



## COMPARATIVE STUDY OF OLD (1986) AND NEW (2020) NATIONAL EDUCATION POLICY

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### ABSTRACT

*The main purpose of comparing the old education policy (NPE 1986) with the new education policy (NEP 2020) is to have a better understanding of the similarities and the differences of both the education policies. Studying mainly the differences will help in better understanding of important objectives of the new policy. We know that 'Education' is the unique investment in present and future and so educating country is directly proportional to the development of the country. Over and over the world is undergoing rapid changes in the knowledge prospect and there are also advancements in the field of science and technology such as machine learning and artificial intelligence. In the coming future, many unskilled jobs might be replaced by machines. Hence, there is a need for a skilled workforce, particularly in the field of mathematics, computer science, and data science. A skilled workforce can be generated by introducing these special skills at the school level and also by providing training to adults. Introducing something new in the education system means there is a need for reforming or restructuring education policy which takes place every few decades. This study will also put light on new features of NEP 2020 and will help us know the main objectives of the policy. The scope of the study is regarding school education only so this study will enable readers (especially parents) to understand the new features in the policy and how it is going to be beneficial for the students.*

**Keywords-** National Education Policy, 1986, 2020, Comparative study

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## INTRODUCTION

India is a democratic country and in a democratic society, the purpose lies within the numerous components of the welfare of the people. For the wellness of the Indian nation and the Indian society on the neighborhood and international degree, a particular pressure has been laid down on education. So there is a need for democratization of education.

Many initiatives and attempts have been made by the Government of India to date to provide education for all. One of the most important initiatives is the formulation of the National Policy on Education (NPE)

The National Policy on Education (NPE) is a policy that is formulated by the Government of India mainly to promote and regulate education in India. The policy covers elementary education to higher education in both rural and urban India.

The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

1968 NPE launched by Prime Minister Indira Gandhi(1966-77) was identified as “**Radical Restructuring**”. It mainly focused on the following key points:

1. Compulsory education for all children up to the age of 14, as specified by the Constitution of India
2. Better training and qualification of teachers.
3. Outlining the “three-language formula” to be carried out in secondary education and that was:
  - i. Hindi
  - ii. English
  - iii. Regional language
4. The policy inspired the teaching of the ancient Sanskrit language, which is an important part of India’s culture and heritage.
5. The policy also includes an increase in education spending to six percent of the national income.

1986 NPE launched by Prime Minister Rajiv Gandhi (1984-89) was named as “**Special emphasis on the elimination of disparities and to equalize education opportunity**”. The main objective of this policy is to provide an equal educational opportunity for all. This includes the provision of education for all, irrespective of religion, caste, creed, sex and location.

**Key highlights of 1986 NPE were as follows:**



1. Expand scholarships.
2. Promote adult education.
3. Employing more instructors from the SC and ST communities.
4. Provide incentives for poor families to send their children to school regularly.
5. Development of new institutions.
6. Provide housing and services.
7. For primary education “child-centred approach”, “Operation Blackboard” was launched to expand primary schools nationwide.
8. Under this policy, the Open University system was expanded with the Indira Gandhi National Open University, which had been created in 1985. The policy was also recognized as a “rural university” model, primarily based on the philosophy of great Indian leader Mahatma Gandhi, to encourage economic and social improvement in rural India.

In 1992, the 1986 National Policy on Education was changed by the Prime Minister P. V. Narasimha Rao (1991-96) Government which was then called as National Programme of Action of 1992 (1992 POA). This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a reconstruction of the education system, to improve its quality at all stages, and hence gave much greater attention to science and technology, the cultivation of ethical values and an in-depth relation between education and the life of the people.

**Key highlights of 1992 POA were as follows:**

1. All India bases common entrance examination for admission in all professional and technical programmes in the country.
2. Under this Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme for admission to Engineering and Architecture/Planning programmes:
  - a. JEE
  - b. AIEEE at the National Level
  - c. SLEEE State Level Engineering Entrance Examinations
3. State Level Institutions have a choice to be part of AIEEE.
4. This problem of overlapping and also minimize the physical, mental and monetary burden on students and their parents which was excessive because of the multiplicity of entrance examinations.

