

NEW EDUCATION POLICY

A Comparative Study & Its Impact

Aastha Gupta, Deepika Saini, Jahanvi Choudhary
Shaheed Rajguru College of Applied Sciences for Women,
University of Delhi

Contact us:

aasthagup1@gmail.com

sainideepika157@gmail.com

choudharyjahanvi@gmail.com

ABSTRACT

Getting proper basic education is the birthright of every individual as per the Indian Constitution. With more than 700000 schools, 40000 colleges and 800 universities, India certainly has a responsible duty on its hands. The Indian education system is categorized into primary, secondary and post-secondary, and any change in it has a major impact on society, including India's economy's productivity. A vivid discussion, therefore, is always necessary. This dissertation aims to study the major changes in the New Education Policy approved by the Union Cabinet of India in April 2020 through comparison and analysis of its impacts. Majorly, we compare the three key components, i.e., the vision of the society, social purpose and the purpose of education. To sum up everything that has been stated so far, the paper is a comparative analysis between the NEP 1986 and NEP 2020. We study the impacts of the latest policy on society and the concerned parties i.e., the students and teachers. This descriptive-analytical analysis is based on an accurate and reliable questionnaire and a 5-point rating scale to document the potential benefits of customizable subject choices, skill-based learning and credit transfers using Python 3 to analyse the collected dataset. Inferences from the survey were stated along with various graphical and diagrammatic representations to depict the findings of the survey.

Keywords: Higher education, National education policy 2020, NEP-2020, Comparison, Comparison & Analysis, SDG4, Implementation strategies, Predicted implications, Predicted impediments & merits.

INTRODUCTION

India is a vast country with a population of 136.64 crores. Literacy in such a huge country is a key for socio-economic progress. It affects the quality of life of a country's people and makes them politically vigilant. A higher literacy rate also impacts a country's economic growth, creating high wage jobs and improving the standard of living. From a social standpoint, a literate society is a dynamic community; a community that exchanges ideas, engages in discussion is more creative and efficient.

The degree of literacy in India, according to the 2011 census, was 74.4 %. While the global literacy rate of people aged above 15 years of age was about 86%. Apart from the current major issues of India like poverty, population, social evil and gender inequality, one of the major factors affecting the literacy rate is the education policies of the government.

The role of government policies is important as they establish the guidelines for the effective functioning of education institutions. A comprehensive set of policies and regulations helps in establishing compliance with teaching standards, student welfare and creates standards of quality of learning, as well as expectations and accountability.

OBJECTIVES

The National Education policy 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study on National Education Policy 2020 are:

- 1) Review NEP 2020 and identify key features and points of change and compare the differences between NEP 2020 and NEP 1986.
- 2) Inspect the satisfaction level of students and teachers, and determine their views regarding the policy through a (yes/no and 5 point rating scale) questionnaire and analyse and visualize the collected data through Python 3
- 3) Suggest implementation strategies and discuss the future impact of the policy on the society

LITERATURE REVIEW

On July 29, 2020, India's Union Cabinet approved the National Education Policy 2020, which lays out the country's new educational vision. The government plans to complete the first phase of the National Education Policy (NEP) 2020 implementation by April 2022.

This dissertation provides an in-depth analysis of the concept of new education policy 2020, its definitions, processes and determinants and proposes a framework for analysis and action. It aims to clarify what education policy entails in complex education systems.

The differences between NEP 2020 and NEP 1986 are compared extensively. This thesis assesses the level of satisfaction among students and teachers, as well as their perspectives on the policy through an online survey. It discusses the barriers both in previous as well as the new policy and proposes implementation strategies and discusses the policy's long-term impact on society. It entails gathering facts and figures from government data sites, articles, interviews etc and combining them to analyse their effects in accordance with NEP 2020.

The findings show the government has proposed development of a new education policy and legal framework to allow for accessible, efficient, effective and quality education for all children by the year 2022, but it will require a sequence of coordinated and consistent efforts on both the government's and society's ends.

METHODOLOGY

We have used the primary method of research for our study.

Primary method: Primary research is research that you perform yourself (or employ others to do it for you). It includes going directly to a source to ask questions and collect information. Examples of primary research are Interviews (telephone or face-to-face), Surveys (online or mail), Questionnaires (online or mail), and Focus group analysis.

By this method of research, we gathered these two basic kinds of information:

1. **Exploratory:** This research is general and open-ended, and typically involves lengthy interviews with an individual or small group.
2. **Specific:** This research is more precise, and is used to solve a problem identified in exploratory research. It involves more structured, formal interviews.

