

The Comparative Studies of Educational Policies in India After Independence

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ABSTRACT

Education is fundamental to achieve national development. A better education system develops good human resources. These human resources bring prosperity and equity and transform society by utilising their potential. Better education relies on the education policies framed by its government and bringing changes in them from time to time. India has so far three education policies after independence. The first national education policy in India came in 1968 and the second in 1986; the national education policy of 1986 was revised in 1992. The third national education policy came in the recent year of 2020. In this article, a comparison of these three national education policies has been made by the researchers by analysing the available secondary data. This study is intended to investigate the Indian education system, earlier National Education policies, its objectives, implementation, areas of failures and necessity for a new national policy on education in India and the challenges foreseen to new national educational policy. This paper is an attempt by the researcher to study different policies and their comparison related to the school education system in post-independence period.

KEYWORDS: *education, policies, India, Independence, changes, comparison*

INTRODUCTION

Education reform is a major concern for governments all over the world. There is pressure on education policies to represent their results in terms of economic and social development on a global scale. India's education system is the world's third largest education system. An education policy is a set of government guidelines and principles that control the educational system by rules and regulations. Education policy is a comprehensive framework that directs the progression of education and a country's educational system. School size, class size, curriculum structure, student-teacher ratio, instructional strategies, and higher education challenges and requirements are all covered by education policy. Education policies are designed to help the country meet its academic objectives. Historical Background: Education has been a place of honour in Indian culture. Since the advent of civilization, educational institutions have existed in India (Keay, 1972).[1, 2, 3] In pre-independent India, the education policy could be further divided into two periods: Pre-British and

British. There are no credible literary artefacts capable of justifying education policies in ancient India. In ancient India, religion was the primary focus of education. Both Hindu and Muslim educational establishments in pre-British India have given greater importance to religion than any other subject (Yechuri, 1986). During the British period, the introduction of western education has a significant impact on the emergence of an education policy in India. The pioneering work in this field was done by missionaries, who promoted the education of people under British rule (Keay, 1972). Several charters were passed by the British government to promote education in India. A major reform in the Indian education system was brought by Woods Education Dispatch, popularly known as "Magna Carta of English Education in India" (Singh, 2005). The important aspect of Woods Dispatch was that it paved the path for the establishment of universities in India. The Calcutta University established in 1857, was the first Indian university of Modern India. After that, the

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Bombay and Madras universities were established (Mukharjee, 1976). In 1944, the Sargent Commission was set up for the development of the education system during the British regime. After the independence, the Central Advisory Board of Education (CABE) planned to establish two commissions, one dealing with university education and one dealing with higher secondary education, acknowledging that the parameters of education in independent India would be different. India adopted its constitution in 1950 and its focus was on “equality in opportunity for education for all” & achieving social justice. The Ten-member University Education Commission of 1948, was headed by Dr S Radhakrishnan to report on University education in India and to suggest a mechanism that will be advantageous to accommodate the country’s current [5, 7, 8] and prospective requirements (Aggarwal, 1993). The commission recommended the establishment of universities to provide higher education in India, open to all parts of society regardless of religion, caste, gender and region. The commission in its report emphasized the rebuilding of the education system in line with the vision of the constitution of India. To promote secondary education, a Secondary Education Commission was formed under the chairmanship of Dr. A. Lakshmanaswami Mudaliar in 1952. The commission in its report suggested uniformity in school education across India and also suggested diversification of school courses with technical educations. However, this commission lacked the framework for the

promotion of women’s education. The Secondary Education Commission was preceded by Indian Education Commission, headed by D.S. Kothari. This commission is popularly known as Kothari Commission. [9, 10, 11] Kothari Commission was tasked with the responsibility of dealing with all facets and segments of education and providing governments with the necessary recommendations to transform the National Education System. On the recommendation of this commission the first national educational policy came in India in the year, 1968. The second national educational policy came in the year 1986 which was further revised in the year 1992. Now the Indian govt has come up with a third new education policy (NEP, 2020) to strengthen the Indian education system. The new education policy, 2020 replaced the thirty-four years old education policy to bring transformation and holistic development in education [12, 13, 15]

As a result of the pervasive illiteracy of the Indian education system, India has effectively adapted its education system to global standards. In the 70 years since independence, we've made tremendous strides in education. In 1947, the image of education was very distinct from now on. With more colleges and educational establishments, India has come a long way with respect to literacy rates in general. The literacy rate was 64.8 percent in 2001, and this ratio rose in 2011 to 73 percent. It was 18.33 percent in 1951. At present, India's higher education sector is the highest in the country, hosting more than 70 million students in less than two decades.[17, 18, 19]

