A COMPARATIVE STUDY OF NATIONAL EDUCATION POLICY 1986 AND 2020 IN CONTEXT TO THEIR STRUCTURE

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INTRODUCTION

Education is the base of national development. It is essential for economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. It can increase our Nation's Universal value .India is a Young country as most of our Population is young people between age 20-40 our ability to provide high-quality educational opportunities to them will determine the future of our country. So there is a need of change in educational policy 1986 which was redefined in 1992 as the world is undergoing hasty changes in the knowledge landscape. We are known for Educational Knowledge in Universe since our Ancient edge as our famous Saints like Chanakya, Aryabhatt, Shankracharya had developed remarkable improvement in education. Education can build character, make learners ethical, rational, compassionate, and caring and prepare them for gainful, fulfilling employment. The aim for India to have highest-quality education for all learners in spite of their social or economic background. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. It concentrates on holistic development of each individual.

REVIEW OF LITERATURE

Researcher had studied both educational Policies 1986 and 2020 and had also read some Research Thesis, Research Papers and literature regarding Higher Education and the list is attached in the references. Researcher had observed that very most important point in both the Educational policies is according to their Structure so researcher had decided to do this Study.

OBJECTIVES OF STUDY

1)   To study the comparison of Education Policies 1986 and 2020.
2)   To identify the difference between both the Policies.
3)   To check the effectiveness of their Structure.

RESEARCH METHODOLOGY

This research is to compare the Structure of Educational Policies 1986 and 2020 which is based on Survey so it's according to Survey research Method.

Research Questions
1)   How do both Educational policies 1986 and 2020 different in their Structure?
2)   Does the new education Policy will be more effective in their implementation?

PRINCIPLE OF NATIONAL EDUCATION POLICY 2020

The aim of the education system is to develop good human beings capable of cogent thought and action, possessing kindness and empathy, courage and spirit, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution. A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the

goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all stages of education. The fundamental principles that will guide both the education system at large, as well as the Individual institutions within it are:

➢ Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;

➢ According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;

➢ Flexibility, so that learners have the ability to choose their learning trajectories and Programmes, and thereby choose their own paths in life according to their talents and interests;

➢ No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning;

➢ Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;

➢ Emphasis on conceptual understanding rather than rote learning and learning-for-exams;

➢ Creativity and critical thinking to encourage logical decision-making and innovation;

➢ Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;

➢ Promoting multilingualism and the power of language in teaching and learning;

➢ Life skills such as communication, cooperation, teamwork, and resilience;

➢ Focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture ';

➢ Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;

➢ Respect for diversity and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;

➢ Full equity and inclusion as the cornerstone of all educational decisions to ensure that all Students are able to thrive in the education system;

➢ Synergy in curriculum across all levels of education from early childhood care and Education to school education to higher education;

➢ Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions;

➢ A 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging

➢ Innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;

➢ Outstanding research as a co requisite for outstanding education and development;

➢ Continuous review of progress based on sustained research and regular assessment by Educational experts;

VARIOUS EDUCATIONAL STAGES TO BE IMPLEMENTED AS PER NEP 2020

Stage 1: Foundation Stage
Five years Foundational Stage provides basic education which is flexible, multilevel, play-based, activity-based, and discovery-based learning. Using time tested Indian traditions and cultures, this stage is continuously improved by research and innovation for the cognitive and emotional stimulation of children.

Stage 2 Preparatory Stage
Three years Preparatory stage consists of building on the play-, discovery-, and activity-based learning. In addition to it, this stage gradually introduces formal classroom learning with textbooks. The focus is to expose different subjects to the students and prepare them to delve deeper into insights.

Stage 3 Middle school education Stage
Three years of Middle school education focus on more abstract concepts in each subject like sciences, mathematics, arts, social sciences, and humanities. Experiential learning is the method to be adopted in specialized subjects with subject teachers. Students are exposed to the semester system and yearly two class level examinations will be conducted.

Stage 4 Secondary education Stage
Four years of Secondary school education is designed to provide multidisciplinary subjects including Liberal Arts education. This stage will be built on the subject-oriented pedagogical and curricular style with greater depth, greater flexibility, greater critical thinking, and attention to life aspirations, Students are exposed to the semester system and will study 5 to 6 subjects in each semester. There will be Board exams at the end of 10th and 12th standards.