COMPARISON

1. Major Policy Changes

A comparative representation of the major policy changes has been tabulated below:

S.No.	NEP 2020	NEP 1986
1	Preliminary education starts when the child is 3 years old.	Preliminary education starts when the child is 6 years old.
2	New Pedagogical structure of 5+3+3+4 is filled comprising of Foundational, Preparatory, Middle and Secondary stages. Foundational Stage: Anganwadi/Pre-School for 3 years + Grade 1-2 (Age 3-8) Preparatory Stage: Grade 3-5 (Age 8-11) Middle Stage: Grade 6-8 (Age 11-14) Secondary Stage: Grade 9-12 (Age 14-18)	10+2 pedagogical structure is followed consisting of 10 years of classes 1-10 and 2 years of pre-university classes.
3	Examinations are a means of continuous assessment, not the end	Examinations are done to evaluate the final result of a schooling year.
4	No hard separations between arts and sciences, between curricular and extracurricular activities, between vocational and academic streams, i.e., removal of stream divide	Separation between arts and sciences, between curricular and extracurricular activities, between vocational and academic streams exists.
5	Admission to graduation and post graduation courses of Public HEIs will be based on NTA examination scores conducted on a national level	Admission to graduation and post graduation courses are based on entrance exams conducted at college/state

		level except medical colleges and a few other institutes.
6	Undergraduate degrees will be of 3 or 4 years durations with multiple entry and 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 fourth year will focus on research projects among other things .	3 or 4 year undergraduate degree programs with no exit options.
7	Multidisciplinary colleges and universities are promoted. Single discipline colleges will have to convert to multidisciplinary colleges.	No differentiation in promotion of single or multi disciplinary institutes.
8	Multidisciplinary Education and Research Universities (MERUs) will be set up that will be at par with institutes like IITs and IIMs	No such policy
9	Master's will be a 1 year degree in case of a 4 year Bachelor degree and a 2 year degree in case of a 3 year Bachelor's degree	Master's degree is a 2 year program
10	M. Phil discontinued	M.Phil present
11	Candidates having a 4 year Bachelor's degree with research experience can enroll in a Ph.D program without a Master's degree.	Not possible
12	Around 100 top Foreign Universities are allowed to function in India	No foreign university can function directly in the country

13	National Research Foundation (NRF) will be formed to look after research funding.	No such organisation present
14	Social engagement, community volunteering is promoted	No such policy
15	The minimum degree qualification for teaching will be a 4-year integrated B. Ed. degree	Teachers are required to have a 2 year B.Ed degree after graduation.
16	Clear process for recruitment, tenure and promotion for teachers	The process for recruitment, tenure and promotion of teachers is not transparent.
17	To become an Assistant Professor in any three types of HEIs, a Ph.D. degree along with cleared NET/SLET is compulsory.	To become an Assistant Professor in any three types of HEIs, a Master's degree along with cleared NET/SLET is compulsory.

2. Differences in visions and purposes

Keeping in mind the structure of society, the NEP 2020 emphasizes on universalisation of education, beginning from pre-school to secondary level with a 100% gross enrolment ratio in school education by 2030.

Majorly, we compare the three key components, i.e., the vision of the society, social purpose and the purpose of education.

1. Structure of Society: The Indian economy was largely local and transient throughout the 1980s. It was only liberalized in the early 1990s, resulting in today's economy acting as a dynamic global body. Consequently, the NEP 1986 focused on equal opportunities and uniformity to all. The NEP 2020, on the other hand, seeks to give individuals the opportunity to customize their fields of interest while also growing individual ability by allowing regulatory institutions more autonomy.

With vocational learning and internships starting in sixth grade, NEP 2020 focuses on improving skill sets that are useful in employment. By providing everyone with a high-quality education, this will turn our country into a more equitable and vibrant information society in the long run.

2. Social purpose: The primary purpose of NEP 1986 was to eradicate disparities in educational opportunities, particularly for women and the marginalized communities like SC and ST communities. The policy called for expanding scholarships, adult education, hiring more teachers from the SCs, providing incentives for disadvantaged families to send their children to school on a regular basis, building new institutions, and providing housing and services to achieve such social integration.

While NEP 2020 maintains the emphasis on social inclusion, it aims to create special education zones in areas with a high

percentage of disadvantaged groups. In these Special Education Zones, the policies and schemes to be implemented would be implemented to full extent by additional concerted efforts. This would help to change the educational landscape of these areas.

3. Aim of Education: Previous educational policies were largely focused on having a greater understanding of the world and human life. The NEP 1986 sought to impart democratic, secular, socialistic, and ethical values in children in order to foster socialism, secularism, and democracy.