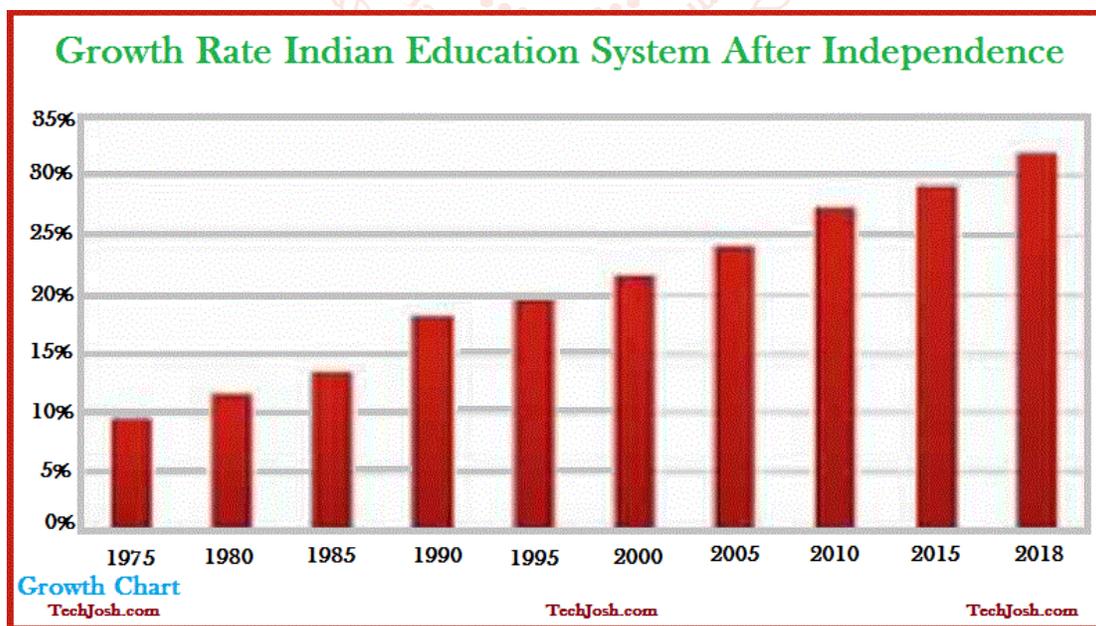


Figure 1: Growth of Indian Education System Post-Independence

Interestingly, relative to the disastrous situation of 1947, more than 26 million students have now gained admission to the republic, and there are more than 1.5

million schools, with 751 universities and 35, 539 colleges. We only had 19 colleges and 400 schools in 1947, and we only had 5000 teachers.

It can also be remembered that, between 1951 and 1980, the number of primary schools rose by over 230 percent. The highest growth rates were reported by the proportion of the primary school age population and the number of junior high schools and teachers in 1980. There were 664, 700 schools in 1981, compared to 230, 700 in 1951, reflecting a 65% growth in the overall number of schools within 30 years and 1396331 after 20 (2011). There were 11, 800 schools in 1981, equivalent to 13, 600, and India accomplished an absolute growth of 105, 000 (88%) schools in 30 years, and the overall number of schools in 2011 was the same. With an absolute growth of 329, 000 schools, schools rose to 447, 600.[20, 21, 22]

Since democracy, the education system has improved markedly. According to official statistics released by the Ministry of Human Resources Development, in 1951-1952, education expenditure by education and other departments amounted to just 64.46 million rupees, barely 0.64 percent of gross domestic product, which in 2013-2014 amounted to more than 4.65, 000 crore rupees, which was 4.13 percent of GDP.

Thanks to the adoption of the new education policy of 1986, India achieved the highest growth rate of 15.52 percent in literacy in 1991, which offered the best chance of obtaining 100 percent literacy in the country. In 1951-1952, up to 360, 000 students studied in colleges and universities. In 1990-1991, this figure rose dramatically to approximately 4 million. Registration has slowly continued to grow.

India's education sector is the fastest growing in the years to come, with India at the time boasting the third largest population in the world and the second largest talent pool. End of the year 2020.

The Indian Education System after Independence was in the process of reforming itself after the formation of a number of commissions and committees, with a focus on quality improvement. He intended to establish positive values among students and bring education closer to life. But what is required is a courageous attempt to make schooling more useful and useful, planned by all stakeholders: states, managers, educators, students and the community. Education in India was not, however, adequate to act as a catalyst for human social growth in the absence of such force.

