

“Transformative Shifts in Indian Education: A Comparative Analysis of National Education Policy 1986 and National Education Policy 2020”

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Abstract:

This research paper aims to conduct a comprehensive comparative study of the National Education Policy (NEP) of 1986 and the recently implemented NEP of 2020 in India. The objective is to analyze the key policy changes, underlying principles, and their impact on the education system. The study will delve into the historical context, socio-economic factors, and educational philosophies that influenced the formulation of both policies. By examining the policy documents, stakeholder perspectives, and educational outcomes, the research will assess the effectiveness of each policy in addressing the evolving needs of the Indian education landscape. The paper will also explore the challenges and opportunities presented by each policy, highlighting areas of continuity and discontinuity between the two. Ultimately, the research aims to provide insights into the trajectory of educational development in India and offer recommendations for future policy refinement.

Keywords: Education, Economy, NEP, Socio-Cultural

Introduction:

The National Education Policy of India 2020 (NEP 2020), which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of new education system of India. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2030. Shortly after the release of the policy, the government clarified that no one will be forced to study any particular language and that the medium of instruction will not be shifted from English to any regional language. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Education in India is a Concurrent List subject.

On 1 August 2022, the Press Information Bureau informed that according to the "Unified District Information System for Education Plus" (UDISE+) 2020–21, over 28 languages are to be used in teaching and learning in grades (1–5). The languages are Assamese, Bengali, Gujarati, Hindi, Kannada, Konkani, Malayalam, Meitei (Manipuri), Marathi, Nepali, Maithili, Odia, Punjabi, Sanskrit, Sindhi, Tamil, Telugu, Urdu, English, Bodo, Khasi, Garo, Mizo, French, Hmar, Karbi, Santhali, Bhodi and Purgi. New education policy is based on general formula (5+3+3+4). It is based on the

student and is not dependent on government jobs for starting their own business. The major change of the student is learning one foreign language and choosing the different stream after 8th class.

The National Education Policy of 1986 was announced under the governance of Prime Minister P.V. Narsimha Rao, and was implemented in the year 1992. This policy is a reform made to the policy announced in the year 1986. The aim of this policy is to education women, giving opportunity to SC, ST and backward classes of the society and to aim at complete education to all. The concept of National Education Policy 1986, focused on elimination of disparities in the educational system and on improvement of quality in the education of public funded schools. A step towards "Operational Blackboard" has initiated to improve the accommodation and facilities in primary schools in rural as well as urban areas.

Review of Literature:

The researcher studied education law in 1986 and 2020 and also read some research papers, research papers and articles related to higher education, the names are attached to the document certificate. The researcher determined that the most important of the two education policies is based on their structure and decided to conduct this research.

- 1. National Education Policy (1968):** Social studies in India began with the establishment of the Tata Institute of Social Sciences in 1936. Education was adopted during the post-independence reform period. The first education policy was announced in 1966. Its aim is a "radical restructuring" to balance graduate education with national integration. This policy aims to increase the importance of education before primary and secondary education among Indians and build schools in rural and urban areas.
- 2. National Education Policy (1986):** The New Economic Law of 1986 aims to promote education for minorities, equal education for women, education for scheduled persons, scheduled groups and backward classes, with greater emphasis on equality and education for all classes of society. The new education policy will most importantly be used to solve the discharge problem and carefully develop many strategies based on micro planning that are introduced and implemented at the grassroots level across the country. The country launched a mission to implement the New Commercial Code of 1986. Based on the analysis of the 1966 education law, which emphasized equality for all, the New Economic Law of 1986 emphasized women's education, promoting the education of minorities, and reducing low emissions.

Research Gap:

Previous education policies had created a vision for the development of the country, including the importance of relocating society to the developing country. Compared to 1986, people have changed a lot now, thirty-four years have passed and there have been great changes, progress, changes

and many changes. Technology, business, education, competition, business concept etc. In this case, we should focus on analyzing the differences between the NEP 1986 and NEP 2020 laws.

Statement of the Problem:

The accentuation is on the comparison of NEP 1986 and NEP 2020, to consider the changes that has taken put right from basic instruction to higher instruction. The needs given at these levels and the scope extended within the range of common sense approach and work introduction.

Objective of the study:

1. Trace the historical development and evolution of education policies in India, with a specific focus on NEP 1986 and NEP 2020.
2. Identify and compare the key principles, goals, and objectives outlined in NEP 1986 and NEP 2020.
3. Analyze the structural changes and reforms proposed in NEP 2020 and assess their departure from or alignment with the provisions of NEP 1986.

