

## Research Article

# National Education Policy 1986 Vs. New Education Policy 2020- An Overview

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## Abstract

Education is the key factor for all round development of the Individuals. The quality education provides better employment opportunities. To give quality education for the students a constructive and comprehensive educational policy is required. Since the independence three educational policies are adopted by the governments in 1968, 1986 and 2020. Each policy has its own objectives. The second education policy promotes the equality of Education whereas the National Education policy -2020 focused on Internationalization of Education. This paper aims at what are the key features of the each policy and how the NEP-2020 fill the gaps of NPE-1986.

**Keywords:** Education, Policy, quality education, Internationalization etc.

## 1. Introduction

Education is the most powerful weapon to unlock all the doors. Education is the fundamental right of the constitution which is provided for its entire citizen. Education promotes sustainable development of the people. For that the quality in education is required. To foster the quality education, a well-planned, organized, strong Education Policy is required. After the formation of the nation in 1947, for the first time the Education Policy was coined in 1968 under the Chairmanship of the Kothari. This Policy suggested that if the governments wish to provide quality education, 6% of the GDP has to be spent to the education sector. However, the recommendations of the Kothari commission were not implemented by the any of the government in the nation. With this the people failed in adopting the quality education. Thereafter in 1986 the second Education policy was adopted in 1986 and it was revised in 1992. It promotes equality of education to all, improve literacy rate and reduce the wastage in education sector but the quality education is yet to a dream for the country. This policy was also failed in reaching the all the sections of the people of the country.

After the Globalization, the paradigm of the Education Sector was shifted from tradition mode to modern. After 34 years of long gap to meet the globalized educational opportunities, the National Education Policy 2020 was adopted by current union Government. This policy aims at transforming of Indian Education System by 2030. It is a guide to reach the internationalization of education.

## 2. Objectives of the Study:

1. This Study aims at Identify the differences between the NPE-1986 and NEP-2020
2. To Identify the Gaps in NEP-1986 and How the NEP-2020 overcome it.

### **3. Methodology:**

This study is purely based on the Secondary data available in the policy documents, reports, newspapers and other secondary data sources.

### **4. Review of Literature:**

1. Jumuru.B (2023) in his paper "A comparative analysis of NPE 1986 and NEP 2020 on Higher Education" stated that both the policies are contributed for the building of Indian Education System. He also stated that with the new innovations, NEP 2020 focused on bring the comprehensive reforms in Indian Education System.
2. Kiran Rani (2022) in her paper "Comparison NEP 2020 and NEP 1986" stated that the current policy focused on Student -centric with the flexibility in Higher Education in choosing the subjects within and across the domino. He also stated that with the establishment of National Research Foundation (NRF) the research and innovation area will be strengthened.

### **5. Differences in NPE 1986 and NEP 2020.**

#### **5.1. Academic Break-up:**

The academic breakup of the Education in NPE-1986 was 5+3+2+2+3 which means 5 years of primary school education, 3 years of Upper primary School Education, 2 years of Secondary, followed by 2 Years of Senior Secondary. Later on 3 years of Higher Education. The pre-school system was not there in this policy and they are run by the Integrated Child Development Scheme (ICDS). In this the student has to study entire years to get their certificates, whereas the National Education Policy-2020 break the years into 5+3+3+4+4. The Pre-School system is also introduced in this policy and the age for the entry point will be 3 Years. Initial 3 years are foundation period, later on 3 years preparatory stage, then 3 years are middle stage and final 4 years are secondary education.

#### **5.2. Multiple entry Points and exit points:**

One of the unique characters of the National Education Policy is Multiple Entry and Exist points. The student has the right to drop any stage of Higher Education. And their grading will be stored in Academic Bank of Credit. In 4 Years of Higher Education, After completion of one year they will get certificate course, if they complete second year they get diploma, if they continued third year also they get Bachelors Degree and if they continued fourth year they get graduation, if they dropped at 3rd year they have to study 2 years for post-graduation, or else if they complete entire 4 years they have to study only one year for securing post-graduation.

#### **5.3. Academic Curriculum:**

The Nation Policy on Higher Education-1986 provides specialized education like BA, BSC etc. at Higher Education Level. But the global trends on academic curriculum are changed. The global employment opportunities lies in the integration of multi-disciplinary courses. To get those opportunities, the National Education policy-2020 focused on establishment of multi-disciplinary courses to compete with the global trends.

#### **5.4. Regulating Authorities:**

In NPE-1986, different controlling authorities like UGC, AICTE for Technical Education, ICAIR for Agriculture, BCI for law, CCIM for medical, NCERT for Teacher Education etc. every authority has their own set of rules and regulations which creates confusion. To tackle this, the NEP-2020 proposed HECI for Higher Education, NHERC for Regulating and NAC for accreditation. It improves quality in establishment and functioning of Educational Institutions.