2020 NPE was launched by Prime minister Narendra Modi (2014-present) completely focuses on “Universalisation of Access – from ECCE to Secondary”. The principle goal of this policy is to provide universalisation of access to education and bring back 2 crores of out-of-school children. This policy also ensures equity by setting common standards for public and private school education.

**Key Principles of NEP 2020 are as follows:**

1. Respect for diversity and local context
2. Equity and Inclusion
3. Community Participation
4. Use of technology
5. Emphasize conceptual understanding
6. Identifying unique and different abilities in each student
7. Addition of critical thinking and creativity to help logical decision making
8. Continuous review system based on a regular evaluation by educational experts

**1. COMPARISON OF 1986 NPE AND 2020 NEP**

**Main comparable parameters are:**

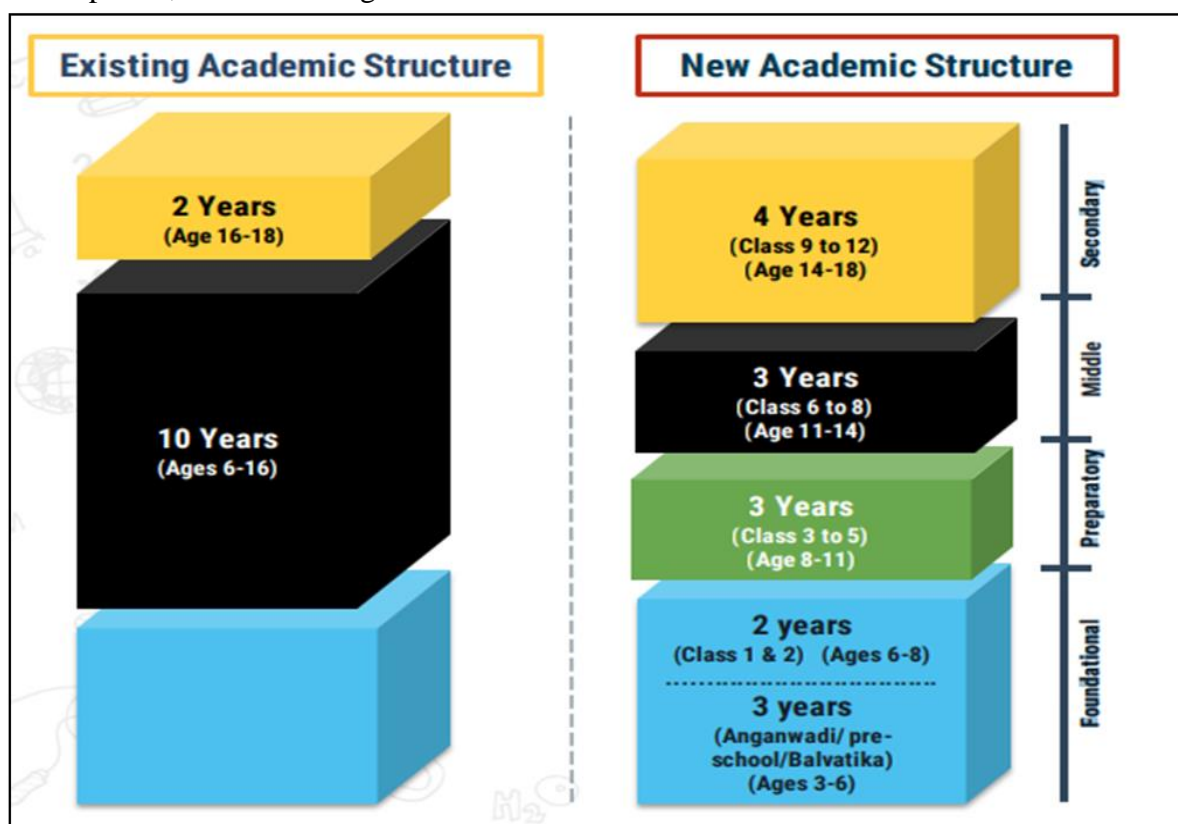
- 3.1 Academic Structure
- 3.2 Early Childhood Care and Education
- 3.3 Curriculum
- 3.4 Assessment Process
- 3.5 Vocational Training