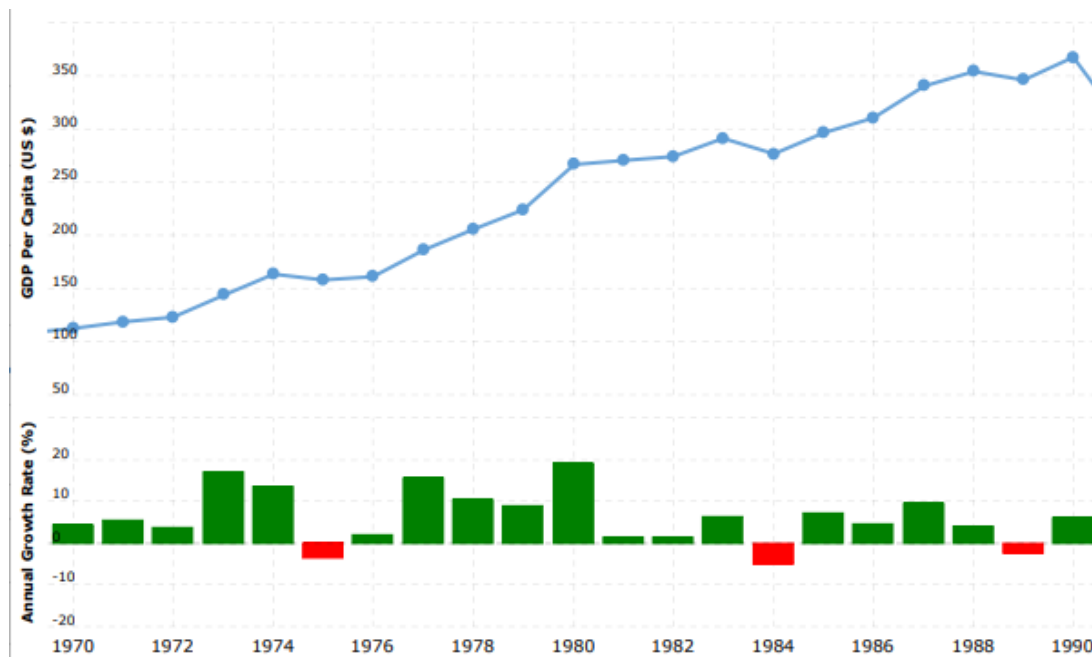
NEP 2020 seeks to cultivate good human beings capable of critical thought and action, compassion, empathy, courage, endurance, scientific temper, and innovative imagination, all of which contribute to a more productive, inclusive, and plural society.

