

Comparative Study of NEP 2020 and NEP 1986 – Educators’ Perspective Conducted in Mumbai Suburban

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Abstract: *The National Education Policy (NEP) 2020 introduces significant reforms in the Indian education system, emphasizing multidisciplinary education and competency-based learning over the rigid subject divisions and rote learning methods of NEP 1986. This study examines educators' perspectives on these transformations, focusing on whether they support the new approach or prefer traditional methods. To assess their familiarity with NEP 1986 and NEP 2020 and their opinions on key reforms., a survey was conducted among educators The first hypothesis tested whether there is a significant difference in educators' opinions regarding the benefits of multidisciplinary education in NEP 2020 compared to the rigid subject divisions under NEP 1986. The second hypothesis evaluated whether competency-based, experiential learning is preferred over rote learning.*

Preliminary findings suggest that a majority of educators strongly support NEP 2020's approach, believing that multidisciplinary education enhances holistic learning and competency-based learning fosters critical thinking. However, challenges such as teacher training, infrastructural limitations, and resistance to change were highlighted as potential barriers to effective implementation. Further statistical analysis, such as the Chi-Square test, will determine whether the observed trends are statistically significant.

This research provides valuable insights into educators' acceptance of NEP 2020 and highlights key areas requiring policy attention to ensure successful implementation

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