It also addressed the universality of primary education, the eradication of illiteracy and the growth of skills in the age group between the ages of 15 and 35, the nationalisation of education and the training of hands. They are important for the needs of production, for improving efficiency at all stages, and

for scientific and technical research. Every five years, policy enforcement should be reviewed.[23, 25, 27]

India is home to the world's biggest and most challenging education sector, with over 1.5 million schools, over 8.7 million primary and secondary teachers and over 260 million enrolments. The Department of Education was set up under the Ministry of Human Resource Development shortly after independence from British rule in 1947.

(MHRD), with a mandate to improve both access to education and efficiency, which contributed to the first National Education Policy in 1968. Indian economic development restricted the initial expansion of the education market, but it continued gradually until the end of the 20th century. India has made significant strides in achieving universal primary education since committing itself to the Millennium Development Goals in 2000. The World Bank estimates that enrollment in elementary schools rose by more than 33 million between 2000 and 2017, from 156.6 million in 2000-01 to 189.9 million in 2017-18. [2] While the achievements differ considerably between the 29 states of India and the seven territories of the Union, two-thirds of these appear to have attained uniform primary enrolment.

In 2001, Sarva Shiksha Abhiyan (SSA 'Education for All Movement' in Hindi) and the Right of Children to Free and Compulsory Education (RTE) Act, 2009, two influential Indian government interventions, encouraged greater emphasis on issues of connectivity, inclusivity and consistency in education. Normal years of study for the working people (those above 25 years of age) rose to 6.4 years in 2017 from 4.19 years in 2000. [3] India has also dedicated itself to meeting the UN Sustainable Development Targets, with many additional large-scale and ambitious projects being implemented in recent years to further meet these goals.

A draught edition of the updated National Education Policy has been published for comment (NEP-Ministry of Human Capital Development, 2019). In addition, a thorough review of the 2005 National Curriculum Structure (NCF) has been announced by the National Council of Educational Research and Training (NCERT), another move that has the ability to introduce significant improvements to school and classroom practices around the world. The NEP 2020 National Education Strategy has recently been formulated.

FORMULATIONS OF EDUCATION POLICIES POST- INDEPENDENCE

After independence government of India has introduced numerous commissions and committees to

include the required advice for primary education growth. Some are listed below for the commission and committee.

The government of India appointed the Tarachand Committee in 1948. Its chairman was Dr. Tarachand, the Government of India Educational Advisor. Its proposals were regarded by the National Advisory Board of Education in 1948.

Under the presidency of Dr. S. Radhakrishnan, the University Education Commission was appointed in 1948-49. Incidentally, it was assigned to study university education; it made some suggestions related to secondary education. Secondary education was, according to this committee, really the weakest point in our educational system.

It was appointed under the chairmanship of Dr. A. Lakshmanswamy Mudaliar, vice-chancellor of the University of Madras, on September 23, 1952, to investigate the existing framework of secondary education and to recommend necessary changes. It was in June 1953 that the Commission presented its report.

The Education Commission of 1964-66 was constituted by a resolution dated 14 July 1964 by the Government of India. The commission was to advise the government at all levels and in all ways on the national education system and the general principles and policies for the growth of education. The chairman was Prof. D.S. Kothari, chairman of the University Grant Board, and the member of the board was Mr. J.P. Naik, counsellor to the Ministry of Education. The commission comprised 16 members, 11 Indians and 5 foreigners. On October 2, 1964, the Commission began its work, and its findings were released on June 29, 1966. The study addresses general aspects of the rehabilitation of education, the reorientation of the education system to national priorities, institutional reorganisations, teacher improvement, etc.

- The National Policy on Education was first implemented in 1968, shortly after the Indian Education Commission's report was issued in 1966. The Government of India in 1968 approved some important criteria for the onward march of education in the country in fulfilment of the desire of the Kothari Commission (1964-66).
- National Policy on Education 1986: Programme of Action 1992,
- The latest education policy is the National educational policy (NEP) 2020.

The present government has agreed to revamp it by adopting a holistic National Education Policy 2020 in

order to fuel the development of the Indian education sector. This is in line with the latest appeal from the Prime Minister to take advantage of the Fourth Industrial Revolution to take India to new heights. The National Education Policy 2020, currently launched, envisages an India-centered education system that leads directly to the sustainable transformation of our nation into an equal and vibrant information society by providing everyone with high-quality education[4]. After independence, the first national education policy was published in 1968 and the second national education policy, which was strengthened in 1986, was announced.