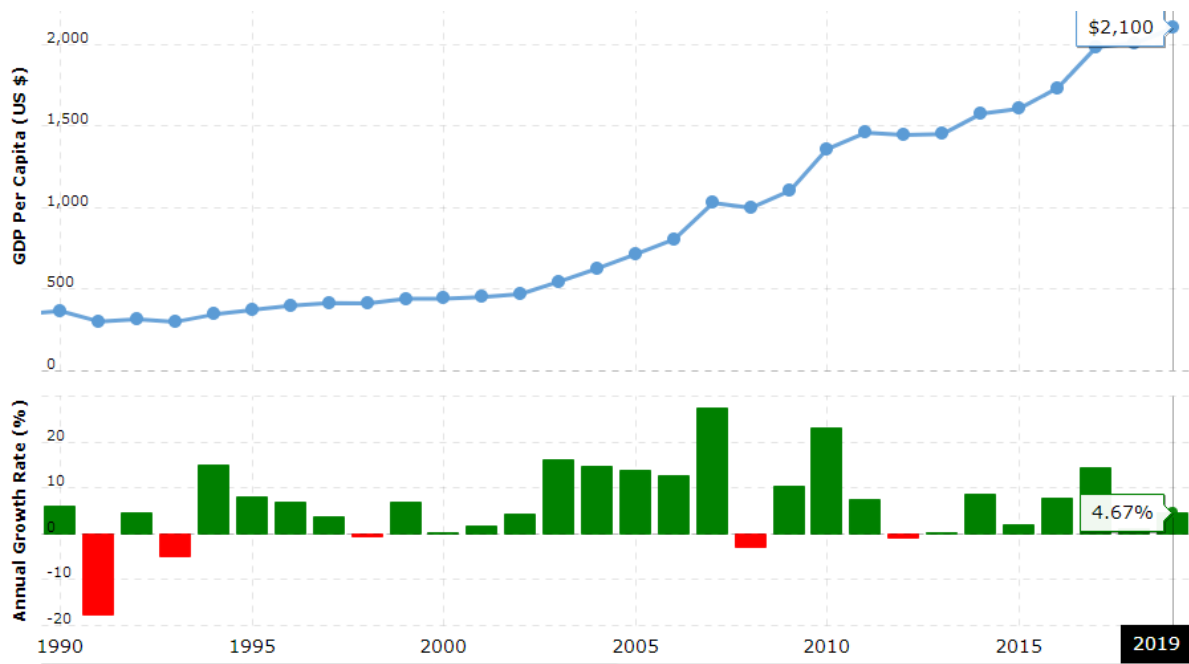
3. Barriers

India has changed a lot over the years. Subsequently, the Indian society, the challenges faced by it and the government has seen different shifts in the last few years.

1. Lack of opportunity and awareness: The biggest barrier is poverty and high population. In the 1980s, the average citizen of India was too poor to afford their children's education. According to research, about 50% of India's population lived in rural areas in the early 1990s. Instead of sending their children to schools, people focused on sending their children to farms, particularly in rural areas.

Moreover, in India the Gross Enrollment Rate (GER) is only 19% while the world's GER is 25% and GER of developed countries is 69%. However, the government took major steps like launching National Literacy Mission (NLM) (1988) , Mid Day Meal (1995), Sarva Siksha Abhiyan (SSA) (2001) and other policies and programmes





source: Macrotrends.net

Census of India - literacy rates (age 7+)

Year	Male %	Female %	Combined %
1872			~3.25
1881	8.1	0.35	4.32
1891	8.44	0.42	4.62
1901	9.8	0.6	5.4
1911	10.6	1.0	5.9
1921	12.2	1.8	7.2
1931	15.6	2.9	9.5
1941	24.9	7.3	16.1
1951	27.16	8.86	18.33
1961	40.4	15.35	28.3
1971	45.96	21.97	34.45
1981	56.38	29.76	43.57
1991	64.13	39.29	52.21
2001	75.26	53.67	64.83
2011	82.14	65.46	74.04

Source: Wikipedia

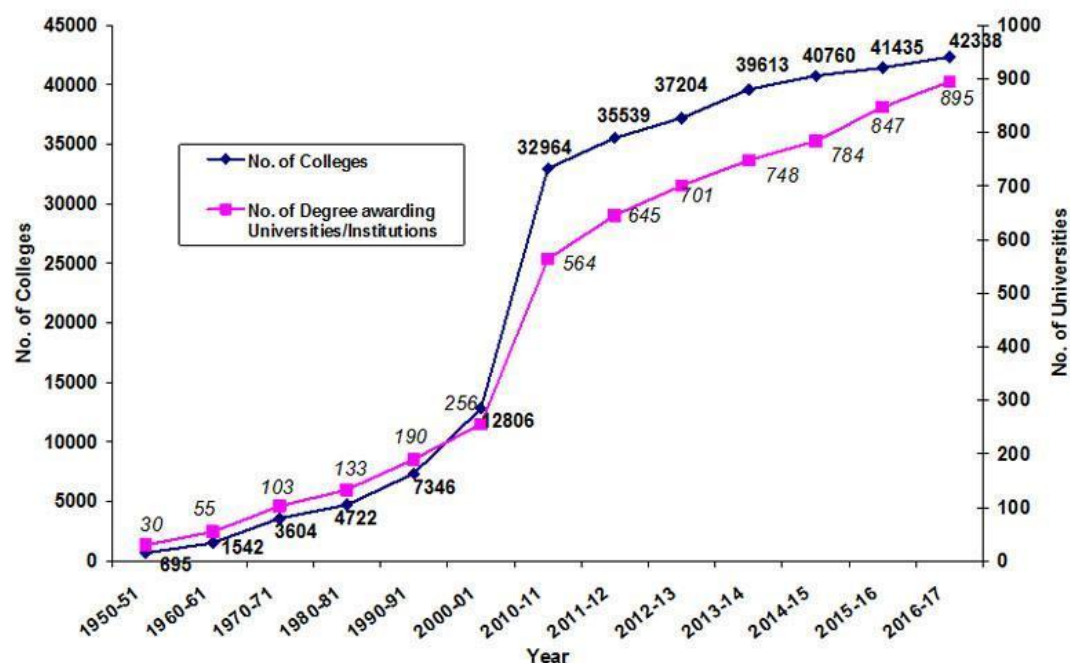
2. Lack of institutional framework: In 1964, The Kothari Commission recommended the allocation of 6 percent of GDP on Education. India targeted to devote 6% of its GDP to education,

which is substantially less than projected. As a result, the country's infrastructure was insufficient to meet the country's educational needs in the 1980s.