**ACADEMIC STRUCTURE**

An academic structure can be defined as an educational structure of school which means a grouping of school education under different stages depending on the age of child and grade.

<b><u>1986 NPE</u></b>				<b><u>2020 NEP</u></b>			
The common educational structure (10+2) for school was followed all over the country. This 10+2 refers to children age ranges from 6 to 18 and stages are referred to as:				The curricular and pedagogical structure of school education will be restructured into a new (5+3+3+4) design consisting of four stages as Foundational stage (5years), Preparatory stage (3years), Middle stage (3 years) and Secondary stage (4years).			
Stage /Level	No. of Years	Class	Age	Stage	No. of Years	Class	Age
Primary	5	Class 1-5	6-11	Foundational	3	Preschool	3-6
Middle	3	Class 6-8	11-14		2	Class 1-2	6-8
Secondary	2	Class 9-10	14-16	Preparatory	3	Class 3-5	8-11
Senior Secondary	2	Class 11-12	16-18	Middle	3	Class 6-8	11-14
				Secondary	4	Class 9-12	14-18

- Foundational stage (5years) – This is a multilevel stage and it is divided into 3 years and 2 years. The First 3 years are preschool and the next 2 years are class 1 and class 2. In this stage, there will be play/activity-based learning.
  - Preparatory Stage (3 years) – This stage refers to class 3 to class 5. In this stage, there will also be a play/activity-based learning and besides there will be an introduction to light textbooks and interactive classroom learning to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.
  - Middle Stage (3 years) – This stage refers to class 6 to class 8. In this stage, there will be experiential learning in the sciences, mathematics, arts, social sciences, and humanities. **Experiential learning** is an engaged **learning** process whereby students “learn by doing” and by reflecting on the experience.
  - Secondary Stage (4 years) – This stage refers to class 9 to class 12 and it comprises multidisciplinary study. This stage includes greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects.
- In the 10+2 structure, children in the age group of 3-6 are not covered as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included, which is aimed at promoting better overall learning, development, and well-being.



## EARLY CHILDHOOD CARE AND EDUCATION

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<u>1986 NPE</u>	<u>2020 NEP</u>
<p>There is a rapid physical and mental growth during early childhood that is before age 6. During this period, child's experiences shapes the architecture of the brain and realizing its importance government had started several programmes of early childhood care and education (ECCE) which involves the total development of a child, i.e. physical, emotional, motor, cognitive, language, social and moral. The existing ECCE programmes include:</p> <ul style="list-style-type: none"> <li>(i) Integrated Child Development Services (ICDS)</li> <li>(ii) Scheme of assisting voluntary organizations for conducting early childhood education centres (ECE)</li> <li>(iii) Balwadis and day-care centres</li> <li>(iv) Pre-primary schools run by the State Governments, Municipal Corporations and other agencies</li> <li>(v) Maternal and child health services through primary health centres and sub-centres and other agencies</li> </ul> <p>ECCE is a complex integral function and it requires workers with integrated ECCE training, integrated worksites or ECCE centres. One of the weakest points in the existing programmes is an inadequate child: worker ratio. Another point to be considered is that the remuneration of full-time workers should not be less than unskilled workers. Full-time child care workers should be paid on par with primary school teachers.</p>	<p>Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning, consisting of alphabets, languages, numbers, counting, colors, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives.</p> <p>ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of:</p> <ul style="list-style-type: none"> <li>(a) Standalone Anganwadis</li> <li>(b) Anganwadis co-located with primary schools</li> <li>(c) Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools</li> <li>(d) Stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE.</li> </ul>