From the aforementioned discussion, it is also noted that the Government of India has established a large number of boards, commissions, policies and measures that have been taken up by the government since independence in order to encourage and improve the nation's entire educational scenario.[27, 28]

DISCUSSION

The National Policy on Education (NPE) is a Regulation formulated by the Government of India for the promotion of education among the people of India. The policy requires primary education for both rural and urban Indian colleges. Prime Minister Indira Gandhi promulgated the first NPE in 1968, the second in 1986 by Prime Minister Rajiv Gandhi, and the third in 2020 by Prime Minister Narendra Modi. [5]

This National Education Strategy 2020 is the 21st century's first education policy which seeks to solve our country's many rising developmental imperatives. This Policy recommends that all facets of the education framework, including its legislation and governance, be updated and redesigned to establish a modern paradigm that is consistent with the aspiring aspirations of education in the 21st century, including SDG4, thus drawing on the values and value systems of India. About the National Education Policy puts special focus on the creation of each person's artistic ability. It is founded on the idea that schooling must improve not only cognitive capacities, but also psychological, ethical and emotional capacities and dispositions, both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as logical thought and problem solving.

The Indian government has funded a number of initiatives since the country's independence in 1947 to resolve the problems of illiteracy in both rural and urban India. India's first Minister of Education, Maulana Abul Kalam Azad, envisaged broad central government power over education throughout the

country, with a standardised educational system. The University Education Commission (1948-1949), the Secondary Education Commission (1952-1953), the University Grants Commission and the Kothari Commission (1964-66) were formed by the Government of the Union to formulate proposals to modernise the education system in India. The government of Jawaharlal Nehru, India's first Prime Minister, introduced the Resolution on Science Policy. The establishment of high-quality scientific education institutions such as the Indian Institutes of Technology was funded by the Nehru government. The National Council of Educational Research and Training (NCERT) was created in 1961 by the Union government as an autonomous organisation that would advise both the Union and state governments on the formulation and execution of education policy.[6]

1968

The government of Prime Minister Indira Gandhi announced the first National Education Policy in 1968, based on the report and recommendations of the Kothari Commission (1964-1966), which called for a "radical restructuring" and suggested equitable educational opportunities in order to achieve national integration and greater cultural and economic development.[7] The policy called for execution Although the decision to introduce Hindi as the national language proved contentious, the policy called for universal promotion of the use and learning of Hindi to foster a common language for all Indians.[7] The policy also promoted the teaching of the ancient Sanskrit language, which was considered to be an important part of the history and heritage of India. The 1968 NPE advocated for an increase in education funding to six percent of national income.[8] As of 2013, the NPE 1968 has moved to the national website.[9]

A major concern of the Government of India and the States in the post-independence period has been to give growing importance to education as a critical factor for national development and stability. Several commissions and committees, especially the University Education Commission (1948-49) and the Secondary Education Commission, reviewed the issues of educational restoration (1952-53). Some measures have been taken to incorporate the recommendations of these Commissions; and with the adoption of the Resolution on Scientific Policy under the leadership of Jawaharlal Nehru, particular focus has been put on the growth of science, technology and scientific research. A systematic review of the educational system with a view to implementing a new and more concerted initiative for educational

restoration was felt at the end of the Third Five Year Plan; and the Education Commission (1964-66) was formed to advise the Government on the national education trend and on the general principles and policies for the advancement of education at the level of education. Government is pleased to note that in the process of these debates a consensus on national education policy has emerged.[22, 23, 25]

The Government of India is convinced that a radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country, for national integration and for realizing the ideal of a socialistic pattern of society. This will involve a transformation of the system to relate it more closely to life of the people; a continuous effort to expand educational opportunity; a sustained and intensive effort to raise the quality of education at all stages; an emphasis on the development of science and technology; and the cultivation of moral and social values. The educational system must produce young men and women of character and ability committed to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening the national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its great cultural heritage and its unique potentialities.

A National Policy on Education was first adopted in 1968, immediately after the release of the report of Indian Education Commission in 1966. In pursuance of the desire by the Kothari Commission (1964-66) the Government of India in 1968 announced some important principles for the onward march of education in the country.

The National Policy of Education 1968 is based on the recommendations of the Commission of 1964-66. The Commission recommended that the Government of India should issue a statement on the National Policy on Education which should provide guidance to the state Governments and the local authorities in preparing and implementing educational plans. In 1967 the Govt. of India constituted a committee of Members of parliament on Education to prepare the draft of a statement on the National Policy of Education. The Committee brought together the leading members of almost all the political parties in the country and prepared a draft which was considered by the Central Advisory Board of Education. A general consensus on the National Policy on Education emerged in the course of the Board's deliberations.