“Many schools did not have proper school buildings; students had no classrooms, not enough teaching and official staff, not enough equipment in the schools like chairs, tables, stools, benches, blackboards etc. There were not separate toilets for boys and girls.” – *Mr. Laxmi Narayan Sharma, Assistant Professor, Madhav University*

In such conditions either students fail in a class or retention of students is not ensured and drop-out cases increase. Consequently wastage and stagnation takes place.

Another reality is that the number of educational institutions was considerably lower than needed, bearing in mind the population of India. The graphs below show a trend line to help you understand this.



**Table 1: Share of Government
Expenditure on Education in GNP**
(Per cent)

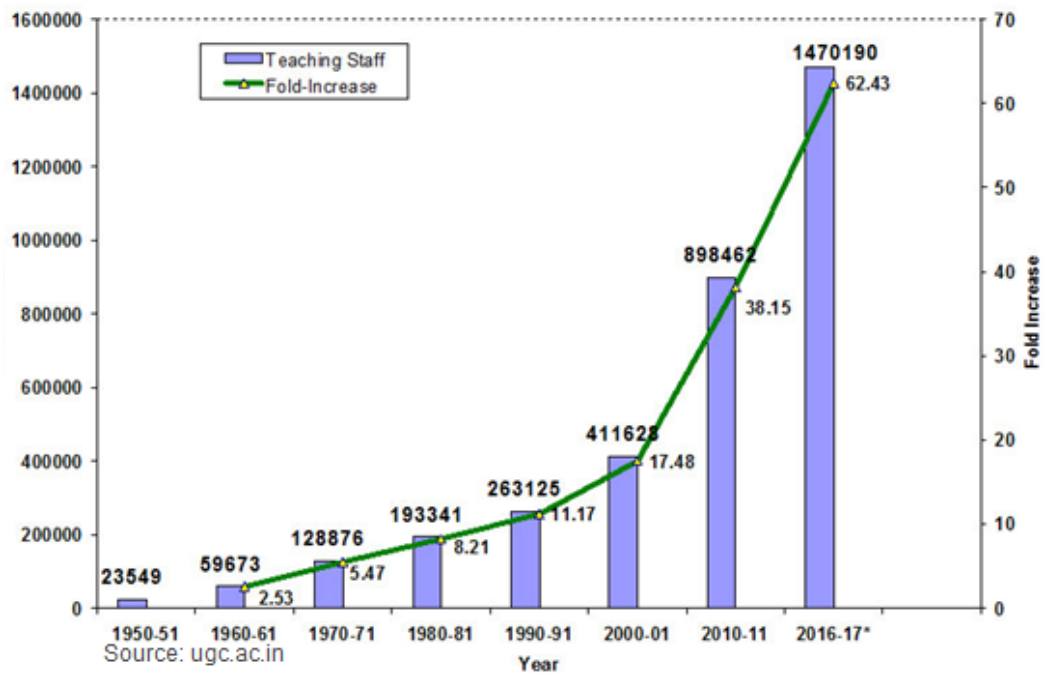
1951-52	0.67
1965-66	1.82
1985-86	3.71
1989-90	4.21
1999-2000	4.30
2000-01	4.40
2001-02	3.90
2002-03	3.83
2003-04RE	3.81
2004-05BE	3.54

Notes: Expenditure on education includes central and state government's budget expenditure under revenue, capital and loan accounts on education incurred by education and other departments.

Source: Based on Budgetary Resources For Education 1951-52 to 1993-94, Analysis of budget Expenditure on Education and Economic Survey 2004-05.

3. Lack of teachers and teaching skills: The success of a teacher in the Indian educational system is ill-defined. It is either dependent on the progress of a student or on the amount of years of teaching experience. Both of these characteristics are not always representative of a good teacher.

Earlier, the teaching quality in higher education was of low standard due to untrained, unqualified and inexperienced faculties. Although, the count of teachers has increased exponentially over the years, this does not determine that the quality of teaching has improved or not.



4. Digital Divide: The first publicly available internet service in India was launched by state-owned Videsh Sanchar Nigam Limited (VSNL) on 15 August 1995. As a result, the NEP 1986 did not place any priority on the digitalization of education.