Hypothesis:

1. **H₀:** There is no significant difference in the NEP of 1986 and NEP of 2020.
2. **H₀:** There is no significant difference in the priorities given to the education between these two policies.
3. **H₀:** There is no significant difference in the curriculum laid down of the policies of 1986 and 2020.
4. **H₀:** There is no significant difference in the job opportunities provided by education system of 1986 and 2020.

Research Methodology:

The research will employ a mixed-methods approach, combining a comprehensive literature review with qualitative analyses of policy documents, official reports, and educational statistics. Interviews with key stakeholders, such as policymakers, educators, and students, will be conducted to gather diverse perspectives on the impact and implementation of both NEPs. Comparative case studies of educational institutions operating under NEP 1986 and NEP 2020 will provide valuable insights into the practical implications of these policies.

Significance of the study:

Education isn't an unused phenomenon, it has proceeded to advance, broaden and expand its space since first light of human history. Man beginning learning from the nature, subsequently we continuously say that, nature is our to begin with educator. Nature has taught exceptionally great lessons and the human race ought to not disregard the lessons, enlightening and signs giving by the

nature since time immemorial. This research will contribute to a deeper understanding of the evolution of education policies in India and their implications for the education system. The findings will be valuable for policymakers, educators, researchers, and other stakeholders in shaping future educational reforms and fostering an inclusive, quality-driven, and globally competitive education system in India.

Key Findings of the study:

Based on the significance of instruction in India, it is fundamental to require the views of educationists, academicians and understudies on the quality and opportunity of these instructive arrangements. Subsequently, for the reason of ponder, a comparative examination of the views of 96 respondents have been collected, on the NEP of 1986 and NEP of 2020. The information has been analyzed by giving surveys to the respondents in Google shapes and listed the information based on clear and expository insights. Cruel and Standard Deviation has been utilized for statistic profile and Chi-Square Test is connected is utilized to analyze the see of respondents.

Based on the information examination, the taking after are the discoveries: Statistic Profile- Discoveries based on Expressive Investigation:

1. 69% are male respondents and 31% are female respondents.
2. 34% are of the age group of 25-35 a long time, taken after by 47% are of age bunch between 35-45, and whereas remaining 19% are over 45 a long time. The fluctuation between the age groups of 25-35 taken by S.D. as 0.453 whereas the S.D. between 35- 45 is 0.34. This shows that the change between respondents isn't high.
3. Out of 96 respondents, 56% are academicians, 22% are educationists, followed by 22% are students.

Based on the hypotheses tried by utilizing Chi-Square, the taking after discoveries are taken:

1. There's much distinction within the NEP of 2020 when compared to NEP of 1986, w.r.t the instruction arrangement, as the period of advancement, 1991 mechanical approach, innovative headway, India moving towards total instruction and globalization of trade and in all circles accomplishing in general development. Thus, NEP 2020 scope is much more extensive.
2. The needs of 1986 is on minority instruction, ladies instruction, lessening child drop outs, grown-up instruction and professional preparing, while, the need of NEP 2020 is majorly given to multidisciplinary courses, professional courses, bucket framework of choosing subjects, music, science and craftsmanship is given noticeable quality. All-encompassing improvement of understudy is given an enormous stage. Subsequently, NEP 2020 is much more extensive in scope when compared to NEP of 1986.

3. The curriculum is entirely based on multi-disciplinary courses chosen by the students and autonomous colleges will take the opportunity to introduce new courses and design their curricula according to market demand.
4. The education policy of 1986 helped create employment opportunities for many and the reforms made after 1991 industrial policy paved the way for the jobs of many millennia's in multinational corporations and NEP 2020 will also focus on the same globally. Students will be multi-talented in an approach that can give them the opportunity to work around the world.

**Table-1: Perspectives of Respondents (96)
Based on Analytical records – Chi-Square**

Sr. No	Statement of Hypothesis	Calculated Value	Critical Value@d.f., LoS@5%	Accept/Reject Criterion
1	NEP of 1986 and 2020	4.435	3.84	Hypothesis is rejected
2	Priorities given to training in NEP of 1986 and 2020	3.964	3.84	Hypothesis is rejected
3	Curriculum laid down in the Policies	5.632	3.84	Hypothesis is rejected
4	Scope for job opportunities	3.129	3.84	Hypothesis is accepted

Source: Primary Data

Table-2: Comparison between NEP 2020 & NPE 1986:

Dimensions	NEP 2020	NPE 1986	Analysis and Comparisons
Released by	Ministry of Human Resource Development	Govt. of India, Ministry of Education	NEP 2020 which was started by the Union Cabinet of India on 29 July 2020, outlines the vision of the new education system of India. But NPE 1986 was formulated by govt. of India to promote and regulate education in India
GER Ratio	Gross Enrolment Ratio -50% (2035)	Gross Enrolment Ratio- 26.3% (2018)	NEP 2020 targets 50% GER in school education in the next 10 years and also envisions universalization of education from pre-school to secondary level. But NPE 1986 targets 26.3% in higher education on 2018
Academic Structure	5+3+3+4 format	10+2 format	NEP 2020 declared a 5+3+3+4 structure which has a strong base of Early Childhood Care and Education (ECCE) from age 3 is included, which is aimed at promoting better overall learning, development, and well-being. But NPE 1986 declared a 10+2+3 structure which made that the primary stage should consist of 5years and 3 years of upper primary followed by 2years of high school, efforts will also be made to have the +2-stage accepted as a part of school education throughout the country
Age Break	Break-up of	The break-up of	NEP 2020 announced 4stages like-

	age: 3-8, 8-11, 11-14, 14-18	age: 6-16, 16-18	Foundational stage (Ages 3 to 8 years), Preparatory stage (Ages 8 to 11 years), Middle Stage (Ages 11 to 14 years) & Secondary stage (Ages 14 to 18 years). But NPE 1986 envisages a common educational structure where the first 10 years followed school education, the next 2 years followed higher secondary education & next 3 years followed university education
Languages	3 language- by state, region, and choice of student	3 languages- Hindi, English, and the regional	NEP 2020 recommended 3 language formulas, first- Mother tongue or regional language, second- in Hindi-speaking states, it will be other modern Indian languages or English, third- in Hindi-speaking states, it will be English or a modern Indian language. But NPE 1986 states 3 Language formula that schools must teach Hindi, English, and One modern Indian Language
Stream Separation	No hard separation between Art, Commerce, and Science. All will be mixed with the curriculum	Hard separation- Art, Commerce, Science	NEP 2020 declared there will be no rigid separation between Arts and Science streams and curricular and extra-curricular activities in school education and higher education, it will now follow a multi-disciplinary approach. But NPE 1986 announced a hard separation between Art, Science & Commerce
Board Exam	Based on core competencies students are allowed to take the exam twice a year	Based on memorizing, facts used to be held once a year	NEP 2020 announced the board exam will be made 'easier', class 10 and 12 board exams will test primarily core capacities, and competencies rather than memorization. But the NPE 1986 board exam is based on memorizing and adapting to continuous evaluation and grading system
School Education	School education would be 12 years of schooling with 3 years of Anganwadi/pre-primary	The elementary system comprising 5years of primary and 3 years of upper primary and 2 years of high school education	NEP 2020 declared School education would be 12 years of schooling with 3 years of Anganwadi. But NPE 1986 announced an Elementary system comprising 5 years of primary and 3 years of upper primary and 2 years of high school education
Report Card	Report card to have reviewed by teachers, peers, and students	Report card to have reviewed by teachers	NEP 2020 redesigned report cards will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress and the uniqueness of each learner in cognitive, affective, and psychomotor domains. The progress report will include self-assessment, peer assessment, and teacher assessment. But

			in NPE 1986, report cards were only reviewed by teachers
Percent of GDP	Education sector to get 6% of the GDP	Education sector to get 4.5% of the GDP	NEP 2020 has set the target to increase public investment in the education sector to reach 6% of the Gross Domestic Product (GDP) at the earliest. But NPE 1986 declared education sector gets 4.5% of the GDP
E-Courses	E-courses will be developed in regional languages and virtual labs will be developed and a National Educational Technology Forum (NETF) is being created	Introduction of elective computer-science courses at a higher-secondary level during the 7th Plan	NEP 2020 emphasized the usage of technology in education. E-content will be developed in eight regional languages - Tamil, Telegu, Kannada, Malayalam, Gujarati, Marathi, Bengali, and Oriya. But NPE 1986 Integration of computer-education modules in professional and general education courses at the first-degree level and provision of computer facilities in these institutions initiated in the 7th Plan to be completed by 1995
PTR	A pupil-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school	At the primary level the PTR should be 30:1 and at the upper primary level it should be 35:1	NEP 2020 says Not more than 30 students in a class. Areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1. But NPE 1986 declared at the primary level the PTR should be 30:1 but upper primary level it should be 35:1
Credit Scoring	Multiple entry and exit options for incomplete courses. Their credits will be transferred through Academic Bank Credits (ABC)	Nothing said about Credit Scoring	NEP 2020 declared ABC is a virtual storehouse that contains information on the credits earned by individual students throughout their learning journey, it will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. But the NPE 1986 does not say about credit scoring
Vocational Education	According to NEP 2020, by 2025, at least 50% of learners shall have vocational exposure through school and higher education. Every child is supposed to learn at least one vocation and be exposed to several more	Vocational Education has received a top priority in the NPE 1986, Vocational education will be a distant stream that intends to prepare children for different occupations across various areas of activity	The NEP 2020 stated that there will be 'no hard separation' between the 'vocational and academic streams. Universal access to all children of the country to quality holistic education - including vocational education - from preschool to Grade XII will be ensured while allowing for flexibility and choice of subjects. A National Committee for Integration of Vocational Education (NCIVE) consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, will oversee the efforts of the implementation of VET. But NPE 1986 said about Vocational Education At the primary stage of education from class 1 to 5 Socially Useful Productive Work (SUPW) and at the higher secondary stage are to be