#### **5.5. Funding:**

During the National Policy on Education-1986 University Grants Commission was acting as funding agency for the Universities. But after NEP-2020, the UGC was lost that capacity. With the proposal of Establishment of Higher Education Commission of India, it act as a funding agency for the Universities.

### **5.6. Student Teachers Ratio:**

In NPE-1986, the expected Student- Teacher Ratio will be 20:1, but the NEP-2020 increased this ratio to 30:1. NEP-2020 more focused on digitalization of Education. Subsequently it is promotes Digital University and Digital Courses.

### **5.7. Affiliation of the Higher Education Colleges:**

Majority of the Colleges in Higher Education are affiliated with the State Universities. They don't have autonomy in curriculum designing and evaluation as per the NPE-1986. But the NEP-2020 changed this trend, it promotes all the HEIs are autonomous. None of the State University has control over any of the Higher Education Institution. So that they are able to design their curriculum and evaluation mechanism. Having autonomous status can help the HEIs to enter into the global competencies.

### **5.8. Permissions to the Other Countries Universities in India:**

The NPE-1986 doesn't permit the other countries universities to establish their campus in our Country. If any student wants to study in abroad University, they have to go and stay there. But the NEP-2020 emphasized the Globalization of Education. To attract the Global Educational Institutions, the new policy provides flexibility to any university to establish their campus in the country. It creates the path for the faculty exchange programs, research and innovation collaborations with the other countries universities. The cultural barriers will reduce with this kind of programs.

### **5.9. Medium of Instruction:**

NPE-1986 didn't provide any restrictions on medium of Instruction. But the NEP-2020 emphasized that the medium of Instruction for the students upto 5th should be in Regional language or in Mother tongue. There are multiple views in this point. Teaching in mother tongue will be helpful to the students to easily understand and gain knowledge, but in other hand after the globalization, the entire world is evolving around the global language i.e., English. Many of the schools and colleges which are running the courses in regional language changed their mode of instruction including government schools. At this time, the adoption of regional language is not accepted by the many of the students and parents.

### **5.10. Vocational Training:**

The NPE-1986 didn't focused on vocational training in schools, but the NEP-2020 was highly focused on vocational. This policy targeted that by 2030; at least 50% of the learners have to train at any of the vocational subjects or multiple. After the globalization, the employment opportunities are interlinked with the skills. The current policy more focused on provision of employability skills to the students to acquire the global level employment opportunities.

### **5.11. Focused on Technology Enabled Learning:**

After the globalization, the usage of technology is highly increased. The usage of technology was little less in NPE-1986; however the e-learning facilities are introduced during the 7th plan. But the NEP-2020 highly focused on Technology enabled learning. E-learning courses are developed; National Educational Technology Forum (NETF) was created. Artificial Intelligence is also involved in Teaching and Learning Process. Operation Black was replaced with the Digital Boards. In this Digital era this Educational Policy is also focused on better usage of Technology for the all-round growth of the students.

### **5.12. Evaluation:**

NPE-1986 focused on evaluating the student performance based on the examinations once in a year. It increases the stress among the students and more focused on memorizing the concepts rather than understanding it and gaining the Knowledge. To reduce this kind of leaning, the new evaluation mechanism PARAKH- Performance Assessment Review and Analysis of Knowledge for Holistic development was introduced in NEP-2020.

### **5.13. Research and Innovation:**

NPE -1986 didn't focus on research and innovation. The research and Innovation activities are stick to the Higher Education only. But the NEP-2020 wishes that the research orientation has to be there for students from the school education. It improves the scientific temperament among the students. For that NEP-2020 proposed to establish an Apex.

### **6. Conclusion:**

After the Globalization, the Education paradigm is shifted from traditional mode to modern. There is a huge gap between the market requirements and Education policy. To bridge that gap, the National Education Policy -2020 was adopted. The earlier National policy of Education -1986 focused on equality of Education rather than quality Education. But the new policy fulfills all these gaps. The academic structure is changed from 10+2+3 to 5+3+3+4 and the pre-school system is also included. All the controlling agencies are together under single roof HECI. To improve the research and innovation capacity among the Students, the new apex body is established with the collaboration of public and private. In Higher Education the multiple entry and exist points are created. The skill based training has given priority under this policy rather than marks based. The evaluation pattern is also changed. The current education policy has more focused on multidisciplinary Education, flexibility in curriculum and strengthening of research and innovation. The new policy provides opportunities to the global level educational institutions to start their campuses in the country and turn the country into educational hub. However both the policies are contributed for strengthening of Education in India based on the timely requirements.

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