However, the NEP 2020 emphasizes the immediate need to bridge the digital gap through concerted efforts and online/digital learning to equip individuals with skills such as big data, machine learning, and artificial intelligence. With the rapidly changing economy, it is important for students to not only focus on the content, but also towards learning how to think critically and solve the problems, innovate, adapt and absorb the new knowledge in a novel setting. The NEP 2020 has formulated a roadmap to bring Indian education up to international standards.

The digital divide in India is still big, with more than 400 million people without internet access. The spatial divide is also large, with internet density in rural areas, where more than 60% of the population lives, still low at 25% compared to urban areas (90 %). The pace at which changes are adopted and reforms are

promoted will dictate how quickly we achieve our target of being considered at par with our global peers.

India's digital divide

Rural population **66%**

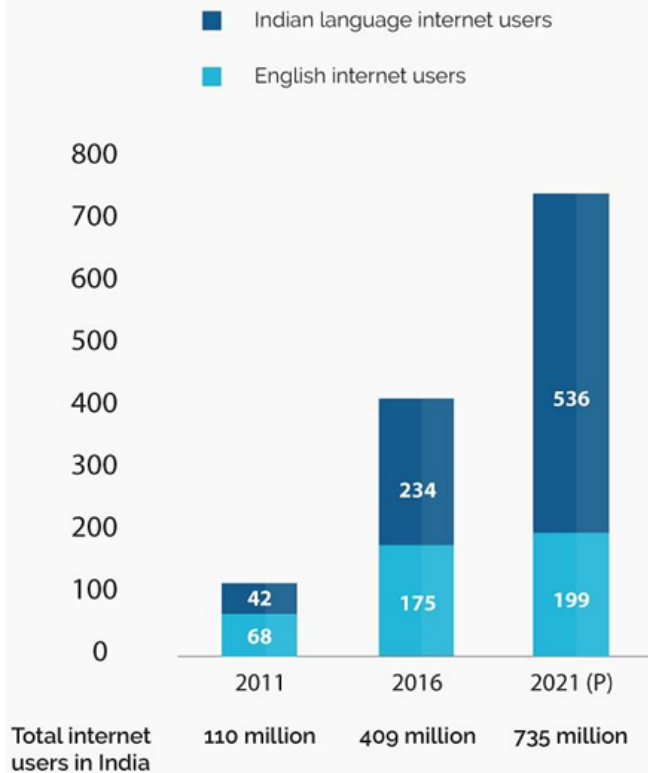
Internet density **25.3%**

Urban population **34%**

Internet density **97.9%**

Source: Telecom Regulatory Authority of India

Internet user base in India (in million)



Source: KPMG in India's analysis, April 2017

(P): Projections

IMPACTS

1. On Economy

A developed society that is socially, culturally and economically prosperous forms when a nation invests in the education of its citizens.

- Basic education is a fundamental right of every child in our country. Education opens up multiple avenues for growth and development of individuals and the nations.
- There is a high positive correlation between Literacy Rate and per capita GDP. NEP 2020 promises an increase in the standard of education. Doing away with the traditions of rote learning by inculcating conceptual understanding, NEP will focus on creating individuals of sound knowledge in their selected area of interest(s). This will lead to an increase in the income of individuals, since they will have the knowledge required to make use of their skills in appropriate industries.
- Special emphasis on the education of Socio-Economically Disadvantaged Groups (SEDGs) to aid in access and engagement of resources available by introducing various programs, including but not limited to Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools, will generate employment opportunities and, therefore, income. Prioritizing sections of the society that are educationally underrepresented (which in turn leads to financial instability) is one of the strong points of the policy.
- Sensitizing teachers, students and other people involved in the education system to the needs of Children With Special

Needs (CWSN/ Divyang) will foster an environment of inclusivity and respect for all. Focusing on providing them with resources at par with any other student will encourage such children to become confident members of society capable of engaging in social and economic activities.

- Less than 5% of Indian workforce between the ages of 19 and 24 received formal vocational education, as estimated by the 12th Five Year Plan. Countries like the USA, Germany and South Korea, on the other hand, have a much higher percentage of the same with 52%, 75% and 96% respectively. The policy recognizes the need for vocational education as a means of cultivating dignity of labour, appreciation for Indian Arts and increasing employability.
- A nation's economic and social development is built on good research. While only 0.6–0.7% of GDP has been invested in Research and Development, the policy aims at improving and escalating the quality and quantity of research in the country by establishing National Research Foundation (NRF). NRF will provide funding for research in all disciplines, including science, arts, language and economics.
- The policy is reflective of The Digital India Campaign that supports the transformation of the entire country into a digitally empowered society and knowledge economy. Technical education will be promoted to eradicate technical illiteracy and develop citizens that are sound and knowledgeable about various aspects of the fast moving world. Education and technology can play a symbiotic role in developing existing educational processes and outcomes.

