

New Education Policy 2020: A Comparative Study with Special Reference of Existing Policies, 1968 And 1986

^{1*}Altaf Ahmad Sheikh, ²Owaise Jan Kirmani, ³Mufti Shahla

Abstract

The destiny of India is being shaped in her classrooms (Kothari Commission 1964-65) had stated that the knowledge, skills, and attitudes students learn work as the cornerstone for nation-building. The key factor in a person's ability to become independent is their education, which also helps them develop self-confidence and self-esteem. Education is a comprehensive process that fosters not only individual progress but also the enlightening development of society and the country. With all of these factors in mind, the Indian government recognizes the urgent need to implement new educational policies that would essentially modify the way that education is provided in the country, with a concentration on making the education system more comprehensive, inclusive, equitable, qualitative and holistic. In this paper the investigator has discussed the origin and vision of these three (NPE-1968, 1986 and NEP 2020) National educational policies and, to compare NEP-2020 with NPE-1986, of India. This study is qualitative in nature. This paper is purely based on secondary data. The data for this study is collected from the draft NPE-1968, 1986, NEP 2020 and from various articles, journals, books and websites.

Keywords: NEP-2020, NPE-1986, Vision, Policies

Introduction

A nation's development has been shown to be largely influenced by its population and resources. However, in order to achieve rapid rates of development and innovation, it is ultimately up to the people to decide how effectively they can use limited resources. People and education both play a role in determining how well a nation is perceived. Therefore, education is the foundation of every nation; it is essential for technological advancements and disseminates a range of skills, values, and awareness. A nation's GDP will expand more quickly and its unemployment rate will decline with a higher literacy rate. Concerns that nations face today include terrorism, discrimination, global warming, poverty, and gender inequity. These difficulties may be addressed at all levels of a good education. A better nation with higher living standards could arise from addressing these problems at its core through universal education. The benefits of education over the long term are greater; educated children today will create a very moral and civilised society tomorrow. The power of the human intellect to transform society in meaningful ways is vast. Gaining access to the advantages of human intelligence requires education above all else. For the development of all creatures, it is an essential investment.

Education policy is highly valued by governments all around the world. There is growing international demand to place more attention on educational programmes' outcomes and their impact on social and economic development. However, a lot of individuals are not aware of the components of an education policy or how they are created. This study aims to assess the fundamental components, expected outcomes, and substance of educational policy. The laws and ideas governing how educational systems function are called education policy.

The process of creating educational policy must take several important factors into account. They cover pedagogical methods, teacher roles, instruction for diverse underserved populations, teacher training, policy results, resource mobilisation, curriculum material, and the policy's possible impact on various groups. The Indian government places a lot of emphasis on education throughout this process, creating a number of commissions, regulations, and reports to raise the standard of education. Commissions on secondary and tertiary education were established for improvement of education in India.

¹ Ph.D. Research Scholar, Department of Education, University of Kashmir, Srinagar saltafsedu@gmail.com

² Ph.D. Research Scholar, Department of Education, University of Kashmir, Srinagar Owaiskirmani2576@gmail.com

³ Ph.D. Research Scholar, Department of Education, University of Kashmir, Srinagar muftishahla@gmail.com

Examples include the National Educational Policy of 1952–1953, the Kothari Education Commission's recommendations from 1964–1966, the NPE of 1968, the modified NPE of 1992, the National Educational Policy of 2020, and others. These programmes and commissions contend that education aims to advance economic growth, foster social and racial harmony,

bolster democracy, modernise the nation, and instil in students a scientific mind set as well as social, moral, and spiritual traits.

Objectives of the study:

The investigators have carried out this study with the following objectives:

1. To present the origin and vision of three National Policies on Education (1968, 1986 and 2020).
2. To study briefly, a comparison of NPE-1986 with NEP-2020.

Methodology:

The study is descriptive in nature. This paper is purely based on secondary data. The data for this study is collected from the draft NPE-1968, 1986, NEP 2020 and from various articles, research papers, journals, books and websites.

