

# AN ATTEMPT TO COMPARE EDUCATION POLICY OF 1986 AND THE NEW EDUCATION POLICY OF 2020

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## ABSTRACT

Ever since there have been humans, education has progressed. In the past, humans learned from their natural surroundings; in the Middle Ages, they attended gurukulas; in the post-independence era, they attended government schools and colleges; and in the twenty-first century, they attended convents, foreign schools, and deemed universities. The National Education Policy of 1986 emphasized a flexible, shared curricular structure built around a shared core. Differences between the New Education Policy of 1986 and the New Education Policy of 2020 are highlighted in this article. The information has been compiled from a wide range of resources, including academic publications, official reports, newspapers, and government websites. No primary sources were used in the creation of this article. The extent to which NEP 2020's goals will be realized is an important factor to consider because it is one of the most promising programs to be launched.

**Keywords:** Education policy, Development, Higher education, Challenges, Graduation

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## **I. INTRODUCTION**

The National Education Policy was first announced under the stewardship of Kothari Commission (1964-66) under the leadership of Prime Minister Indira Gandhi, which is called as a “Radical Restructuring” and aimed at equal education opportunities in order to achieve complete education with national integration.

The National Education Policy of 1986 was declared during the government of Prime Minister P.V.Narsimha Rao, and was implemented in the year 1992. This policy is a reform made to the policy established in the year 1986. The goal of this strategy is to ensure that all members of society have access to higher education, with a particular focus on empowering women and members of the socially and economically disadvantaged. The concept of National Education Policy 1986 centered on elimination of inequities in the educational system and on increase of quality in the education of public financed institutions. A move towards “Operational Blackboard” has begun to enhance the accommodation and amenities in elementary schools in rural as well as urban locations.

The National Education Policy of 1986 was declared during the government of Prime Minister P.V. Narsimha Rao, and was implemented in the year 1992. This policy is a reform made to the policy established in the year 1986. Achieving universal secondary education is a primary goal of this programme, as is expanding educational opportunities for members of the socially and economically disadvantaged SC, ST, and backward segments of society. The concept of National Education Policy 1986, centered on elimination of inequities in the educational system and on increase of quality in the

education of public financed institutions. A move towards “Operational Blackboard” has begun to enhance the accommodation and amenities in elementary schools in rural as well as urban locations. By 2032-2033, India is expected to have a GDP of \$10 trillion, making it the third biggest economy in the world. It is apparent that the ten trillion economies would be powered by cognitive resources and not by the natural riches of the country.

The current government of India has vowed to overhaul the country's education system by implementing a thorough National Education Policy 2020. This is in keeping with the Prime Minister's recent emphasis on utilizing the Fourth Industrial Revolution to push India to new heights. The presently presented National Education Policy 2020 envisions an India focused education system that contributes directly to changing our nation sustainably into an equal and thriving knowledge society, by offering high quality education to everyone. After gaining independence in 1968, a new national education policy was introduced, and in 1986, an updated version of the policy was introduced.

## II. STAGES OF NEW EDUCATION POLICY (2020)

- **Foundation Stage**

The first five years of a child's life are spent in the Foundational Stage, during which they get a fundamental education that is adaptable, multi-level, play-based, activity-based, and discovery-based. This stage involves the use of tried-and-true Indian cultural practices to the development of a child's mind and heart through the application of new knowledge and techniques.

- **Preparatory Stage**

The Time Period Is Three Years Play, discovery, and active learning are all expanded upon throughout the preparatory period. In addition, at this level, students are introduced to textbook-based, classroom instruction. The goal is to introduce students to new areas of study and get them ready to dig deeper into existing topics.

- **Middle school education Stage**

Over the course of three years, middle school students are exposed to more complex ideas throughout the disciplines of science, mathematics, the arts, social studies, and humanities. Learning in specialised topics with subject professors should focus on hands-on experience. The semester system is introduced, and students will take two exams each year at the end of each semester.

- **Secondary education Stage**

Secondary schooling lasts for four years and is meant to offer students with a well-rounded education that includes the liberal arts. The subject-based pedagogical and curriculum approach will be expanded upon in this phase to include more in-depth study of topics, more opportunities for creative problem solving, and a focus on students' long-term goals. The semester system is introduced, and students take between five and six courses every semester. After completion of both the 10th and 12th grades, students will be required to take Board examinations.

- **Under-graduation Education Stage**

All four-year undergraduate degrees will be split into three-year halves, with students able to leave with a diploma or certificate after the second year or an associate's degree after the first. An undergraduate degree that spans four years and includes electives, a minor, and a thesis or capstone project is ideal.

- **Post-graduation Education Stage**

There are three different types of Master's degrees: a two-year programme for students with a three-year bachelor's degree, a one-year programme for students with a four-year bachelor's degree, and an integrated five-year programme with an emphasis on high-quality research in the final year. The

research emphasis of the Master's programme is designed to fortify students' knowledge of their field and to train them for doctoral study.