1986

In 1986, a new National Education Policy was launched by the government headed by Rajiv Gandhi.[10] The new policy called for "special emphasis on eliminating disparities and equalizing educational opportunities, " particularly for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities.[10] The policy called for widening scholarships, adult education, to achieve such social inclusion.

Since the nation's independence in 1947, a number of projects have been funded by the Indian government to resolve the problems of illiteracy in rural and urban India. India's first Minister of Education, Maulana Abul Kalam Azad, envisaged broad central government power over education throughout the country, with a standardised educational system. In order to formulate plans to modernise India's education system, the Union government established the University Education Commission (1948-1949) and the Secondary Education Commission (1952-1953). The Science Policy Resolution was adopted by the first Prime Minister of India, Jawaharlal Nehru.

The establishment of high-quality scientific education institutions such as the Indian Institutes of Technology was funded by the Nehru government. The National Council for Educational Research and Training (NCERT) was established in 1961 by the Union government as an independent body that would advise both the Union and state governments on the formulation and execution of education policies.[20, 21, 27]

On the basis of the Education Commission's (1964-1966) report and recommendations, Prime Minister Indira Gandhi's government announced the first National Education Policy in 1968, which called for 'radical reform' and equalization of educational opportunities to ensure national integration and greater cultural and economic growth. The programme called for compulsory schooling for all children up to the age of 14, as provided for in the Indian Constitution, and increased teacher training and qualifications. The strategy called for an emphasis on regional language learning, outlining the 'three-language formula' to be enforced in secondary education: English language teaching, the official language of the state in which the school was founded, and the national language, Hindi. Language schooling has been seen as central to reducing the gulf between the masses and the intelligentsia. While the decision to introduce Hindi as the national language proved contentious, the strategy called for universal promotion of the use and learning of Hindi in order to foster a shared language for all Indians.

The strategy also promoted the teaching of the ancient language of Sanskrit, which was viewed as an integral part of the history and heritage of India. The 1968 NPE called for spending on education to rise to six percent of the national income.

Having declared that a new policy was being formulated in January 1985, a new National Education Policy was implemented in May 1986 by the government of Prime Minister Rajiv Gandhi. "special emphasis on the removal of disparities and to equalize educational opportunity, " special emphasis on eliminating disparities and equalizing educational opportunities. The strategy called for the extension of grants, adult education, the training of more SC teachers, encouragement for disadvantaged families to routinely send their children to kindergarten, the construction of new institutions and the provision of housing and facilities to meet these objectives. In primary education, the NPE called for a "child-centred approach" and launched "Operation Blackboard" to strengthen primary schools nationally. With the Indira Gandhi National Open University, which was established in 1985, the programme extended the Open University system. The policy also called for the establishment of the 'rural university' model, based on Indian leader Mahatma Gandhi's ideology, to foster grassroots economic and social growth in rural India.

1992

In 1992, the P. updated the 1986 National Policy on Education. The government of V. Narasimha Rao.[12] In 2005, former Prime Minister Manmohan Singh introduced a new strategy based on his government's "Common Minimum Programme" of the Unified Progressive Alliance (UPA).[13] The 1992 Programme of Action (PoA) under the National Education Policy (NPE), 1986 envisaged conducting a common entrance test on the basis of admission to vocational and technical advancement across India. Government of India through Resolution of 18 October 2001 laid down a Three Test Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Exams (SLEEE) for State Level Institutions with an opportunity to enter AIEEE) for admission to Engineering and Architecture/Planning programmes. This takes care of the various standards of entry in these programmes and helps preserve educational standards. It also addresses duplication issues and reduces the physical, emotional and financial strain on students and their parents due to the amount of admission tests. [clarification needed]