Origin and Vision of the policy, 1968

In order to improve the standard and accessibility of education, a number of changes were put into place after India gained its independence. In 1964, Congress MP Siddheshwar Prasad filed a resolution in the Lok Sabha denouncing the government for not giving education enough attention and for lacking a clear vision and educational philosophy. A centralised national education programme was decided upon by the government at the time. A 17-member Education Commission led by UGC Chairperson DS Kothari was later constituted by the government as the Kothari Commission. Based on the suggestions of the Kothari Commission, the first National Education Policy was released in 1968. According to this policy, all students would have access to an equal quality education up to a certain degree, regardless of caste, creed, or gender.

Up until the age of 14, all children in India are entitled to free and compulsory education, according to Article 45 of the constitution. NPE 1968 sought to accomplish this driving principle. The importance of all enrolled students successfully completing the designated course was also emphasised. The goal was to dismantle obstacles to high-quality education across the nation by using this strategy. The goal of the strategy was to encourage equal opportunities for everyone nationwide.

The Policy also emphasised how crucial it is to upgrade the educational resources available to underprivileged kids. NPE 1968 also focused on girls' education and had a particular focus on children from rural, underprivileged, or indigenous areas. Through this tactic, the "three-language formula" was approved in accordance with Article 351 of the Constitution. This promoted the dissemination of "Hindi" across the nation. Based on the recommendations of the Education Commission, a new structure for the educational system was created. During this time, the country implemented a standardised education system in the form of 10+2+3. In order to raise the rate of adult literacy, the policy sought to encourage functional literacy among the general population. Through literacy initiatives, it intends to educate industry personnel. It emphasised the value of youth education as a greater alternative to self-employment. The educational demands of minorities were also taken into account in this strategy. Even in independent India, the position of teachers needs attention. India's education policy strongly emphasises the necessity of enhancing teachers' working conditions. Additionally it promoted their academic autonomy. Because of their expertise, they received preferential treatment in terms of pay and service conditions. The policy also places a lot of emphasis on their education and training.

Origin of the policy, 1986

On January 5, 1985, Rajiv Gandhi, the country's prime minister at the time, made a pledge to the people that a new educational initiative would prepare the country both economically and scientifically for the twenty-first century. In order to better align vocational education with the country's productive sectors of industry, agriculture, and communication, the prime minister emphasised the "inherent links" between education and society's productive forces. The prime minister's remarks above list the commissions that worked on the 1986 Education Policy. The finalisation of the National Education Policy was preceded by a status report. The paper's subtitle was "The Challenge of Education: A Policy Perspective." On August 20, 1985, Mr. K.C. Pant, the Education Minister at the time, gave it to Prime Minister Indira Gandhi and the Parliament. A review of the nation's educational position and suggestions for new initiatives were included in the booklet. The National Strategy on Education was unveiled by former Prime Minister Rajiv Gandhi in May 1986. India was to be

prepared for the twenty-first century through the new educational programme. Significant changes are brought about in the educational field by the National Policy of Education of 1986, or NPE-1986. The country was being rocked by population expansion as education expanded quickly. The increase in educated and unskilled unemployment was disturbing the tranquilly in the nation.

Vision of the policy:

This plan was developed to broaden and equitably distribute educational opportunities across the nation. Additionally, it aimed to meet the unique needs of the trainees, particularly the special and marginalised students. It placed a strong emphasis on the standard of instruction offered inside the institutions and envisioned an educational framework that could support the nation's overall progress. One of India's most innovative educational policies was implemented in 1986. It supported all-levels of educational reform. And, in some ways, helped to make a consistent educational system simpler.