2. On Students

- NEP 2020 provides students ample opportunity to pick their own combination of subjects as the distinction between the streams has been blurred. Provisions of multiple entry and exit systems in higher education would encourage the students to and show their skills and interests allow academic flexibility.
- The new education policy has also removed the major differences between curricular and co-curricular subjects in schools, also reducing the syllabus to enhance essential learning and critical thinking.
- Proposals include vocational education from class 6 and onwards and creating a National Committee for the Integration of Vocational Education (NCIVE) which will help students take vocation as a career. Also, students will get more exposure to multiple career paths like entrepreneurship.
- The NEP aims at delivering early childhood care and education through a new curriculum as well as a play- and activity-based pedagogy, prioritizing the most critical phases of learning.
- The school curriculum will aim for the holistic development of learners by providing them with the 21st-century skills like creativity, technology literacy, critical thinking and communication.
- Students will learn to acquire knowledge and will transition from the existing rote-learning system to a more activity-based, experiential learning system with a stronger focus on choice for students in secondary grades.

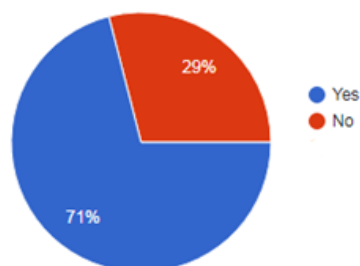
FINDINGS AND SUGGESTIONS

Through our survey of 100 random people including students and teachers of senior secondary school and college, conducted from 21st February 2021 to 25th February 2021, we gathered the opinions of different people.

We have used Python 3 (Google Colaboratory) for the cleaning and analysis of the data collected. We've visualized the categorical data received through multiple graphing libraries of Python 3 to see the patterns and insights.

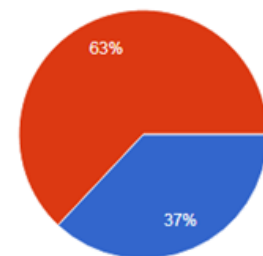
Some key points and suggestions to successfully implement NEP 2020 have been discussed below.

Do you think extracurricular activities were discouraged over academics in your school?

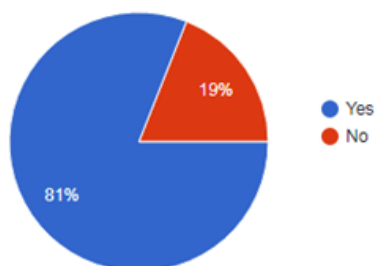


Do you think the existing education policy accommodates all social groups of our society?

● Yes
● No

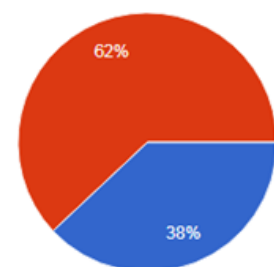


Do you think NEP 2020 will benefit underprivileged children and children of backward classes?



Are the higher education institutions ready for the removal of stream division (in courses they offer, infrastructure, etc.) in grade 11 and 12?