2020 NEP's ECCE framework and implementation -

A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT (The National Council of Educational Research and Training) and accordingly to prepare staff of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort. They will be trained based on their educational qualification like Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE and those with lower educational qualifications shall be given a one-year diploma programme. This diploma programme will cover early literacy, numeracy, and other relevant aspects of ECCE. These programmes may run through digital/distance mode using DTH channels as well as smartphones so that teachers can get ECCE qualifications with minimum interruption in their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centres of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare staff of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD).

The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. A special joint task force will be constituted for continuous guidance of the smooth integration of early childhood care and education into school education.

### **CURRICULUM**

<b><u>1986 NPE</u></b>	<b><u>2020 NEP</u></b>
<p>Reorientation of the content or curriculum was proposed in this policy. The strategy for implementation of the national curriculum was therefore linked with the</p> <ul style="list-style-type: none"> <li>- Reorientation of teachers and other educational personnel</li> <li>- Development of professional capability at all levels</li> </ul>	<p>The school curriculum and pedagogy are restructured into a new 5+3+3+2 design to make it more relevant to the developmental needs and interests of students at different stages like the Foundation stage, Preparatory stage, Middle stage and Secondary stage. Five years of Foundational Stage focuses on play/activity-based learning. Three years of Preparatory Stage follows the pedagogical and curricular style as</p>

<p>- Phased preparation, production and distribution of textbooks and other instructional materials.</p> <p>NCERT in collaboration with educational authorities facilitated this process by propagating the following methodological guidelines:</p> <ol style="list-style-type: none"> <li>1. Curriculum Guidelines.</li> <li>2. Methodological Handbook for Teachers.</li> <li>3. Methodological Handbook for Evaluators of Textbooks and other instructional material</li> <li>4. Guidelines for Textbook Writers.</li> <li>5. Guidelines for Textbook Designers and Illustrators.</li> <li>6. Guidelines for Producers of Kits and A.V. Equipment.</li> <li>7. Guidelines for producers of Audio and Video Programmers.</li> <li>8. Guidelines for Principals and Head Teachers.</li> <li>9. Guidelines for Educational Administrators and Supervisors.</li> <li>10. Training Guidelines for Teacher Educators and Resource Persons.</li> <li>11. Guidelines for Evaluators of Pupil Growth.</li> </ol>	<p>Foundational Stage but in addition to this, it also involves an introduction to light textbooks so which includes reading, writing, speaking, science, mathematics. Interactive classroom learning is also incorporated in this stage. Three years of Middle Stage will introduce subject teachers for learning and discussing more abstract concepts of each subject. Experiential learning within each subject will also be followed. Four years of Secondary Stage will follow a multidisciplinary study approach. In these four years, there will be in-depth study with greater critical thinking, greater attention to life aspirations, and greater flexibility and there will be student choice of subjects. The main aim of the changed curriculum and pedagogy is to move the education system towards learning how to learn and real understanding rather than following rote learning which is largely practised today.</p> <p>Curriculum content will be reduced or minimized in each subject to core essentials. The content will focus more on key and important concepts involving problem-solving. Classroom sessions will be more fun and interactive and include exploratory activities. Questions will also be encouraged more in classrooms. In all the stages experiential learning will be incorporated. Cross-curricular pedagogical approaches like Art-integration and Sports-integration will also be followed. Art-integration will integrate Indian art and culture in the teaching and learning process to strengthen the linkage between education and culture. Sports-integration will develop skills self-discipline, self-initiative, teamwork, self-direction, responsibility in students.</p> <p>Students will be given greater flexibility in the choice of subjects mainly in the secondary stage. The subjects can be physical education,</p>
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	vocational training or art and crafts. The reason for this flexibility is to design their path of study for the future.
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The three-language formula will be continued from the old policy but now there will be greater flexibility as no language will be imposed on any state. Three languages to be learned will be the choice of state and the students themselves. Textbooks and teaching-learning materials for mathematics and Science subject will be bilingual so that students will be able to understand these two subjects in a better way. They will learn these subjects in both languages that are English and their mother tongue. Sanskrit is considered an important modern language as mentioned in the Eighth Schedule of the Constitution of India. The volume of literature in the Sanskrit language is greater than that of Latin and Greek put together. Sanskrit will be offered at all levels and it will be included as an option in the “three-language formula”. Indian Sign Language (ISL) will be standardized across the country.