1. By 1995, free and compulsory education was to be a reality, according to the National Policy on Education (NPE) of 1986. Additionally, it focused on enlarging the educational facilities in a one kilometre area.
2. In India, the majority of educational policies were developed with the intention of retaining students in the mainstream system. To shift the focus from enrolment to retention, NPE 1986 also had a proposal. It advocated carrying out surveys (from house to house) to gauge the regularity of attendance and the suitability of schooling for this purpose.
3. The launch of Operation Blackboard had the explicit goal of ensuring that primary schools had the bare minimum of amenities. There will be two large rooms, games and toys, diagrams, maps, and blackboards, as well as teaching materials. The resources required for building construction etc. were supplemented with other concepts. In general, the policy sought to utilise the resources at hand to the fullest.
4. The Policy placed a strong emphasis on redesigning job-specific courses to help the qualified candidate with the required skill sets find suitable employment. It was against the rules to give graduate applicants disproportionate weight. The vocationalization of education was instead promoted.
5. The NPE 1986 advocated for a national education system built on the recognised 10+2+3 structure. In all public schools around the nation, the +2 level was suggested to be taught.
6. The establishment of Navodaya Vidyalayas marked yet another turning point in the history of education. The Open University system was also expanded in 1985 with the founding of the Indira Gandhi National Open University.
7. District Institutes of Education and Training (DIET) must be equipped to provide adult and nonformal education, as well as pre-service and in-service courses for elementary school teachers. Updated specific secondary teacher education programmes should be implemented to support SCERT's (State Council of Educational Research and Training) initiatives. Giving the National Council for Teacher Education (NCTE) the tools and resources it requires to accredit teacher-education institutions and offer guidance on curricula and methods is important.
8. A unified curriculum framework with a common core and other configurable elements will serve as the foundation for the nation's educational system. The history of India's struggle for independence, constitutional obligations, and other knowledge essential to fostering national identity will all be covered within the common core.
9. The NPE-1986 recommends that institutions of national importance, including the UGC, NCERT, NIEPA, AICTE, ICAR, and IMC, be strengthened in order to help them build the national educational system and meet the changing demands of the country.
10. At all levels of school, work experience will become a requirement. Through carefully planned and graded programmes, it will be made available. Activities will be developed to meet the needs, interests, and abilities of children. As a student progresses through the educational system, their level of abilities and knowledge will rise.

Origin of the policy, 2020

India's National Education Policy, or NEP, was established in 1986 and updated in 1992. As a result, it has existed for at least three decades, during which both the country's and the world's society and economy have undergone profound change. India's educational system must therefore be modernised in order to fulfil 21st-century aspirations.

The 1986 National Policy on Education has been superseded with the NEP-2020. A team led by former Cabinet Secretary T. S. R. Subramanian began the consultation process for the New Education Policy in January 2015. Based on the committee's report from June 2017, a team lead by former Indian Space Research Organisation (ISRO) director Krishnaswamy Kasturirangan submitted the draft NEP in 2019. The Draft New Education Policy (DNEP) 2019 was subsequently created by the Ministry of Human Resource Development and the subject of numerous public discussions. The Draft NEP was lengthy at 484 pages. The Ministry underwent a detailed consultation process before establishing the current policy: From 676 districts, 6,000 blocks, 6,000 Urban Local Bodies (ULBs), and 2.5 lakh gram panchayats, more

than 2 lakh proposals were submitted. The new policy, which was launched on September 23, 2020, would emphasise innovation, research, and quality to realise India's aim of becoming a knowledge powerhouse. At the start of August 2021, Karnataka became the first state to issue an order relating to the implementation of NEP. NEP 2020 was implemented in Madhya Pradesh on August 26, 2021.

Vision of the policy:

The aim for India's future educational system is set forth in the National Education Policy of India 2020 (NEP 2020), which was unveiled by the Indian Union Cabinet on July 29, 2020. The policy's intention—to create a knowledge society that is centred on Bharat—is shown by the vision. a society having roots in the timeless Bhartiya sanskriti and a desire to advance in society.

1. Education Structure: A new curriculum and pedagogy for school education (5+3+3+4) I.e. 3 years in an Anganwadi or Preschool and 12 years in School.

A. Secondary Stage (4 years): It includes multidisciplinary study, student choice of Subjects greater emphasized on critical thinking etc.

4 years (class 9 to 12)
(AGE 14-18)

B. This stage is called Middle stage (3 years): Including experiential learning. Mathematics, arts, social sciences and humanities.

3 YEARS
(CLASS 3 TO 5)
(AGE 11-14)

C. Preparatory Stage(3years): This stage covers discovery, play

3 yrs
Class 3-5
Age 8-11

related activities, interactive classrooms and Activity-based learning.

