New Education Policy 2020: A Comparative Analysis With Existing National Policy Of Education 1986

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ABSTRACT

On 29th July 2020, the Indian Union Cabinet adopted NEP 2020. K. Kasturirangan, former ISRO president who set goals for India's new education system. The new education policy addresses quality, affordability, equity, access and accountability issues that exist in the existing education system. NEP 2020 proposes an India-centric education system that will directly contribute to developing the country into a knowledgeable, equitable and prosperous society that provides quality education for all. This article highlights the main differences between the 1986 New Education Policy and the current Education Policy, the 2020 New Education Policy. Additionally, an attempt was made to identify the current policy issues that led to NEP 2020. Highlights of NDP 2020 were also briefly reviewed. Information was gathered from various sources including magazines, publications, print media and several other government websites. This article uses only secondary data for analysis. Despite the fact that NEP 2020 has new targets to be achieved by 2035, attempts have been made to draw attention to its strengths and weaknesses. NEP 2020 is one of the most promising programs to date, so the answer to this question will depend on how well the policy goals are realized.

Keywords: Education, National Education Policy 2020, Implementation Strategies, Approaches, Challenges,

INTRODUCTION

Unleashing human potential to the fullest, creating fair and just societies, and promoting national development all depend on education. As outlined in the Policy Principles of Public Policy and Fundamental Obligations, ensuring universal access to quality education supports

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economic development, social justice and equality, scientific progress, national integration, cultural important for India's continued rise and leadership on the international stage in keep. India's previous education policy was adopted and came into effect in 1986. India's National Education Policy (NEP) was updated, reviewed and approved on 29th July 2020 after being in force for 34 years. The decision marks a major turning point for the Indian education system and will undoubtedly increase India's attractiveness as a destination for higher education on a global scale. This policy will make India a thriving knowledge hub and is based on the pillars of 'Access, Equity, Quality, Affordability and Accountability'. To manage, manage and promote interdisciplinary teaching and research in Indian universities, NEP 2020 focuses on systemic and institutional changes. The establishment of NEP 2020 marked a turning point in the history of Indian education. The policy aims to create an India-centric education system and transform India into a thriving knowledge society. Surprisingly, the focus of the new education strategy is to bring together many educational institutions and disciplines that are continuously grappling with the requirements to make the education system well-resourced and multi-functional.

OBJECTIVES OF THE STUDY

Numerous projects are included in the NEP 2020 to enhance the quality and breadth of India's educational system. These are the study's goals:

To highlight the NEP 2020 overview and to outline the problems with current educational policy

3. To evaluate NEP 2020 against the country of India's existing policy

4. To debate the advantages and disadvantages of NEP 2020

5. To offer you a comprehensive understanding of NEP 2020's effectiveness

6. Recognize the importance of NEP 2020

RESEARCH METHODOLOGY

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The article's foundation is secondary information gathered from a variety of journals, newspapers, and blogs. The technique includes a conceptual explanation of the NEP 2020's salient points, and the comparing of the NEP 2020 with India's existing educational policy is the main objective of this essay.

REVIEW OF LITERATURE

The Tata Institute of Social Sciences was founded in 1936, marking the beginning of social work education in India. Education was prioritised in the changes made after independence. The first education policy was introduced in 1966. Equal educational possibilities were the goal of this "Radical Restructuring" initiative, which attempted to attain total education via national integration. In order to promote the value of education among Indians, this strategy prioritises elementary and secondary education and calls for the construction of schools in both rural and urban regions.

The NEP of 1986 intended to promote education for underrepresented groups, education for women's equality, education of SC, ST, and backward sectors, and increased focus was placed on providing equal educational opportunities and education to all segments of society. The elimination of school dropouts is given top importance in this new education strategy, which utilises a variety of painstakingly crafted techniques based on microplanning and implemented at the local level throughout the whole nation. To attain this NEP, a national effort was started in 1986. According to a survey of the literature, the NEP of 1986 gave attention to women's education, promoted minority education, and decreased school dropout rates, whereas the education policy of 1966 placed a strong emphasis on equitable education for everyone.

HIGHLIGHTS OF NEW EDUCATION POLICY 2020

➢ Large, interdisciplinary universities or higher education institution clusters that are well-resourced, active, independent, and multidisciplinary have been encouraged by the policy. According to the paper, (800 universities and 44,000 colleges) should be

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combined into 15,000 big institutions with interdisciplinary teaching and research activities.