### **ASSESSMENT PROCESS (EVALUATION OF PERFORMANCE)**

The assessment process is an essential part of the learning and teaching process. If the assessment process is not carried out properly then it would be impossible to know whether students have learned, whether the teaching process has been effective and how the students learning needs should be addressed.

<b><u>1986 NPE</u></b>	<b><u>2020 NEP</u></b>
<p>The objective of the Assessment process is to set down the examination process in such a way that it will be a valid method to measure student development and it will also be a powerful instrument to improve the teaching and learning process. This means that to achieve this following thing are emphasized:</p> <ul style="list-style-type: none"> <li>• Reduce importance to memorization</li> <li>• Continuous and comprehensive evaluation process which includes both</li> </ul>	<p>In this new policy, the assessment process is transformed to be more competency-based and it tests higher-order skills such as analysis, critical thinking, and conceptual clarity. The primary purpose will be learning but it will be a continuous process as it will revise the teaching-learning process to optimize the learning and development of students. Following are the features of the Assessment Process:</p> <ul style="list-style-type: none"> <li>• Aims to focus on core concepts, higher-order and foundational skills</li> <li>• The progress card will be completely</li> </ul>

<p>scholastic and non-scholastic aspects of education.</p> <ul style="list-style-type: none"> <li>• Use of effective evaluation process by teachers</li> <li>• Improvement in the conduct of examinations</li> <li>• Introduction of the semester system from the secondary stage.</li> <li>• The use of grades in place of marks.</li> </ul>	<p>redesigned by States/UTs under guidance from the proposed National Assessment Centre, NCERT, and SCERTs.</p> <ul style="list-style-type: none"> <li>• The progress card will be a holistic and multidimensional report that reflects the progress in the cognitive, affective, and psychomotor domains. It will include self-assessment, peer assessment and teacher assessment. It will actively involve parents in their children's education and development. Progress of child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., will also be included in report cards</li> <li>• AI-based software to be developed to help track growth through school years and to help students make optimal career choices.</li> <li>• National Assessment Centre(PARAKH) will help in bringing greater synergy in board exams conducted by various Boards of Assessments</li> <li>• Board exams will be made 'easier, as they will test primarily core capacities/competencies</li> <li>• Board exams will be more flexible as students can choose as many subjects as they want of their interests.</li> <li>• Boards may develop viable models to reduce pressure: <ul style="list-style-type: none"> <li>○ annual/semester/modular Exams</li> <li>○ two parts exams - objective type and descriptive type</li> <li>○ two-level exams – standard</li> </ul> </li> </ul>
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	<p>level and higher level</p> <ul style="list-style-type: none"> <li>All students will take school examinations in Grades 3, 5 and 8 that is to be conducted by the appropriate authority. These examinations would test the achievement of basic learning outcomes, through assessment of core concepts and knowledge from the national and local curricula, along with relevant higher-order skills and application of knowledge in real-life situations.</li> </ul>
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### **VOCATIONAL TRAINING**

A vocational education enables **students to select a career in a specific craft or skill**. Vocational education is sometimes referred to as career and technical education. It helps to create employability and thus will improve the economic condition of the country. The importance of vocational education can also be the development of attitudes, knowledge, skills for entrepreneurship and self-employment.