D. Foundational Stage (5 years): multilevel, play, activity-based Learning.

2 Years
(Class 1&2) (Age 6to 8)
3 Years Age 3-6
(Anganwadi/Pre-school)

- Attaining Foundational Literacy and Numeracy: By 2025, a National Mission on Foundational Literacy and Numeracy will be prioritised to place a special emphasis on developing early Language and mathematic abilities in Grades 1-3. One method is to have all Grade 1 students participate in a three-month play-based school preparation module to help them become school-ready. Other tactics include placing more emphasis on reading, writing, speaking, counting, arithmetic, and mathematical thinking; continuous assessment and adaptive testing; a national repository of top notch resources on fundamental literacy and numeracy; employing teachers; peer tutoring and volunteer work; and establishing school libraries in every community. A national book promotion policy will be implemented, and steps will be taken to ensure that books are available, accessible, of high quality, and read by readers of all ages and educational levels.
- Reforms to assessment: Assessment will switch from summative to regular and formative, which is more competency-based, supports learning and growth, and assesses higher-order skills like analysis, critical thinking, and conceptual clarity. There will still be board exams for grades 10 and 12, but they will be changed so that students do not need to take coaching sessions. The purpose of the changes to board exams is to measure key competencies and to encourage holistic growth, making them "easier." A maximum of two Board Examinations may be taken by each student in a given school year, once for the main exam and once for improvement. All students will take school exams in grades three, five, and eight, which will be given by the proper authority.
- PARAKH, which stands for Performance Assessment, Review, and Analysis of Knowledge for Holistic Development, In order to develop rules, standards, and recommendations for student assessment and evaluation for all approved school boards in India, a new National Assessment Centre would be created. Additionally, it will oversee the National Achievement Survey (NAS) and State Achievement Survey (SAS), track learning outcomes, and encourage and support school boards as they modify their assessment procedures to match the skills needed for the twenty-first century.
- Increase the Gross Enrolment Ratio (GER) in higher education from 26.3% in 2018 to at least 50% by 2035: The goal is to raise the GER in higher education, which includes vocational education, from 26.3% in 2018.
- The Bachelor's programme will take three or four years, and there are a number of exit options available with the proper certifications: a certificate after finishing one year in a subject or field, including vocational and professional

domains, or a diploma after two years of learning, or a Bachelor's degree after a three-year programme. It is suggested that students pursue a 4-year interdisciplinary Bachelor's degree since it enables them to concentrate on their chosen major and minor while still gaining a comprehensive, diverse education.

7. Vocational Education: By 2025, schools and higher education institutions must expose at least 50% of students to vocational education. Early exposure to the field in middle and secondary school will be followed by seamless integration of high-quality vocational education into higher education. All secondary schools' curricula will gradually incorporate vocational education over the course of the next ten years. To do this, secondary schools will collaborate with polytechnics, ITIs, neighbourhood companies, and other organisations.
8. Financial aid for students: Initiatives would be taken to recognize meritorious students from SEDGs including SC, ST, and OBC. Enhancements will be made to the National Scholarship Portal to help, advertise, and track the progress of scholarship recipients. More scholarships and complimentary cruises will be offered to students by private higher education schools.
9. The increase the gross enrolment ratio to 50% will be considerably aided by the growth of open and remote learning. To guarantee that it is on par with the highest-quality in-class courses, steps will be taken such as research funding, enhanced student services, credit-based recognition of MOOCs, etc.
10. Ministry of Education: In order to emphasis on education and learning (MoE), it may be advisable to redesignate MHRD as the Ministry of Education.