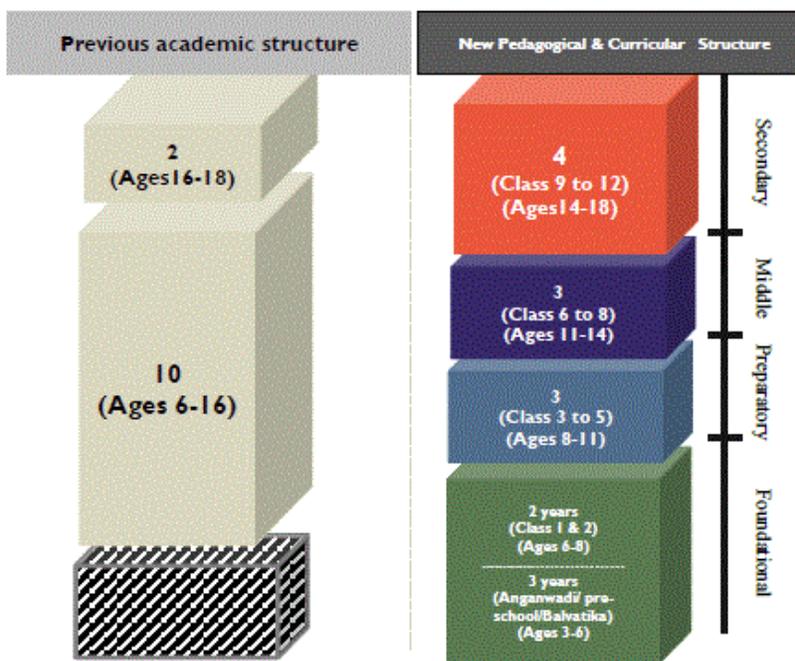
The National Policy on Education (NPE) was adopted by Parliament in May 1986. A committee was set up

under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December 1990. At the request of the Central Advisory Board of Education (CABE) a committee was set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE taking into consideration the report of the Ramamurti Committee and other relevant developments having a bearing on the Policy, and to make recommendations regarding modifications to be made in the NPE. This Committee submitted its report in January 1992. The report of the Committee was considered by the CABE in its meeting held on 5-6 May, 1992.

2020

A proposed New Education Policy 2019 was released in 2019 by the Ministry of Human Resource Growth, which was accompanied by a series of public consultations.[14] The draught NEP addresses the reduction in curriculum content to promote fundamental learning, logical thinking and more holistic experiential, discussion-based and reflective learning.[15] It further examines a review of the curriculum and pedagogy.

The Cabinet adopted a new National Education Policy on 29 July 2020, with the goal of making many reforms to the present Indian education system.[16]



The New Education Policy 2020 (NEP) seeks to change all that and transform education to build "good, thoughtful, well-rounded, and creative individuals" with "character, ethical and constitutional values, intellectual curiosity, scientific temperament, creativity, spirit of service, " etc. certainly required for India in the 21st century. However, weighty adjectives are incompatible in the absence of a clear execution timetable, with the exception of defining such priorities. Indeed, the simplest of its guidelines to be adopted was the re-designation of the Ministry of Human Resources Development to the Ministry of Education, but it may not be enough to 'put the emphasis back on education and learning.' [27, 28] At present, most of our 800+ universities turn out millions of unemployed graduates and postgraduates with very little skills and potential each year. A cautious approach, perhaps integrating some out-of-box technologies, with constant surveillance all the way, would be needed to fully redesign the system.

As the NEP has correctly established, there have been many problems in the higher education scenario in the country, including a severely fractured environment and a rigid separation of disciplines with little focus on cognitive skills, learning outcomes or quality studies, restricted institutional autonomy and inadequate regulatory and governance structures that lead to low Higher Education leadership (HEIs). Because of these crippling shortcomings, the Total Enrollment Ratio (GER) in higher education is a small 26 percent compared to 58 percent in Senior Secondary and 79 percent in Secondary, most students are pushed away from higher education. By concentrating on multi-disciplinarity, versatility, emphasis on capability development, and quality research, the NEP promises to correct this. As education is a concurrent topic of the list, central and state governments must work together to ensure that the pledges do not turn into empty platitudes.