Stage 5 Under-graduation Education Stage

The Undergraduate degrees in every subject will be of either three- or four-year duration with multiple exit options including a certificate after passing first year, a diploma after passing second year, or a Bachelor's degree after passing third year. The four years undergraduate degree programme is preferred with major, minors and research projects.

Stage 6 Post-graduation Education Stage

The Master's degree a one-year for four years bachelor degree students, a two-year degree for three years bachelor degree students, and an integrated five-year degree with a focus on high quality research in the final year. The Masters' degree will consist of a strong research component to strengthen competence in the professional area and to prepare students for a research degree.

Stage 7 Research Stage

Research stage consists of pursuing high quality research leading to a Ph.D. in any core subject, multidisciplinary subject, or interdisciplinary subject for a minimum period of three to four years for full-time and part-time study respectively. During Ph.D. they should undergo 8-credit coursework in teaching/ education/ pedagogy related to their chosen Ph.D. subject. The earlier one-year M-Phil programme is discontinued.

Stage 8 Lifelong learning

The NEP 2020 proposes lifelong learning and research to avoid human beings becoming obsolete in society in terms of knowledge, skills, and experience to lead a comfortable life. It is believed that education and research at any stage of life will give further maturity for satisfaction in life.

Table 1 Comparison of Educational Polices 1986 and 2020 in their structure context

Full form of words in this table
1)   HEI: Higher Educational Institutes
2)   NET: National Eligibility Test
3)   SLET: State Level Eligibility Test
4)   NTA: National Test Agencies
5)   ODL: Online Distance Learning

Sr.No.	NATIONAL EDUCATION POLICY1986 (NEP-1986)	NATIONAL EDUCATION POLICY2020(NEP-2020)
1.	The role of education is the all-round development of students.	The role of education is to provide Multidisciplinary & interdisciplinary liberal education.
2.	Common education structure till 10th standard and Higher education is (5+3+2) +2+3+2 Followed.	Common education structure till 10th standard and Higher education is 5+3+3+4+4+1 which is suggested.
3.	The preliminary education starts at 6th year of a child as Primary school level.	The preliminary education starts at 3rd year of a child as a Foundation stage.
4.	Two years higher secondary level and two years pre-university levels were separately considered and both had board exams.	Four years Secondary education stage is designated by clubbing. Two years higher secondary level and two years pre-university levels. Exams are suggested at the school level except for Board level exams at 10th and 12th
5.	Two years of higher secondary level, students choose specialization areas and subjects like Science subjects or Commerce subjects or Arts subjects	Four years Secondary education stage contains common subjects and elective subjects. Choice is based on liberal education policy
6.	All undergraduate and postgraduate admissions are based on the entrance exam conducted at the college level or state level except NITs & Medical Colleges.	All undergraduate and postgraduate admissions of public HEIs are based on National Testing Agency (NTA) scores conducted by the national level.
7.	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree.
8.	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus
9.	Most of the Colleges in HEIs are affiliated to state universities and had no autonomy in curriculum and evaluation.	All HEIs including colleges are autonomous and there will be no affiliated colleges to state universities and autonomy in deciding curriculum

