

A COMPARATIVE STUDY OF OLD EDUCATION POLICY 1986 & NEW EDUCATION POLICY 2020

* Ms. Khyati Jayesh Pandya,

* Assistant professor, Matrushi Kashiben Motilal Patel Senior College of Commerce & Science, Thakurli (E)

Abstract:

National education policy 2020 is the first education policy of 21st century in India, that is Bharat, which contains comprehensive framework for many changes in the field of teacher education. It explores the evolving landscape of teacher training and development, emphasizing the need for innovative approaches to better prepare educators for the challenges of the 21st century. Teacher education is vital in creating a pool of school teachers that will shape the next generation (National Education Policy, 2020). Placing the teacher at the heart of fundamental educational reforms is imperative. Innovations in teacher education are not just about adjusting to policy changes; they're about equipping educators with the tools, knowledge, and mindset needed to shape the future of education in India. The aims of which is comprehensively improve the Indian teacher education system and to prepare a better and dedicated professionals in the field. The vision of new education policy 2020 is to convert the existing teacher education institution into multidisciplinary institutions by 2030. So that trainee teachers can get high quality material, pedagogy, training and research experience. In the new education policy, special focus has been given towards teacher education field and their education. The present paper delves into the dynamic evolution of teacher training and development, highlighting the pressing demand for innovative approaches in preparing educators to address the unique challenges of the 21st century. Overall, this paper outlines those possibilities of changes, innovations and new reforms in the field of teacher education in the near future, as per the national education policy 2020.

Keywords: National Education Policy, 1986, 2020, Comparative Study.

Copyright © 2024 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

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:

- 1) To highlight the major changes adopted in NEP 2020
- 2) To study the comparison of Education Policies 1986 and 2020.
- 3) To identify the difference between both the Policies.
- 4) To check the effectiveness of their Structure.

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 existing educational policy of India.

Review of Literature:

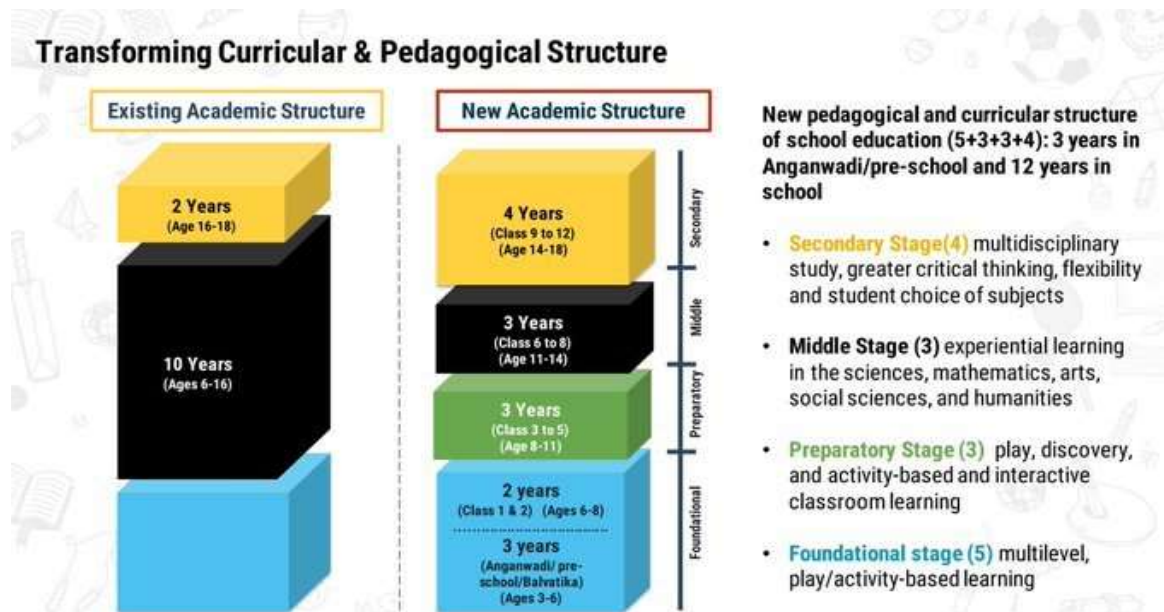
- National Education Policy (1968) In India, the Social Work Education was commenced in the year 1936, with the establishment of Tata Institute of Social Sciences. In the post-independence reforms, education was given prominence. In the year 1966, first education policy was announced. This was aimed 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:

- Ministry of Human Resource Department to be renamed as Ministry of Education.
- With an emphasis on Early Childhood Care and Education, 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.

- This will bring the hitherto uncovered age group of 3-6 years under the school curriculum, which has been recognized globally as the crucial stage for the development of the mental faculties of a child.
- The new system will have 12 years of schooling with three years of Anganwadi/ pre-schooling.



- Holistic Multidisciplinary Education transforming higher education:
 - The policy envisages broad-based, multi-disciplinary, holistic Under Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education, and multiple entry and exit points with appropriate certification.
 - UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period.
 - For example, Certificate after 1 year, Advanced Diploma after 2 years, Bachelor's Degree after 3 years, and Bachelor's with Research after 4 years.
- Reforms in school curricula and pedagogy:
- Students will have increased flexibility and choice of subjects.
- There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams.
- School students will have 10 bagless days in a year during which they are exposed to a vocation of their choice from the 6th grade, and will include internships.
- 3 language policy to continue with preference to local language medium of instructions up to class 8.
- No language will be imposed on any student.
- Higher Education Commission of India(HECI) will be set up as a single overarching umbrella body for entire higher education, excluding medical and legal education.

- Adult Education:
 - Policy aims to achieve 100% youth and adult literacy.
- Financing Education:
 - The Centre and the States will work together to increase public investment in the Education sector to reach 6% of GDP at the earliest.

The New Education Policy 2020 is a progressive shift towards a more scientific approach to education. It aims to facilitate an inclusive, participatory, and holistic approach, which takes into consideration field experiences, empirical research, stakeholder feedback, as well as lessons learned from best practices.

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

Sr.no.	New Education Policy 2020	National Policy of Education 1986
1	Ministry of Education	Ministry of human Resource Development
2	Gross Enrolment Ratio -50% (2035)	Gross Enrolment Ratio -2.7.1% (2023)
3	5+3+3+4 format	10+2 format
4	Break-up of age: 3-8, 8-4, 11-14, 14-18	Break-up of age: 6-16, 16-18
5	Exam- class 3, 5, 8, 10, 12	Exam- Each year up to class 12
6	Board exam- objective and description, Twice a year	Board exam- Descriptive, Once a year
7	No hard separation of Art, Commerce, Science. All will be mixed with curriculum	Hard separation-Science
8	Curriculum content will be reduced to its core essentials	No such policy
9	One vocational subject is must- class 6 to 8	Not mandatory in existing format
10	Bag- less days encouraged	No such policy
11	Health card and check-up will be done	Health card and supplements programs are already running
12	360 degrees holistic report card for students including skills	No such policy
13	Coding to be taught from class 6 onwards	Not mandatory in existing format
14	3 language- by state, region and choice of Student	3 language- Hindi, English and the Regional
15	Indian Sign Language students with hearing impairment to be developed by NIOs	No such policy
16	Pre- school to be added in KVS	Starts from class 1

