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National Education Policy 1986 Vs National Education Policy 2020 – A Comparative Study

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Abstract

Education is continuing its journey since man is on earth. It may be the nature taught man in the yester years, gurukulas in the golden period of many kings, Government Schools and colleges' post-independence era and convents, international schools, deemed universities in the 21st century, its common objective of all these institutions is to educate the human race. Education is not just reading the books and getting a degree from a University, it is the holistic development of an individual physically, mentally, financially and economically. The aim of education is to bring overall development of an individual and make him today a productive citizen, for tomorrow's nation. Every country develops its education system to express and promote its unique socio-cultural identity and to meet the growing demand of job and career opportunities. The country has reached a stage in economic and technological progress and efforts must be made to ensure that the fruits of change reach all the sections of the society. The National Education Policy- 1986 focused on common curriculum framework that contains a common core along with other components that are flexible. Child-centric approach is given prominence in elementary education, followed by secondary education giving prominence to girl child education and SC, ST and BC categories of education. The National Education Policy-2020, which is reformed after 34 years, emphasized more on holistic approach with multi-disciplinary courses and students are facilitated with bucket system of choosing subjects of their interest. This paper focuses on the comparative study on the highlighted aspects of NEP of both 1986 and 2020.

Keywords: Education, Socio-Cultural, Economy, Child-centric and Secondary Education.

1. Introduction

The concept of National System of Education lays emphasis on elimination of disparities in education system and improvement of quality of publicly funded schools, so that parents will not feel that they are sending their children by paying high fee for private schools. Change in the structure of education comes from reforms made at each education policy. The elementary education should be made joyful, interesting and attracting the kids towards school. The primary education should be with morals, values and importance should be given in knowing the relevance of the subject. The

higher secondary education should aim at imparting knowledge on the subject and societal concepts should be induced in the students. The higher education should aim at practical implication of the subjects; so that the students will get the benefit of degree, they are attaining and will have a productive education by the end of the course.

The National Education Policy was first announced under the stewardship of Kothari Commission (1964-66) under the leadership of Prime Minister Indira Gandhi, which is called as a

“Radical Restructuring” and aimed at equal education opportunities in order to achieve complete education with national integration.

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.

The concept of National Education Policy 2020, was announced by Prime Minister Narendra Modi, which is emphasizing on practical approach of learning, student-centric approach, multidisciplinary courses for a holistic development of student’s career at all levels.

Hence, this study focuses on the comparative aspects of NEP 1986 with NEP 2020, to analyze the variation in the goals as there is a vast variation in the objects focused and the period of policy is between 1986 and 2020 is about 34 years, where India brought in many changes and reforms in all sectors.

2. Review of literature

2.1 National Education Policy (1966):

In India, the Social Work Education was commenced in the year 1936, with the establishment of Tata Institute of Social Sciences. In the post-independence reforms, education was given prominence. In the year 1966, first education policy was announced. This was aimed at “Radical Restructuring” and aimed at equal education opportunities in order to achieve complete education with national integration. This policy aimed at promoting the significance of education among the Indians, primary education, and secondary education is given priority and the establishment of schools in both rural and urban areas.

2.2 National Education Policy (1986)

The National Education Policy of 1986 aimed at promoting minority education, education for

women equality, education of SC, ST and backward sections and emphasis was more given towards equal education opportunities and education to all sections of the society. This new education policy has given highest priority in solving the problem of school dropouts and adopts an array of meticulously formulated strategies based on micro planning and applied at the grass-root levels of all over the country. A national mission was launched for the achievement of this NEP 1986. Based on the literature review of education policy of 1966 and 1986, it is observed that, the NEP of 1966 emphasized on equal education to all and the NEP of 1986 gave prominence to women education and promoting minorities education and reducing dropouts from the schools.[1-5].

3. Research Gap

The previous education policies lay down a good vision towards building the nation taking into account the prioritized areas of the society approaching towards a developed nation. There is a lot of change in the society now, when compared to 1986, which is having a variation of 34 years with vast reforms, advancements, transformation and many other changes w.r.t. technology, business, education, competition, attitudes of people towards job opportunities and so on. In this regard, the focus should be given to analyze the difference between the two policies i.e. NEP 1986 Vs NEP 2020.

4. Statement of the Problem

The emphasis is on the comparison of NEP 1986 and NEP 2020, to study the changes that has taken place right from elementary education to higher education. The priorities given at these levels and the scope widened in the area of practical approach and job orientation.

5. Objectives of the Study

Based on the research gap and the statement of problem, the following objectives are taken for the purpose of study:

1. To study the significance of education from Indian perspective.
2. To make a comparative study of NEP 1986 with NEP 2020.

6. Research Methodology

The study is based on primary as well as secondary data. The primary data is collected by giving questionnaires to the respondents. 100 samples are

taken for the purpose of the study. 94 responses have been received. Descriptive statistics is used for analyzing demographic data and the analytical statistics is applied to analyze the views of respondents on the NEP on a comparative scale. Convenience sampling method is used.

7. Hypothesis

H0: There is no significant difference in the NEP of 1986 and NEP of 2020.

H0: There is no significant difference in the priorities given to the education between these two policies.