RESULTS

To overhaul the education system, India has established three national educational policies. The success of education initiatives is determined by the stakeholders involved. The government has taken numerous steps under the privileges of these policies, such as SSA, RMSA, RUSA, and so on. Despite these measures and changes, though, we have been unable to make a significant difference. In its draught, the national education policy recommends reorganising primary education, but it fails to address the question of students' learning abilities. According to the Pratham-Annual Status of Education survey from 2018, 73 per cent of students in class 8 are unable to read books above the second-grade level, and only 44 per cent can do simple arithmetic. The shortage of qualified teachers and the lack of the necessary number of teachers in schools are the main causes. In govt. schools most of the students do not have the minimum required facilities to ensure quality education. The schools are lacking in chairs, tables and sanitary facilities, especially for girls. In secondary education, the government has focused on skill education. Such schooling will cater to blue-collar work only and continue to deepen inequalities since these are at the bottom of the workplace ladder. Focus on skill preparation at such a young age will restrict social mobility and also limit the students to reach their full intrinsic value and potential. In 1964, the Kothari Commission recommended that 6% of GDP should be allocated to education but unfortunately, India never spent that recommended percentage of GDP on education. This has led to enter private players into education. The proliferation of private players and the lack of a fee cap can lead to education being inaccessible to all sections of society, especially the poor and marginalised. In terms of economic development and educational size, [18, 19, 20] nations around the world make significantly more public investment (expenditure) than India. Since states currently have various constraints and provisions, a "one size fits all" solution cannot be extended to all of them. Poor states face financial constraints, and they lack the necessary infrastructure to support digital education. During inclement weather, poor internet speed and accessibility are big issues in hilly areas. Instead of mushrooming institutions, the government should improve the established ones and get them up to par with the best. This has the potential to close the gap in educational quality. These issues must be addressed. To add uniformity to the educational system, they must work together.

The 1986 National Strategy on Education centred on modernising the education system through the use of information technology. More focus was paid to restructuring teacher education, early childhood care, women's equality, and adult literacy. It also indicated that universities and colleges' autonomy would boost the standard of education services. However, in terms of producing learners with employability skills, NEP 1986 did not improve the level of education and struggled to produce academic output in terms of patents and scholarly publications. NEP 2020 has proposed liberal education to promote multidisciplinary and cross-disciplinary education and study at the undergraduate and post-graduate levels, to compensate for the disappointment of previous NEPs. Table 2 contrasts the changes to some of the characteristics of the 2020 National Education Policy with the original 1986 National Education Policy.

This proposal envisages that, as seen in the representative figure, the current 10+2 system of school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 spanning ages 3-18. Children in the 3-6 age range are currently not covered by the 10+2 structure, since Class 1 starts at the age of 6. A clear foundation for Early Childhood Care and Education (ECCE) from age 3 is now included in the current 5+3+3+4 framework, which seeks to facilitate greater overall learning, growth and well-being.[15, 17]

Table 2: Comparison of National Education policy 1986 & National Education policy 2020

Sl. No.	NEP 1986	NEP 2020
1	The role of education is the all-round development of students.	Objective is to provide Multidisciplinary & interdisciplinary liberal education.
2	Common education structure of 10 (5+3+2)+2+3+2 is followed.	Common education structure of 5+3+3+4+4+1 is suggested.
3	The first preliminary education starts at 6th year of a child as Primary school level.	The first preliminary education starts at 3rd year of a child as a Foundation stage.
4	Separately, two years of higher secondary level and two years of pre-university level were considered and each had board examinations.	Two years higher secondary level and two years pre-university stages are designated by clubbing Four years Secondary education tier. Exams are proposed at school level, with the exception of Board level exams at 10th and 12th levels.

5	Students select specialisation fields and subjects such as scientific subjects or commercial topics or arts subjects for two years of higher secondary level.	The secondary education process includes typical topics and elective topics for four years. The alternative focuses on liberal education policies.
6	Both undergraduate and postgraduate admissions are based on the entrance test conducted at the college or state level, except for NITs & Medical Schools.	All public HEI undergraduate and postgraduate admissions are based on National Testing Agency (NTA) scores performed at the national level.
7	Undergraduate programmes are for three to four years.	Undergraduate programmes are of four years with a provision to exit after one year with a diploma, after two years with an advanced diploma, after three years with a pass degree, and after four years with project based degree.
8	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
9	Many HEI colleges are affiliated to state universities and have no curriculum and testing autonomy.	Both HEIs, like schools, are independent and in determining the curriculum there will be no affiliated colleges of state universities and autonomy and evaluation.
10	The test is separate from teaching. Both tests and evaluations are regulated by associated universities. The role of teaching faculty members in directly assessing students is limited.	The test is part of a continuous method of assessment. Members of the faculty that teach a subject are responsible for appraisal and tests are departmental matters.
11	The teaching-learning approach relies mostly on instruction in the classroom and fieldwork.	The teaching-learning approach focuses primarily on instruction in the classroom, fieldwork, and research studies.
12	The expected student-faculty ratio in the higher education sector is 20:1.	The expected student-faculty ratio in the higher education sector is 30:1.
13	Members of the HEI faculty are known as facilitators of educating students in order to make them qualified.	Members of the HEI faculty are known as collaborators and guides to teach students and make them innovators and innovative thinkers.
14	Students have the right to choose topics in their field of study.	Outside and through their field of study, students have the right to select subjects.
15	A one year degree of study leading up to M.Phil. In any subject, preliminary experience is provided to do research in any area.	A one year degree of study leading up to M.Phil. Since learners are subjected to preliminary study in any topic, it is discontinued in any subject since their undergraduate and post-graduate courses.
16	Pass as a necessary qualification in NET/SLET along with the respective Masters degrees to become an assistant professor in any three types of HEIs.	Ph.D. degree is mandatory as well as passing NET/SLET as a necessary certification in all three forms of HEIs to become an assistant professor.
17	The support of research funds through UGC or any other agencies is mainly for Universities than Colleges.	The support of research funds through the National Research Foundation and any other agencies will be equally distributed to all three types of HEIs based on a fair evaluation of the research proposal.
18	HEIs accreditation is compulsory for availing funds and government facilities only.	In order to work and deliver the degree, HEI accreditation is mandatory. For continuous service, compulsory accreditation is mandatory once every five years.
19	The graded accreditation model is followed.	There would be a binary accreditation model that is yes or no framework instead of multiple entity classes.
20	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.