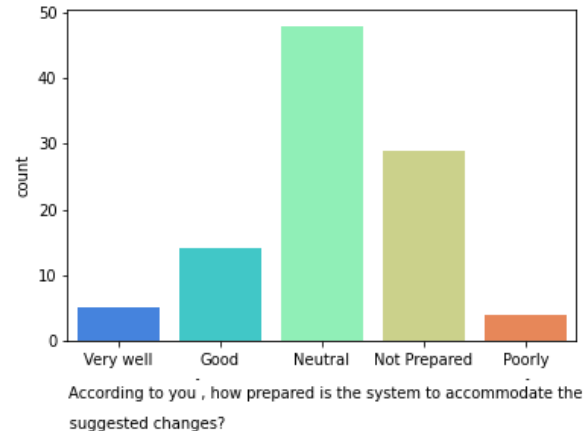
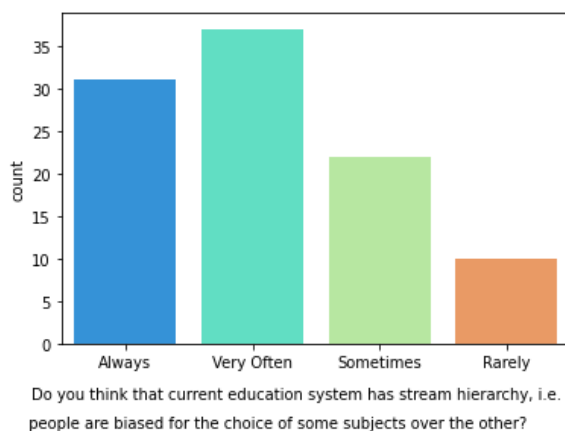
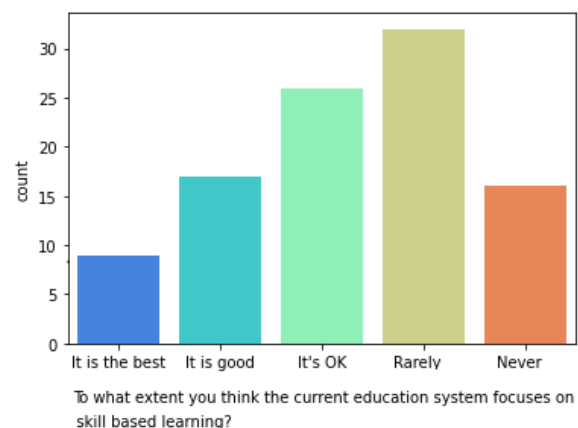
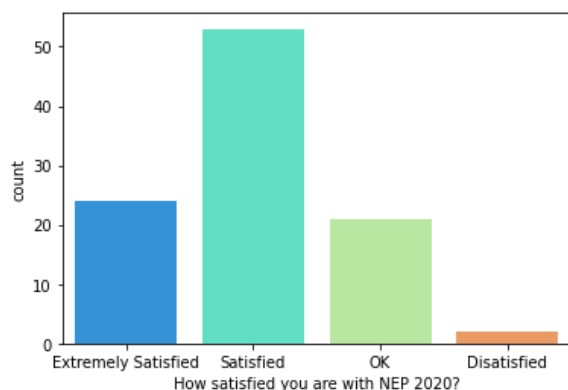
● Yes
● No



- As per the Annual Status of Education Report (ASER, 2014), nearly half of all Class V children in rural India were unable to read a simple paragraph or do basic math calculations. Also, referring to the above charts, NEP 1986 failed miserably in its objective to emphasize extracurricular activities. NEP 2020 has a similar set of targets, but with a

broader scope. To ensure that this section is enforced effectively, the government should take steps to make student involvement in co-curricular and extracurricular activities mandatory.

- To achieve the goals of social inclusion, the government can enforce more stringent rules. However, there are already several programmes in place, but they have yet to succeed in encouraging disadvantaged people to attend school.



- Although the NEP 2020 seeks to blur the existing stream hierarchy, there is a strong need of legislative interventions both by Centre and states. Moreover, semi-privatization of the education sector can increase the quality of education with a minimum burden of fees and allowances on students.

CONCLUSION

Education must turn its focus away from content and toward teaching students how to think critically and solve problems. Education must build character, enabling students to be ethical, rational, compassionate, and caring. Significant reforms are required to close the gap between existing learning results and what is required.

The goal is for India to have a world-class education system by 2040, with equal access to high-quality education for all students regardless of their social or economic status. It aims to respond to our country's rising needs by developing an entirely new educational system.

We find that the 1986 NEP concentrated on uniformity for all parts of society and equal opportunities, while NEP 2020 seeks to extend individual capacities and attain expertise by facilitating subject selection, software training in schools, credit transfer, multiple entries and exit systems. These objectives are achievable because the government is giving institutions sufficient autonomy and limiting regulations for the effective implementation of the policy.

The second difference is the social purpose served by the policy. We find that, primarily, NEP 1986 was proposed for the inclusion of disadvantaged groups, providing them with standard educational opportunities. Although NEP 2020 continues its emphasis on social inclusivity, it also proposes the establishment of special education zones with a large proportion of disadvantaged groups. Besides that, it reflects on the economic importance of learning and training in education and hence it significantly focuses on the skill-based learning and employability arising out of it.

Thirdly, NEP 2020 differs from NPE 1986 in its aim for education. The 1986 policy talked about the development of human resources and national integration. However, we find that NEP 2020 aims to address the imperatives of the country's development. With Sustainable Development Goal 4 in mind, it promises to reconstruct the face of Indian education while also celebrating its traditions and cultures. It undertakes the task of promoting the creative potential of individuals and providing them with an opportunity not only to develop their intellectual capabilities but also their social, ethical and emotional skills.

As a result, we cannot avoid the conclusion that the NEP entails a fundamental shift in the country's educational system. Thus , the NEP envisions a perfectly synchronized education system, looking forward to an active implementation of the policy.

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