17	Preparatory class Balalaika for children below the age of 5- by ECCE qualified Teacher	Not mandatory in existing format
18	Report card to have reviewed from teachers, peers and students as well	Report card to have reviewed from Teachers
19	NCC wings- secondary and higher secondary schools	NCC wings- secondary and higher education schools
20	Free boarding schools like JNVs for poor Students	Free boarding schools like JNVs for poor students
21	National scholarship Portal for SC, ST, OBC and SEDG	National scholarship portal for SC, ST, OBC and SEDG
22	Education sector to get 6% of GDP	Education sector to get 4.5% of GDP
23	Minimum qualification for teaching- 4 year integrated B.Ed. degree by 2030	No such policy
24	IITs will include multidisciplinary like arts, humanities etc.	No such policy
25	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
26	E-content in total 8 languages	Lack of regional language e-content
27	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
28	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
29	After graduation, Master's degree of 1 year and 2 year with research options are given	After graduation, Master's degree of ½ year were already there
30	M.Phil. is discontinued. Doctorate can be pursued after Master's	First M.Phil., then Doctorate could be Pursued
31	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
32	At least one large multidisciplinary institution in or near every district by the year 2030	No such policy
33	Controlling Authority- HECI (Higher Education Commission of India) except Medical and Legal. Divided into 4 parts: National Higher	Controlling Authority- UGC, AICTE (Technical), ICAR (Agriculture), BCI (Legal), CCIM (Medical), ICAI, ICSI,

	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	CBSE, NCERT, etc.
34	Adult learning- Tech based option through apps, TV etc.	Adult learning- several programs are already running

New Education Policy 2020 and Teachers Development:

- Stand-alone Teacher Education institutions will be converted into multi-disciplinary institutions by 2030 offering 4-year integrated teacher preparation Programme
- All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/education/pedagogy/writing related to their chosen Ph.D. subject during their doctoral training period
- Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through assistantships and other means. Ph.D. programs at universities around the country will be re-oriented for this purpose.
- A National Mission for Mentoring will be established with a large pool of outstanding senior/retired faculty-including those with the ability to teach in Indian languages to provide mentorship to university/college teachers

Conclusion:

NPE 1986 majorly emphasized removing the discrepancy between different social groups by giving more importance to achieving uniformity of education across social groups. But NEP 2020 focuses on balancing the local and global human resource needs of the growing Indian economy. Both the policies, NPE 1986 and NEP 2020 differ from each other in three dimensions such as society, social purpose and purpose of education. In the context of society, both the education policies have been formulated by thinking of the structure of society but at the same time, they both have a different idea of Indian society. In the 1980s, world economies were largely local so in 1986 NPE mainly focused on standardization and providing equal opportunities to all. In contrast, today world economies are complex global entities and most of the organizations have reached maturity so NEP 2020 focuses on strengthening individual capacity and achieving excellence in the field of their choice. NEP 2020 is trying to achieve this by reducing the educational regulators and it is also introducing new features like subject selection, providing software training in schools, and multiple entries and exit process. and transfer credits. In this way, individuals can achieve excellence in the field of their own choice. In the context of social purpose, both the policies focus on providing educational opportunities to all social groups including disadvantaged groups but NEP 2020 is also hoping to create special education zones in the areas having a significant proportion of disadvantaged groups. In addition to this, NEP 2020 focuses on the economy arising out of educational learning so it mainly focuses on skill-based learning and employability arising out of it. In the context of the purpose of education, the objective of NPE 1986 was the overall development of the human

resource, international co-operation, and peaceful co-existence, development of socialism, secularism, and democracy and the objective of NEP 2020 is to achieve full human potential, development of socialism and promoting national development and to achieve this the curriculum is more inclined to allow for critical thinking, discussion, and analytical learning, which aims to enrich India's talent and human resource pool

References:

The national policy of Education, 1986
National Education Policy, 2020
www.educationtimes.com
www.oneindia.com
<https://wenr.wes.org/>
www.educationalinformation.in

Cite This Article:

Ms. Pandya K.J. (2024). *A Comparative study of old Education Policy 1986 & New Education Policy 2020.* In Educreator Research Journal: Vol. XI (Number I, pp. 97–103). **ERJ.** <https://doi.org/10.5281/zenodo.10754644>