➢ There will be three different sorts of institutions, according the policy directions. Type 1 focuses on excellent research and instruction. Type 2 with a strong emphasis on excellent instruction and important research contributions. High-quality instruction will be provided to the undergraduate programme by Type 3 schools. The new National Education Policy seeks to convert all institutions of higher learning into universities or autonomous colleges that offer degrees.

➢ The main objective of higher education should be to transform society into a class of energetic, successful, and intelligent citizens. Therefore, the curriculum will include interdisciplinary exposure aimed at fostering constitutional principles, cultural heritage, social responsibility, significant life skills, ethics of social and moral engagements, and rigorous disciplinary knowledge.

➢ The higher education system is very adaptable because to its liberal curriculum, which combines a variety of subjects in inventive ways. The higher education system's independence dismantles the prevailing strict barriers and offers the chance for lifelong learning. The undergraduate programme will last three or four years, under the regulation. With the proper certification, the institution may allow for repeated admissions and departures. As a result, after successfully completing a one-year programme, a student may get a diploma. a graduate degree after successfully completing a two-year programme. Both the 3-year and 4-year programmes will result in a Bachelor of Art or Bachelor of Liberal Arts.

➢ The policy has recommended curriculum optimization to guarantee a happy, challenging, engaging, responsive, and effective pedagogical environment that supports the students' entire growth. To build the skills and dispositions necessary for a productive social life, pupils should be exposed to many and meaningful social interactions. Systems of choice-based credit will be upgraded to allow for adaptability and new ideas.

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➤ To reach a gross enrollment ratio of 50%, the remote education programme will be increased. Online learning tools like digital repositories, virtual learning material, and credit-based MOOC recognition will be on par with top-notch in-person courses, it is guaranteed. Collaboration between institutions and faculty and student mobility will promote internationalisation of education.

➤ An educational system's faculty's ability and dedication are the key determinants of its excellence. All institutions need to have enough faculty to cover the demands of the programmes and subjects. It is important to provide the optimum student-teacher ratio of 30:1. The faculty will have the flexibility to choose the course's curriculum and conduct independent research. To keep faculty members up to date with the most recent developments in their fields and in pedagogy, research, and teaching, all institutions should provide ongoing faculty development programmes.

➤ All institutions will be given academic, administrative, and budgetary freedom to promote high-quality learning and research in a supportive environment. The affiliation process will come to an end. Independent boards will run higher education institutions. All institutions will have the ability to create their own internal systems, initiate and manage their own programmes, and determine how much funding they will need. Academic independence will be granted to faculty when deciding on teaching strategies, student evaluation, and research.

➤ In order to prevent a concentration of power and interest, the NEP has recommended distributing regulatory duties among multiple agencies. According to these recommendations, several independent agencies will be in charge of standard-setting, financing, and accreditation. The sole regulating body for higher education, including professional education, will be the National Education Regulatory Authority. All of the present regulatory agencies will change into organisations that establish professional standards. The Higher Education Grants Council, which would be in charge of financing higher education, will replace the current University Grants Commission. In order to assist the introduction of outcome-based education, the General Education

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Council will be established and will design the National Higher Education Qualifications Framework to outline Graduate qualities and desired learning results. The evaluation and accreditation of the institutions will be handled by the National Assessment and Accreditation Council. The rule put forward by the regulatory body will serve as the basis for the evaluation criterion.

CHALLENGES OF NATIONAL POLICY OF EDUCATION 1986 (EXISTING POLICY)

➤ The conditions of those schools that are operated throughout the nation on a for-profit basis by certain people or entities are not addressed in the education policy. To yet, no education policy have recommended ways to lessen the disparities in the educational levels of rich and less fortunate students.

➤ The establishment of an All India Educational Service was advised by the 1986 education policy. The already widening gap between instructors and bureaucracy would become much wider if this notion were to become reality. During the British era, the All India Educational Service was discontinued. The many educational regulations support admittance to university courses on the basis of aptitude, so the legitimacy of beginning it again is unclear. Many young people will not be able to attend university due to these traits. Some detractors assert that the Open University is a poor alternative for traditional university courses.

➤ The establishment of capitation fees for student admission to technical institutes was advocated in the education policy of 1986. It is impossible to accept this as a healthy policy since it would certainly prevent many worthy students from receiving technical education if they are unable to pay the cost. Engineering graduates who received their technical education via capitation fees would undoubtedly end up working in underpaying jobs in their so-called chosen fields.

