, will be formulated by the NCTE in consultation with NCERT
- By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree
- Stringent action will be taken against Teacher Education Institutions
- A National Mission for Mentoring will be established, with a large pool of outstanding senior/retired faculty who would be willing to provide short and long term mentoring/professional support to university/college teachers
- The National Scholarship Portal will be expanded to track the progress of students receiving scholarships
- Private HEIs will be encouraged to offer larger number of free ships and scholarships to their students
- Measures such as online courses and digital repositories, funding for research, improved student services, credit based recognition of MOOCs, etc., will be taken to ensure distance learning is at par with the highest quality in-class programmes
- A comprehensive set of recommendations for promoting online education consequent to the recent rise in epidemics and pandemics in order to ensure preparedness with alternative modes of quality education whenever and wherever traditional modes of education are not possible, has been covered
- A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the HRD ministry to look after the e-education needs of both school and higher education
- An autonomous body, the National Education Technology Forum, will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning and administration
- National Educational Policy recommends setting an Indian Institute of Translation and Interpretation, National Institute (or Institutes) for Pali, Persian and Prakit, strengthening of Sanskrit and all language

departments in Higher Education Institutions and use mother tongue/ local language as a medium of instruction in more Higher Education Institution programmes

- Internationalization of education will be facilitated through both institutional collaborations and student and faculty mobility and allowing entry of top world ranked universities to open campuses in India
- Stand-alone technical universities, health science universities, legal and agricultural universities etc. will aim to become multi-disciplinary institutions
- Policy aims to achieve 100 per cent youth and adult literacy
- The Centre and the State will work together to increase the public investment in Education sector to reach 6 per cent of GDP at the earliest

Challenges of National Policy of Education 1986 (existing policy)

- The education policies are silent on condition of those schools which are run throughout the country on commercial lines by certain persons or bodies. No education policies, so far, has suggested measures for reducing the differences in educational standards of poor children and more privileged ones
- The education policy of 1986 has recommended for starting an All India Educational Service. If this suggestion was implemented, the existing gulf between teachers and bureaucracy will be further widened. The All India Educational Service was stopped during the British days. The propriety of starting it again does not understand
- The various education policies stand for admission to university classes on the basis of capability. These features will deprive many youths of university education. According to some critics the Open University can never be a good substitute for regular university classes
- The education policy of 1986 had recommended the institution of capitation fees for admitting students in technical institutions. This cannot be accepted as a healthy policy, as this is likely to deprive many deserving students of obtaining technical education, if they cannot pay such a fee. Engineering graduates who have obtained their technical education on the basis of capitation fees are sure to be poor and unreliable workers afterwards in their so called chosen areas.

Conclusion-

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. Its success, however, lies in uniform and transparent implementation at all levels, with an equitable distribution of resources. This mammoth task can be realized only when there is 100% co-operation and collaboration between all the stakeholders backed by institutional mechanisms.

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