

# New Education Policy 2020: Comparative Analysis with Existing National Policy of Education

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## ABSTRACT:

The NEP 2020 was approved by the Union Cabinet of India on 29 July, 2020. The Ministry of Human Resource Development formed a committee headed by former ISRO Chairman Dr K Kasturirangan, who outlined the vision of India's new education system. The New Education Policy addresses challenges faced by current education system such as Quality, Affordability, Equity, Access and Accountability. NEP 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant society filled by knowledge and by providing high-quality education to all. This article emphasizes the major differences between the current education policy i.e., New policy education of 1986 and New education policy of 2020. An attempt had been also made to figure out the challenges in the existing policy that led to the emergence of NEP 2020. A brief analysis has also been made on the highlights of the NEP 2020. The data has been collected through various sources i.e., journals, reports, print media and various other government websites. This article is purely based on secondary data. Though NEP 2020 has new targets to be achieved by 2035, nevertheless it has its own merits and limitations and the efforts have been made to highlight them. 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:** Education policy, Development, Higher education, Schooling, Comparison, Teachers, Targets, Issues, Drawbacks, Challenges

## 1. 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 world-wide. 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 centred 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

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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
5. To give you a clear idea on the efficacy of NEP 2020
6. To understand the relevance of NEP 2020

### 3. 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.

### 4. REVIEW OF LITERATURE

#### 4.1. 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.

#### 4.2. 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.

### 5. 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 (NPE), 1986
- The new policy aims for universalization of education from pre-school to secondary level with 100 per cent Gross Enrolment Ratio (GER) in school education by 2030 and aims to raise GER in higher education to 50 per cent by 2035
- NEP 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 Anganwadi and pre-schooling
- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of eight
- NEP 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, PARAKH (Performance Assessment, Review and Analysis of knowledge for Holistic Development), will be set up as a standard-setting body
- NEP emphasises 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 (NPST) will be developed by the National Council for Teacher Education by 2022, in consultation with NCERT, SCERTs, teachers and expert organisations from across levels and regions
- States/UTs will set up independent State School Standards Authority (SSSA). The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders
- NEP 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 (MERUs), 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 (HECI) 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 (TEIs)
- 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 (NETF), 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
- NEP recommends setting an Indian Institute of Translation and Interpretation (IITI), National Institute (or Institutes) for Pali, Persian and Prakit, strengthening of Sanskrit and all language departments in HEIs and use mother tongue/ local language as a medium of instruction in more HEI 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\

## 6. 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.

## 7. 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	Gross Enrolment Ratio -50% (2035)	Gross Enrolment Ratio -26.3% (2018)
3	5+3+3+4 format	10+2 format
4	Break-up of age: 3-8, 8-4, 11-14, 14-18	Exam-class 3, 5, 8, 10, 12
5	Exam-class 3, 5, 8, 10, 12	Exam- Each year upto 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 Art, Commerce, 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 degree 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 Balvatika 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	NCC wings- secondary and higher



	<b>secondary school</b>	<b>education schools</b>
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	No such policy

	100 foreign universities may come to set up in India	
32	Atleast 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 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.
34	Adult learning- Tech based option through apps, TV etc.	Adult learning- several programs are already running

## 8. HOW THE NEW EDUCATION POLICY 2020 WILL BE IMPLEMENTED?

- The new education policy in 2020 came after 30 years and is all set to change the existing academic system of India with the purpose of making it at par with the international standard of academic
- The Government of India aims to set up the NEP by the year 2040. Till the targeted year, the key point of the plan is to be implemented one by one
- The proposed reform by NEP 2020 will come into effect by the collaboration of the Central and the State Government
- Subject wise committees will be set up with the Government of India both central and state-level ministries for discussing the implementation strategy

## 9. NEW EDUCATION POLICY 2020 AND TEACHER'S 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. programmes 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

## **10. MERITS OF NEW EDUCATION POLICY 2020**

- The Government aims to make schooling available to everyone with the help of NEP 2020
- Approximately two crore school students will be able to come back to educational institutes through this new approach
- 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
- One of the merits of NEP 2020 is the formation of National Book Promotion Policy in India. 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

## **11. DRAWBACKS OF THE NEW EDUCATION POLICY 2020**

- 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
- According to the NEP 2020, students willing to complete their graduation have to study for four years while one can easily complete his/her diploma degree in two years. This might encourage the pupil to leave the course midway
- 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.

## **12. CONCLUSION**

The observations and recommendations of NEP 2020 are indeed progressive in nature. It gives a fresh look to the educational system which is inbuilt with flexibility and mark of quality that is capable of moulding India to a vibrant society which matches our rich cultural heritage. The NPE 1986, which created a pool of educational system and trained human resources who contributed to the value chain of development but NEP 2020 aspires of creating human resources who will generate value propositions. With the implementation of the new NEP 2020, the Indian education system is poised to become closer to international standards. In an online survey conducted across 1103 students in India, nearly 96.4% were optimistic about the results that come out of the implementation of new policy. 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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