H0: There is no significant difference in the curriculum laid down of the policies of 1986 and 2020.

H0: There is no significant difference in the job opportunities provided by education system of 1986 and 2020.

8. Significance of Education from Indian Perspective

Education is not a new phenomenon, it has continued to evolve, diversify and extend its domain since dawn of human history. Man starting learning from the nature, hence we always say that, nature is our first teacher. Nature has taught very good lessons and the human race should not neglect the lessons, instructions and indications giving by the nature since time immemorial.

India is a land of vast culture, resources, capabilities and knowledge bank that has created a landmark by many personalities. Education is not an end in itself, it is a never-ending activity to be taken, and as we, all are lifelong learners. The Kings regime of Mauryas, Cholas, and Kakatiyas gave prominence to education, encouraged Gurkulas, and send their wards to study along with students of all communities. Equality and Justice in education in India was promoted since ancient period. In their period, the kings gave prominence to commerce, trade, arts and sciences. Kings have spent good amount of revenue in promoting and developing education in India.

With the advent of Britishers, the face of education has been changed completely. They encouraged education through "Private/Convent Schools" and slowly Gurukulas disappeared. One good thing with the Britishers is that they laid a strong foundation for English Language. Our Indians give the sustenance and encouragement to English language, which is today serving our

communication needs globally. On the other side, the mother tongue and national languages in India are also equally given prominence since ancient time.

Mathematics is one more feather in the cap of our education in India. The great Mathematician Ramanujan has contributed his services in mathematics, laid down an unremarkable impression on us towards mathematics, and created a zeal among us to learn mathematics, which is continuing and continues.

Economics and Commerce are the two pillars of the business to survive in any country in the universe. India is not an exception to this. We encouraged economics and commerce on par with English and Mathematics since age old.

Sciences include natural sciences, physical sciences and general sciences. Our country has given a very good boost to all these science groups and many decades people have taken sciences as their most wanted option at higher level of education.

This theory shows that our country has given a separate status to education since time immemorial and today what we are in the stage of development, growth and dynamic approach globally, is the contribution of prominence and encouragement given to education.

The post-independence era has not neglected the culture of education promoted by the predecessors. The post-independence era has given equal prominence and promoted the education system in all disciplines through National Education Policies from 1966 to recently announced 2020.

9. Key Findings of the study

Based on the relevance of education in India, it is essential to take the views of educationists, academicians and students on the quality and opportunity of these educational policies. Hence, for the purpose of study, a comparative analysis of the views of 96 respondents have been collected, on the NEP of 1986 and NEP of 2020.

The data has been analyzed by giving questionnaires to the respondents in Google forms and enumerated the data based on descriptive and analytical statistics. Mean and Standard Deviation has been used for demographic profile and Chi-Square Test is applied is used to analyze the view of respondents.

10. Based on the data analysis, the following are the findings

Demographic Profile- Findings based on Descriptive Analysis

1. 69% are male respondents and 31% are female respondents.
2. 34% are of the age group of 25-35 years, followed by 47% are of age group between 35-45, and while remaining 19% are above 45 years. The variance between the age groups of 25-35 taken by S.D. as 0.453 while the S.D. between 35-45 is 0.34. This shows that the variance between respondents is not high.
3. Of 96 respondents, 56% are academicians, 22% are educationists, followed by 22% are students.

11. Based on the hypotheses tested by using Chi-Square, the following findings are taken:

1. There is much difference in the NEP of 2020 when compared to NEP of 1986, w.r.t the education policy, as the period of development, 1991 industrial policy, technological advancement, India moving towards complete education and globalization of business and in all spheres attaining overall growth. Hence, NEP 2020 scope is much wider.

2. The priorities of 1986 is on minority education, women education, reducing child drop outs, adult education and vocational training, whereas, the priority of NEP 2020 is majorly given to multidisciplinary courses, vocational courses, bucket system of choosing subjects, music, science and art is given prominence. Holistic development of student is given a big platform. Hence, NEP 2020 is much wider in scope when compared to NEP of 1986.
3. The curriculum is totally based on the multidisciplinary courses chosen by the students and the autonomous colleges are going to take the opportunity of introducing new courses and design their curriculum as per the market demand.
4. The 1986 education policy contributed towards job opportunities to many and the reforms taken place after 1991 industrial policy, paved way for jobs to many in the millennium in Multinational Corporations and the NEP 2020 also will aim at the same globally. The students will be multi-talented in the approach, which may give them opportunity for global-wide jobs.

Table.1. Views of respondents (96) – based on Analytical Statistics – Chi—Square.

S No.	Statement of Hypothesis	Calculated Value	Critical Value @ d.f. 2, LoS @5%	Accept/Reject Criterion
1.	NEP of 1986 and 2020	4.435	3.84	Hypothesis is rejected
2.	Priorities given to education 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

Conclusion

Based on the findings of the study, the following is the conclusion made. The educational policy of 2020 has much scope for the multidisciplinary

approach with digital learning, autonomy to courses and curriculum and the advancement of technology, business and education globally, is paving way for holistic development of the

student. Prominence is given to music, art, instruments, vocational courses, which are not emphasized in the NEP 1986. Hence, there is much scope for the multidisciplinary approach with student-centric learning.

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