		and evaluation.
10.	Examination is independent of teaching. All examination and evaluation is affiliating university controlled. There is a little role of teaching faculty members in evaluating the students directly.	Examination is a part of a continuous evaluation system. Faculty members who are teaching a subject are responsible for evaluation and examinations are departmental affairs.
11.	Teaching-learning method mainly focuses on classroom training and fieldwork.	Teaching-learning method mainly focuses on classroom training, fieldwork, and research projects.
12.	In the higher education system, the expected student-faculty ratio is 20:1.	In higher education system, the expected student faculty ratio is 30:1.
13.	In HEIs faculty members are considered as facilitators of educating students to make them competent.	In HEIs faculty members are considered as collaborators and guide of educating students to make them as innovators & creative thinkers.
14.	Students have the freedom to choose subjects across their area of study.	Students have the freedom to choose subjects outside and across their area of study.
15.	A one year research degree leading to M.Phil. in any subject is offered to provide preliminary experience to do research.	A one year research degree leading to M.Phil. In any subject is discontinued due to the reason that students are exposed to preliminary research in their undergraduate and post-graduate courses.
16.	Pass in NET/SLET along with respective Masters degrees as an essential qualification to become an Assistant professor in any three types of HEIs.	Ph.D. degree is compulsory along with pass in NET/SLET as an essential qualification to become an Assistant professor in any three types of HEIs.
17.	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal
18.	HEIs accreditation is compulsory for availing funds and government facilities only.	HEIs accreditation is compulsory for functioning and offering the degree. Compulsory accreditation is required once for every five years for continuous operation.
19.	The graded accreditation model is followed.	Binary accreditation model will be followed which is yes or no system instead of various grades for institution
20.	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.
21.	Choice based credit system.	Liberal education based on STEAM & Competency based credit system
22.	Only accredited & permitted Universities are allowed to offer Online Distance Learning (ODL) education.	All 3 types of HEIs which are accredited to offer ODL are permitted to offer ODL.
23.	Social engagement for every student as a part of the programme curriculum is optional.	Social engagement for each student is compulsory and should be equal to at least one full semester across the entire duration of the programme.
24.	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Masters degree.	Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Master's degree in both types of HEIs
25.	Lateral entry is offered in some programmes. But no Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.	Multiple entries and Multiple exit facilities are available in under graduation including medical and paramedical courses.
26.	Undergraduate programmes of 3 years to 4 years depending on the type of the	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible

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	programme.	with a degree certificate.
27.	Currently, teacher's education comprises of two years B.Ed. programme after graduation. So secondary school teachers have to spend 5 years after their higher secondary education to teach at higher the secondary level.	The proposed teacher's education comprises of four years integrated B.Ed. This degree is a compulsory requirement to become faculty in School education Stages
28.	Suggestion for improving physical library facility including books & journals	Suggestion for improving online library memberships including online books &online journals
29.	Both single discipline and multidiscipline colleges are promoted.	Only multidisciplinary colleges and universities are promoted. All single discipline colleges have to convert themselves autonomous multidisciplinary colleges or will be closed and converted into monuments or public libraries.
30.	No foreign universities are allowed to function directly in India.	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities.
31.	The coursework of Ph.D. programme comprises of research methodology and core subject related study.	The coursework of Ph.D. programme comprises of research methodology, Teaching & curriculum development aspects along with core subject related study.
32.	No systematic and authentic funding agencies for University and College research.	National Research Foundation (NRF) will be formed to fund for competitive and innovative research proposals of all types and across all disciplines.

CONCLUSION

After observing the Structures of both the Policies we can say that the new Education Policy 2020 seems more profound and effective in Current year. Quality Higher education is an important in developing the economy, social status, technology adoption, and healthy human performance in every country. The growth rate, Universal Value of any Nation depends on its National Education Policy. National Education Policy of India 2020 is streaming towards achieving such objective by making advanced policies to improve the quality, appeal, affordability, and increasing the supply by opening up the higher education for the private sector and at the same time with stringent controls to maintain quality in every higher education institution. By boosting merit-based admissions with free-ships and scholarships continuous performers as faculty members, proven leaders in regulating bodies, and strict monitoring of quality through accreditation based on self-declaration of progress through technology-based monitoring, National Education Policy-2020 is expected to fulfill its objectives and Goals by Year-2030. All higher education institutions and all University affiliated colleges will expand as multi-disciplinary autonomous colleges with degree giving power in their name or becomes constituent colleges of their affiliated recognized Universities. Researches in all fields like Arts, Basic Science, Medical Science, Commercial field, Engineering Field all be encouraged and will be given Scholarships according to their needs. Higher Education system will transform itself as student centric with the freedom to choose core and related subjects within a discipline and crosswise disciplines. Faculty members also get independence to choose curriculum, methodology, pedagogy and evaluation models within the given policy framework. These transformations will start from the academic year 2021-22 and will continue until the year 2030 where the first level of transformation is expected to noticeable. Hence, the Indian higher education system is moving from teacher centric to student centric, information centric to knowledge centric, marks centric to skills centric, examination centric to experimental centric, learning centric to research centric, and choice centric to competency centric.

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