<b><u>1986 NPE</u></b>	<b><u>2020 NEP</u></b>								
According to NPE 1986, vocational courses will normally be provided after the secondary stage but making it a flexible scheme, it can be made available after class VIII i.e. after the middle stage. Many institutions are providing vocational training like Junior Technical schools, Industrial Training Institutes (ITIs) and Polytechnics. Recognizing the importance and need of vocationalization; the Ministry of Human Resource Department,	<p>According to the 12<sup>th</sup> Five Year Plan (2012-2017), it was evaluated that a very less percentage (i.e. less than 5%) of the Indian population specifically in the age group of 19 - 24 received formal vocational education. This was compared with other countries.</p> <table border="1"> <thead> <tr> <th>Country</th><th>% of the population receiving vocational education</th></tr> </thead> <tbody> <tr> <td>India</td><td>5%</td></tr> <tr> <td>USA</td><td>52%</td></tr> <tr> <td>Germany</td><td>75%</td></tr> </tbody> </table>	Country	% of the population receiving vocational education	India	5%	USA	52%	Germany	75%
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Government of India and NCERT made many proposals and has taken many actions. Even though so many efforts were taken, vocational education has not upraised to the extent it is supposed to be. Many elements are responsible for the slow progress of this scheme. They are like:

- ✓ absence of a well-coordinated management system
- ✓ Un-employability of vocational pass outs
- ✓ the mismatch between demand and supply
- ✓ absence of proper provisions for professional growth and career advancement for the vocational pass outs
- ✓ doubt or hesitation in accepting the concept by society, etc

The most important element or factor responsible for slow progress or unsatisfactory progress is Management System. All other factors are interdependent on this. At the State level, the system is divided into different levels like state level and district level. Few states have a full-time Directorate to look after the activities like planning, organizing, implementing and evaluating vocational programs while other states have middle-level officials to perform these tasks in addition to their other responsibilities. The condition at the district level is worse as there is no mechanism available to coordinate vocational programs. Also, the provision made to carry out activities like training of vocational teachers,

South Korea	96%
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The above comparison data show the importance and seriousness of the need for providing vocational education in India. Following are the reasons a small percentage of students receiving vocational education:

1. Vocational education is largely focused on Grades 11-12 and dropouts in Grade 8 and onwards.
2. Most of the students passing out from Grades 11-12 with vocational subjects do not have a defined route to continue with the chosen vocational subjects.
3. Higher Education admission criteria were also not designed for the students who had vocational education qualification. Thus they were at disadvantage as compared to their competitors from 'academic' or 'mainstream' education. This issue has been addressed through the announcement of the National Skills Qualifications Framework (NSQF) in 2013.
4. Vocational education is not thought of as superior to mainstream education and meant largely for students who are unable to cope with their mainstream education.

Hence Government has recommended a complete re-imaging of vocational education in a way how it is being offered to students in future.

Objectives of NEP 2020 regarding Vocational Education are:

1. Integration of vocational education at all levels starting from middle and secondary level. Students in the middle and secondary level will get

curriculum design, and resource material preparation is not sufficient. At the national level vocational education is being looked after by many organizations under different ministries like Agriculture, Health, Rural Development, Human Resource Development etc but it does not have proper coordination and linkages. There are varieties of functions to be performed in planning and implementing programmes of vocational education and hence it is necessary to organize an effective management system.

- exposure to vocational subjects so that there will be a smooth integration of quality vocational education into higher education.
2. By 2025, at least 50% of learners shall have exposure to vocational education.
  3. Over the next decade, Vocational education will be integrated at all secondary schools in a phased manner. Towards achieving this, secondary schools will also co-act with ITIs, polytechnics, local industry, etc. Skill labs will also be set up and created in schools. All students of grades 6-8 will intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. to develop a vocational craft.
  4. Areas to be focused on for vocational education will be based on 'Skill Gap Analysis' and 'Mapping of local opportunities'.
  5. 'LokVidya' is an important vocational knowledge that is developed in India and will be made accessible to students by integrating it into vocational education courses.
  6. Vocational courses will be offered through Open Distance Learning (ODL) mode.
  7. The National Skills Qualifications Framework will be detailed further for each discipline vocation and profession.