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COMPARISON OF THE NATIONAL POLICY OF EDUCATION FROM 1986 AND THE NEW EDUCATION POLICY 2020

	National Policy of Education 1986	New Education Policy 2020
1	Gross Enrolment Ratio -26.3% (2018)	Gross Enrolment Ratio -50% (2035)
2	10+2 format	5+3+3+4 format
3	Hard separation- Art, Commerce, Science	No definite division between art, commerce, and science. Curriculum will be combined with everything.
4	Exam- Each year upto class 12	Exam- class 3, 5, 8, 10, 12
5	Break-up of age: 6-16, 16-18	Break-up of age: 3-8, 8-4, 11-14, 14-18
6	Not mandatory in existing format	One vocational subject is must- class 6 to 8
7	Ministry of Human Resource Development	Ministry of Education
8	No such policy	Students get a comprehensive report card that includes their talents.
9	Three languages, according to state, region, and student preference	Three language- English, Regional and the english
10	Report card to have reviewed from teachers	Review your report card with your professors, friends, and other students.

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APPLICATION OF THE NEW EDUCATION POLICY 2020

The New Education Policy (NEP), which was finally adopted in 2020 after 30 years with the aim of aligning India's current academic system with international standards of academic performance, aims to change. The Indian government hopes to introduce NEP by 2040. The major components of the plan will be implemented progressively by the target year. The proposed reforms of NDP 2020 will be implemented through cooperation between the central and state governments. A technical committee will be established with the Government of India at both central and state level ministries to discuss implementation strategies.

NEW EDUCATION POLICY 2020 AND TEACHER'S DEVELOPMENT

➢ Independence By 2030, teacher education institutions will be multidisciplinary and offer a four-year integrated teacher education programme.

➢ All new Ph.D. Applicants must be enrolled in credit-based courses in education, teaching, pedagogy, and writing relevant to their chosen doctoral degree, regardless of their area of specialization. theme.

➢ PhD students must complete a minimum number of hours of practical teaching experience gained through assistantships or other means. For this reason, Ph.D. programs at universities across the country are being reorganized.

➢ A national teaching mission will be developed with a very large pool of qualified senior/retired educators, including those who can teach Indian, to guide college and university teachers.

BENEFITS OF NEW EDUCATION POLICY FOR 2020

With the help of NEP 2020, the government wants to make education accessible to everyone. This new strategy will allow approximately 2 million schoolchildren to return to school. In line with NEP 2020, the Ministry of Education will establish a national mission for basic

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literacy and numeracy. Indian states are responsible for ensuring basic literacy and numeracy skills for all students up to grade 3. India's National Book Promotion Policy is one of the benefits of NEP 2020. This implementation should be completed by 2025. This new strategy focuses on establishing a gender inclusion fund. It also includes a special education zone for underserved communities and organizations.

THE NEW EDUCATION POLICY 2020 LIMITATIONS

In India, a factor in the New Education Policy 2020, the low teacher-student ratio makes it difficult for educational institutions to introduce native languages into each subject. Qualified teachers can be difficult to find, and the availability of study materials in their mother tongue presents a new obstacle for NEP 2020. According to NEP 2020, a student wishing to graduate must study for her four years. Yes, but you can easily split it. 2 years to obtain a diploma. This may cause students to drop out in the middle of the course. The National Education Policy 2020 states that private school children learn English much faster than government students. The academic curriculum is taught to state students in the local native language. One of the major problems of current education policy is that more and more students find it difficult to communicate in English, widening social disparities.

CONCLUSION

In fact, the NEP 2020 results and proposals are progressive in nature. It offers a fresh perspective on a flexible, quality education system that can transform India into a dynamic society that reflects its rich cultural past. Whereas NEP 1986 developed educational systems and human resources that contribute to the development value chain, NEP 2020 aims to develop human resources that create value propositions. The Indian education system can move closer to international standards with the adoption of the new NEP 2020. Nearly 96.4% of her 1,103 Indian students who took part in an online survey on the subject expressed optimism about the outcome of implementing the new policy. Aimed at reducing the pressure of classes and exams on students, NEP will play a crucial role in shaping the future of the

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country. However, a consistent, open, resource-based implementation at all levels is critical to success. This enormous undertaking can only be accomplished if there is full cooperation and coordination among all parties, supported by institutional procedures.

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