			regarded not as a preparation for college, but as a period for preparing an increasingly large number of school-leavers for different vocations in life
Curriculum	New Curricular and Pedagogical Structure: With an emphasis on Early Childhood Care and Education, Accreditation norms are to be made to categorize the autonomous colleges and universities into- Research oriented and Teaching oriented based on their curriculum	The curriculum was designed by Curriculum Development Centres (CDCs), and various CDCs were to be set up to foster the needs of specialization and application-oriented study	The National Education Policy 2020 (NEP 2020) aims to devise four National Curriculum Frameworks (NCFs), for which a comprehensive strategy has been worked out jointly by the Ministry of Education (MoE) and the National Council of Educational Research and Training (NCERT). But NPE-1986 emphasized early childhood education, strategies that involved total development of the child, i.e. physical, motor, cognitive, language, emotional, social, and moral, essential for children below the age of 6 years
Teachers Training	4-yr., 2-yr., and 1-yr. B.Ed. programs to be provided by all HEIs based on the no. of years the candidate has taken up under graduation	Policies were made for the training of teachers for all levels from elementary schooling to higher education	In NEP 2020, The Government directly takes an active initiative in creating an integrated B.Ed. the program takes four academic years to complete. National Council for Teacher Education (NCTE) supervises teacher training in this regard and promotes B.A. – B.Ed. a scheme that helps future teachers achieve their maximum potential. NPE 1986 Declared The existing program for teacher educators will be suitably modified considering the present-day training needs. The induction and continuing training programs for the DIETs/CTEs/SCERTs faculty will be designed and implemented by the NCERT, NIEPA

Drawbacks of the New Education Policy 2020:

1. Inside the New schooling coverage 2020, language is a terrible element as there is a complicated instructor to student ratio in India, consequently introducing mother languages for each concern in academic institutes is a hassle. Now and again, locating a competent trainer becomes a trouble and now another challenge comes with the advent of the NEP 2020 that is bringing study fabric in mother languages.

2. Consistent with the NEP 2020, students inclined to finish their commencement need to examine for four years at the same time as one can easily entire his/her diploma diploma in years. This could inspire the pupil to depart the course halfway.
3. Consistent with the national schooling policy 2020, college students of the personal schools will be added with English at a miles earlier age than the students of the government schools. The academic syllabus may be taught inside the respective local languages of the government faculty students. that is one of the fundamental new training coverage drawbacks as this may growth the range of college students uncomfortable in communicating in English consequently widening the distance between sections of the society

Conclusion:

Based on the findings of the observe, the following is the belief made. The educational coverage of 2020 has a lot scope for the multidisciplinary approach with virtual studying, autonomy to guides and curriculum and the advancement of generation, business and training globally, is paving manner for holistic improvement of the scholar. Prominence is given to song, art, instruments, vocational courses, which are not emphasised within the NEP 1986. Consequently, there's a good deal scope for the multidisciplinary technique with scholar-centric learning.

Its miles concluded that the Indian government has formulated academic guidelines frequently to make sure that the Indian education gadget is of high best and internationally diagnosed. the two previous countrywide educational regulations have helped to increase India's academic device, and the movement plan for the third countrywide educational policy is one of the systems a good way to be used. The coverage's effects may be evaluated using the consequences of the current country wide schooling coverage's motion plan. If this coverage makes a speciality of the root reasons of the issues and problems it faces, it will likely be powerful.

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