#### 4 NEW FEATURES OF 2020 NEP



The main aim of NEP 2020 is Universal access to education at all levels of school with a 100 per cent Gross Enrolment Ratio (GER) in school education by 2030. New features introduced in this policy are:

- a. The 10+2 structure of the school curriculum is to be replaced by the 5+3+3+4 structure. This includes 3 years of Preschooling or Anganwadi and 12 years of schooling.
- b. The formulation of a new and comprehensive National Curricular Framework for School Education (NCFSE 2020-21) will be undertaken by NCERT.
- c. National Curricular and Pedagogical Framework for Early Childhood Education (NCPFCE) will be drafted by NCERT.
- d. Attaining “Foundational Literacy and Numeracy” by grade 3 is a National mission that is to be achieved by 2025.
- e. The vocational training will be starting from class 6 and more exposure will be given to the students from an early age.
- f. The mother tongue or local or regional language will be the medium of instruction in all schools up to Class 5.
- g. Activities involving coding will be introduced in the Middle Stage that is from class 6 onwards.
- h. The students can choose their respective favourite subjects from Class 8 to 12 and this will provide them with a platform to do specialization in subjects they have chosen.
- i. The duration of all graduate courses will be 4 years. **Academic Bank of Credit** is to be created for digitally storing the academic credits earned from different HEIs so that these can be transferred and counted towards the final degree earned. The academic credit stored in a digital locker will be similar to a bank credit through which a student will be able to resume education after a break.
- j. The policy will also have multiple entry and exits during the four-year graduation course. It means that students can exit after one year with a certificate, after two years with a diploma and a Bachelor's degree after three years and Bachelor's with research after 4 years. The multiple entry and exit will be done through the academic bank of credit.
- k. The board exams for class 10 and 12 will continue but they will be made 'easier' as they will primarily test core capacities, competencies.
- l. An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration.
- m. The NCERT and NCTE will develop guidelines and support for gifted students or students with special talents.
- n. The policy also considers supporting children with special needs (CWSN).

## CONCLUSION

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NPE 1986 majorly emphasized removing the discrepancy between different social groups by giving more importance to achieving uniformity of education across social groups. But NEP 2020 focuses on balancing the local and global human resource needs of the growing Indian economy. Both the policies, NPE 1986 and NEP 2020 differ from each other in three dimensions such as society, social purpose and purpose of education.

In the context of society, both the education policies have been formulated by thinking of the structure of society but at the same time, they both have a different idea of Indian society. In the 1980s, world economies were largely local so in 1986 NPE mainly focused on standardization and providing equal opportunities to all. In contrast, today world economies are complex global entities and most of the organizations have reached maturity so NEP 2020 focuses on strengthening individual capacity and achieving excellence in the field of their choice. NEP 2020 is trying to achieve this by reducing the educational regulators and it is also introducing new features like subject selection, providing software training in schools, and multiple entries and exit process. and transfer credits. In this way, individuals can achieve excellence in the field of their own choice.

In the context of social purpose, both the policies focus on providing educational opportunities to all social groups including disadvantaged groups but NEP 2020 is also hoping to create special education zones in the areas having a significant proportion of disadvantaged groups. In addition to this, NEP 2020 focuses on the economy arising out of educational learning so it mainly focuses on skill-based learning and employability arising out of it.

In the context of the purpose of education, the objective of NPE 1986 was the overall development of the human resource, international co-operation, and peaceful co-existence, development of socialism, secularism, and democracy and the objective of NEP 2020 is to achieve full human potential, development of socialism and promoting national development and to achieve this the curriculum is more inclined to allow for critical thinking, discussion, and analytical learning, which aims to enrich India's talent and human resource pool.

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