21	Choice based credit system.	Liberal education based on STEAM & Competency based credit system.
22	Only approved and authorised universities can provide online distance learning. (ODL) education.	All three forms of HEIs accredited to offer ODL are required to offer ODL.
23	As part of the programme, social participation is optional for any pupil..	For each undergraduate, social participation is mandatory and should be equivalent to at least one full semester over the entire length of the programme..
24	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programme unless they acquire Master's degree.	Four years of Bachelor degree holders with proven research performance during the fourth year can directly admit to Ph.D. programme without Master's degree in both types of HEIs.
25	In certain programmes, lateral entry is given. Yet there are no multiple entrances and multiple exit services, including medical and paramedical classes, available under graduation.	Multiple entrances and multiple exit services are available in medical and paramedical classes, even under graduation.
26	Undergraduate programmes of 3 years to 4 years depending on the type of the programme.	All undergraduate programmes are of 4 years with, in some cases, exit at 3 years is possible with a degree certificate.
27	Currently, preparation for teachers requires two years of B.Ed. Program after graduation. So teachers in high school have to devote 5 years following their secondary school graduation. to teach at higher the secondary level.	The recommended education for teachers requires four years of blended B.Ed. This degree is a required prerequisite in School Education Stages to become a faculty.
28	Suggestion for improving physical library facility including books & journals	Suggestion for improving online library memberships including online books & online journals.
29	Both single discipline and multidiscipline colleges are promoted.	It supports only multidisciplinary colleges and universities. Both single discipline colleges must be turned into separate multidisciplinary colleges or will be closed and converted into autonomous multidisciplinary colleges. monuments or public libraries.
30	No foreign universities are allowed to function directly in India	About 100 top ranked foreign universities will be allowed to function in India to compete with Indian universities.
31	The coursework of Ph.D. programme comprises of research methodology and core subject related study	The coursework of Ph.D. programme comprises of research methodology, Teaching & curriculum development aspects along with core subject related study
32	No systematic and authentic university and college science support agencies	The National Research Foundation (NRF) will be founded to finance competitive and imaginative research projects of all sorts and across all types. disciplines.

CONCLUSIONS

It is concluded that the Indian government has formulated educational policies regularly to ensure that the Indian education system is of high quality and internationally recognised. The two previous national educational policies have helped to develop India's educational system, and the action plan for the third national educational policy is one of the platforms that will be used. The policy's results will be

evaluated using the outcomes of the current national education policy's action plan. If this policy focuses on the root causes of the issues and difficulties it faces, it will be effective. In the present report, attempts have been made to examine national education policies in the field of education in India, which have contributed a lot. There was a conventional education system prevalent at the time before the British entered India; but the new model of

education was provided by the East India Company in India after 1813 through the historic Charter Act. From that time, the East India Company and the British Government created different Commissions and Committees to make education available to the general public, but some of the Commissions and Committees were able to succeed and some of them were unable to succeed due to lack of commitment, funding, government policy, public knowledge, and other factors. Likewise, since India's independence, India's government has also taken a range of measures to make education for everyone or to make any provision so that general citizens can get education at the lowest cost or free of cost in some situations. Therefore, it can be inferred that the execution of programmes and policies should not be the duty of the government, but rather how they should be effectively executed, which everyone can bear in mind. The effectiveness of every initiative depends on the programme's successful execution. The simple execution of a new strategy on education would not help. A ground level improvement would have to be ensured by the administration.[28]

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