- **Research Stage**

The research phase requires a minimum of three to four years of full-time or equivalent part-time study to earn a doctoral degree in a core topic, multidisciplinary subject, or interdisciplinary subject. Eight credits worth of coursework in education, pedagogy, or teaching should be taken during the doctoral programme. Previous MPhil students only have till the end of this academic year to complete their degree.

- **Lifelong learning**

To prevent humans from becoming outdated in society with regards to knowledge, skills, and experience required to lead a pleasant existence, the NEP 2020 recommends lifelong learning and research. A person's potential for happiness and fulfillment may be increased by their pursuit of knowledge at any age.

### **III. CHALLENGES OF NATIONAL POLICY OF EDUCATION 1986 (EXISTING POLICY)**

The policies don't say anything about the schools that are operated for profit across the country. So yet, no education policy has proposed solutions to narrow the achievement gap between low-income and high-income students.

The All India Education Service was proposed in the 1986 education policy. The current divide between instructors and the administration would increase if this proposal were enacted. While India was under British rule, the All India Educational Service was disbanded. No one seems to grasp the wisdom of trying again.

Various education policies support ability-based course enrollment at universities. Many young people will be prevented by these factors from attending college. Some have argued that the Open University can never replace traditional higher education.

The 1986 education policy had proposed charging students a capitation fee to enter technical colleges. This is not a sound strategy since it will prevent many eligible individuals from gaining a technical education because they cannot afford the required tuition. Graduates of technical programs funded by capitation fees are guaranteed to be incompetent and untrustworthy employees in their "chosen fields" of engineering.

### **IV. COMPARISON BETWEEN NEW EDUCATION POLICY 2020 AND NATIONAL POLICY OF EDUCATION 1986**

The primary goal of the National Education policy of 1986 was to utilize information technology to bring the educational system into the contemporary era. Reforms in areas such as training future educators, child care, women's rights, and adult education were prioritized.

There was also the suggestion that increased freedom for academic institutions would lead to better training for students.

However, NEP 1986 was unsuccessful in generating research output in the form of patents and scholarly articles and in improving the quality of education by producing graduates with employable skills. NEP 2020 proposes a liberal education to encourage interdisciplinary and cross-disciplinary education and research at the undergraduate and graduate levels, making up for the shortcomings of earlier NEPs. Table 1 shows how several aspects of National Education policy 2020 have evolved from their 1986 predecessor.

**Table 1: Comparison of National Education policy 1986 & National Education policy 2020**

S.N.	New Education Policy 2020	National Policy of Education 1986
1	Ministry of Education	Ministry of Human 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	Break-up of age: 6-16, 16-18
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- Science, Art, Commerce,
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 Balavatika 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	No such policy

	B.Ed. degree by 2030	
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 1/2 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 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

**V. IMPROVEMENTS TO BE INTRODUCED TO NEP 2020**

It appears that even the best things have drawbacks. NEP 2020 may look like it was written without any mistakes, but it still needs work. Therefore, the following alterations are proposed:

- Retired academics are to be able to train and guide research students irrespective of their age.
- Publishing or patenting research findings during graduate study should be required to promote academic inquiry.
- There has to be a greater emphasis on "earn while you study" in the context of vocational education.
- Students in the secondary stage, HIEs must be encouraged to take up SWYAM, MOOCs, or ODLs to allow them to explore their capabilities.
- The process of patent filing and evaluation must be improved. Instead of the current 3 – 6 years, the duration should be reduced.
- Based on teaching capabilities, teachers must be evaluated regularly and non-performers must be removed.

- While inevitable, lobbying and bias must be minimized during the nomination and certification process.
- Scholarship students must be awarded tech facilities to help them improve.
- All students enrolled in HIEs should have unrestricted access to a wide variety of online resources, including books, journals, papers, patents, etc.
- In order to prevent students from abusing the undergraduate system by repeatedly enrolling and dropping out, schools have begun requiring students seeking readmission to take examinations covering material from their previous semester.
- Any student or interested party who did not graduate from high school for whatever reason should be permitted to take the high school equivalency exam. They should be admitted to HIEs based on the results of this test and their NTA scores..
- Basic health care classes must be introduced in the Secondary stage of schooling.

## VI. CONCLUSION

The globalization of business and education, as well as the proliferation of digital learning and the freedom to choose one's own courses, all contribute to the 2020 vision of education as a vehicle for the student's all-around growth and development. While the NEP 1986 did not place a premium on these subjects, they are now given equal weight together with music, art, instruments, and vocational courses. Therefore, the student-centered, interdisciplinary approach has a lot of room to grow.

The focus on adult education is projected to increase the literacy rate in India, which is already rising thanks to the country's efforts to educate its youth. Learning in a variety of fields allows pupils to focus on areas of interest to them. Scholarships, a credit-based system, and enticing course content are all factors that might lead to a rise in enrolment. The addition of vocational programs and art and music classes helps preserve and celebrate cultural traditions, and it opens the door to a more beautiful way of life for today's youngsters. This suggests that the realization of the dream of a fully developed nation is within reach.

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