COMPARISON BETWEEN NATIONAL EDUCATION POLICY 2020 AND NATIONAL POLICY OF EDUCATION 1986

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Abstract

Higher education plays a significant role in determining a nation's economy, social standing, level of technological adoption, and healthy human behaviour. The country's education department is in charge of enhancing GER so that all citizens have access to higher education opportunities. To that end, the National Education Policy of India 2020 is making progress. opening up higher education to the private sector while enforcing stringent restrictions to maintain quality across the board is the goal through implementing creative policies to improve the quality, attractiveness, affordability, and supply. By promoting merit-based admissions with free-ships and scholarships, merit-based researchers serving as faculty members, merit-based leaders in governing bodies, and rigorous quality control. The present paper is designed to make a comparson of the basis of selected parameters.

Keywords: NEP 2020, GEP, Parametric comparison

INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. It is noted that in India over 20% of the colleges have annual enrolment less than 100 students making them nonviable to improve the quality of education and only 4% of colleges enroll more than 3,000 students annually due to regional imbalance as well as the quality of education they offer. The currently introduced National Education Policy 2020 envisions an India centered education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system And a policy formulated by the Government of India to promote education amongst India's people. The vision of the National Education Policy is: "National Education Policy 2020 envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all." Quality higher education must aim to develop individuals who are excellent, thoughtful, well-rounded, and creative. The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education. Institutional restructuring and consolidation aim to end the fragmentation of higher education by transforming higher education institutions into large multidisciplinary, creating well-rounded and innovative individuals, and transforming other countries educationally and economically, increasing the gross enrolment ratio in higher education, including vocational training, from 26.3% (2018) to 50% by 2035. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. 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 vurban areas. 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. The present paper describes a comparison of NEP 2020 with previous education policy

PARAMETRIC COMPARISON

S.N.	Parameter	NEP 2020	National Policy of Education 1986
1	Name of concerned ministry / agency	Ministry of Education	Ministry of HRD Human Resource Development
2	GER	Gross Enrolment Ratio -50% (2035)	Gross Enrolment Ratio -26.3% (2018)
3	Format	5+3+3+4 format	10+2 format
4	Age	Break-up of age: 3-8, 8-4, 11-14, 14-18	Break-up of age: 6-16, 16-18
5	Examination	Exam- class 3, 5, 8, 10, 12	Exam- Each year upto class 12
6	Pattern of examination	Board exam- objective and description, Twice a year	Board exam- Descriptive, Once a year
7	Streams	No hard separation of Art, Commerce, Science. All will be mixed withcurriculum	Hard separation-Science, Art, Commerce
8	Curriculum	Curriculum content will be reduced to its core essentials	No such policy
9	Vocation subject	One vocational subject is must- class 6 to 8	Not mandatory in existing format
10	backpacks	Bag- less days encouraged	No such policy
11	Health system	Health card and check-up will be done	Health card and supplements programs are already running
12	Report card	360 degree holistic students including report card for skills	No such policy
13	Coding education	Coding to be taught from class 6 onwards	Not mandatory in existing format
14	Language system	3 language- by state, region and choice of student	3 language- Hindi, English and the regional
15	Sign Languages	Indian Sign Language students with hearing impairment to be developed by NIOs	No such policy
16	Pre schooling	Pre- school to be added from the age of 3 years	Starts from class 1
17	Prepatory classes	Preparatory class Balavatika for childrenbelow the age of 5- by ECCE qualified teacher	Not mandatory in existing format
18	Reviewing system	Report card to have reviewed from teachers, peers and students as well	Report card to have reviewed from teachers
19	NCC	NCC wings- secondary and higher secondary schools	NCC wings- secondary and higher education schools

20	Boarding schools	Free boarding schools for poor students	Free boarding schools for poor students
21	Scholarship	National scholarship Portal for SC, ST, OBC and SEDG	National scholarship portal for SC, ST, OBC and SEDG
22	GDP	Education sector to get 6% of GDP	Education sector to get 4.5% of GDP
23	Integrated B.Ed.	Minimum qualification for teaching- 4 year integrated B.Ed. degree by 2030	No such policy
24	For IIT	IITs will include multidisciplinary like arts, humanities etc.	No such policy
25	NTA	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- contents	E-content in total 8 languages	Lack of regional language e-content
27	Entry and Exit points	Student can leave after one year of entry in college and can rejoin after as many years in the next level directly	No such provision is there – if students leaves in the middle of graduation he / she will have to restart from the beginning.
28	ABC	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 storingfor higher studies
29	Break up based Higher education	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
30	Two types of Masters	After graduation, Master's degree of 1 year and 2 year with research options aregiven	After graduation, Master's degree of ½ year were already there
31	M.Phill.	M.Phil. is discontinued. Doctorate can be pursued after Master's	First M.Phil., then Doctorate could be pursued
32	Indian universities – Foreign campus	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
33	Multidisciplinary	At least one large multidisciplinaryinstitution in or near every district by the year 2030	No such policy
34	Controlling Authority	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.
35	Adult learning	Adult learning- Tech based option through apps, TV etc.	Adult learning- several programs are already running
36	Holistic Learning	Emphasis on holistic learning	No such policy
37	Skill Development	Emphasis in early stages	No such policy
38	PARAKH	PARAKH (Performance assessment, review, and analysis of knowledge for holistic development) a new national assessment platform will be set up	No such policy

CONCLUSION

National Education Policy of India 2020 is marching towards achieving such objective by making innovative policies to improve the quality, attractiveness, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with strict controls to maintain quality in every higher education institution.

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