Comparison:

S. No	Headings	NPE-1986	NEP-2020
1	Under the Ministry	MHRD, the Ministry of Human Resource Development	Ministry of Education (MOE)
3	Educational format	Educational format (10+2)	5+3+3+4 Educational format
4	Age format	Age is divided into 6-16, 16-18	Age id divided into 3-8, 8-11, 11-14, 14-18
5	Vocational subject	The existing format does not make it compulsory.	This policy recommended that one vocational subject is essential from class 6 to 8.
6	Preparatory class	This policy does not make it compulsory.	Preparatory class Balavatika for children below the age of 5. For that, there should be ECCE qualified teachers.
7	GDP	4.5% of GDP should be given to the Educational sector.	6% of GDP should be given to the Educational sector.
8	Role of National Testing Agency NTA	This policy did not talk about NTA.	According to this policy, the National Testing Agency (NTA) should provide aptitude tests and and for university admission exams in the fields of Science, Humanities, Languages, arts, and vocational topics at least twice a year.
9	M.PHIL, PH.D	Doctorate could be pursued only after the M.PHIL.	NEP-2020 discontinued the M.PHIL. It recommends that the Doctorate can be pursued after a Master's in any subject.
10	Gross Enrolment Ratio	Gross Enrolment Ratio (year, 2018) -26.3%	Gross Enrolment Ratio (year, 2035) -50%
11	Undergraduate programmes.	It suggests undergraduate curricula lasting three to four years.	Undergraduate programmes are fouryears which is further divided into four sections are as follows: 1. Diploma: If a student exits after one year in the undergraduate programme, he will be given the award of a Diploma. 2. Advanced Diploma: After two years, he will be given the award of Advance Diploma. 3. Pass Degree: After three years, he will be given the award of Pass Degree. 4. Project-based degree: After fours, he will be given the award of project based degree.
12	Post-graduation education	It suggests two years of postgraduate education with specialization.	It suggests one to two years of post graduation education with a focus on specialization and research.

13	PH.D Programme	Holders of a four year Bachelor's degree cannot be admitted directly to a Ph.D. course without first receiving a Master's degree.	In all types of HEIs, holders of a four-year bachelor's degree who have demonstrated excellence in research during the fourth year are eligible for direct admission to the Ph.D. course without first completing a master's study.
14	Library and books	It suggested a physical library, including books and journals.	This policy encourages using an online library, which includes both books and articles.
15	Credit System	This policy recommended a choice based credit system of education.	It recommends liberal and competency-based education.
17	Role of Education	The old policy placed more of an emphasis on global and human life knowledge.	The present policy stressed more on national development.
18	Aim of Education	The main aim of this policy is overall development of human resources, global cooperation, development of socialism, secularism and democracy.	The main aim of education according to present policy is to get full human potential, development of an equitable society, allowing for critical thinking, discussion and analytical learning.
19	Teaching Techniques	The methods of teaching should be knowledge and fieldwork oriented.	The methods of teaching should be knowledge, fieldwork and research-oriented.
20	Social Programmes	It suggested that students involvement in social programme is optional.	Student's involvement in social programme is compulsory.

Limitations of the present study:

1. The updated NPE 1992 is not taken into account in this analysis because it solely focuses on the NPE 1968, NPE 1986, and NEP 2020.
2. Only the origin, vision and brief comparison of these policies has been focused in this study.
3. To quantify the impact, this study solely relies on secondary data and makes no use of analytical or prediction tools.

Conclusion:

The current research makes an effort to evaluate national education policies in India, which have made important contributions to the area of education. Before independence, various commissions and committees were established by the East India Company and the British government to provide education to the general public. However, some of these commissions and committees were successful, while others failed due to a lack of support, funding, public awareness, and other factors. Similar to this, India's government has implemented a number of policies since gaining independence to ensure that everyone has access to education. As a result, it may be concluded that the government should not be responsible for carrying out programmes and policies, but rather for ensuring that they are carried out in a way that is both efficient and accessible to all. Every initiative must be carried out successfully for it to be effective.

With the assistance of the resource analysis on NPE-1968, 1986, and NEP-2020 supplied, we can draw the conclusion that even though the national education policy gave students and aspirants a lot of new resources to make their dreams come true by having a new training programme that could improve education from remote areas, they still had a long way to go because education still needs improvement in the curriculum, which is now being provided with the help of NEP 2020, which focuses on the key areas. The pupils won't merely be products of a factory. The result will be of high quality and will be based on experimental learning. Students can select the area of study they would like to pursue in any given topic. Students will now have additional opportunities to expand their horizons in whichever subject they want to pursue further, thanks to the forthcoming NEP-2020.

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