



A COMPARATIVE STUDY OF NATIONAL EDUCATION POLICIES

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Abstract:

Education has a key and decisive role in this scenario of contingencies. The National Education Policy 2020 has therefore been transformed into the framework of this reform, which could help to build a new education system in the country, in addition to strengthening those economic and social indicators. That still needs to be improved. NEP 2020 provides for quality higher education through multidisciplinary universities and autonomous colleges. The current paper describes the analysis of the requirements for NEP 2020 provisions and management practices at the university level. Recommendations are made for the design and implementation of NEPs at national and HEIs (Higher Education levels).

Key words: Indian Education System, NEP 2020, Policies, School Education.

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Introduction:

India's new education system, to develop the education sector. It should be noted in this regard that the various Commissions and the Committee were drafted in order to provide meaningful advice and guidelines for the advancement of the different stages of education in India. Though India is one of the world's youngest countries demographically, signs of falling birth rates can be seen as the 0-9 age group (241 million) is compared to the 10-19 age group (252 million), so India can now be at the height of its demand for educational provision. The national literacy rate was reported at 74 per cent in the same survey, with Kerala being the highest (94 per cent) of the 20 largest states, followed by Delhi NCT (National Capital Territory) and Maharashtra (82 per cent). Bihar (64 per cent), one of the states with a high rural population and low literacy rates.

Literature review:

National Education Policy (1968):

In India, Social Work Education 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, the 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.

National Education Policy (1986) :

The NEP of 1986 aimed to promote 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 emphasized on equal education to all and the NEP of 1986 gave prominence to women education and promoting minority education and reducing dropouts from the schools.

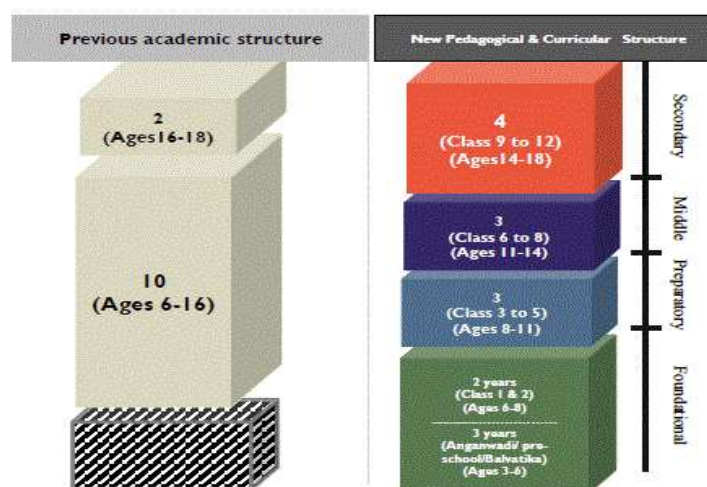
1992:

In 1992, the P. updated the 1986 National Policy on Education. The government of V. Narasimha Rao. 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). 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 programmers.

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. The draft NEP addresses the reduction in curriculum content to promote fundamental learning, logical thinking and more holistic experiential, discussion-based and reflective learning. 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.





Objective:

The NEP 2020 has many initiatives to improve the quality and the broadness of the education system in India. The objectives of this study are:

1. To highlight the overview of the NEP 2020
2. To identify the challenges of existing educational policy
3. To compare NEP 2020 with the currently adopted policy in India
4. To discuss the merits and drawbacks of NEP 2020
5. To give you a clear idea on the efficacy of NEP 2020
6. To understand the relevance of NEP 2020

Scope:

The fundamental principles that will guide both the education system at large, as well as the individual :- Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non-academic spheres;• according the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade • flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests. • multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge creativity and critical thinking to encourage logical decision-making and innovation • ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice • life skills such as communication, cooperation, teamwork, and resilience • focus on regular formative assessment for learning rather than the summative assessment that encourages today's 'coaching culture' • extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management. • synergy in curriculum across all levels of education from early childhood care and education to school education to higher education • Teachers and faculty as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions • a 'light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment.

Research methodology:

The article is based on secondary data collected from various journals, newspapers and websites. The methodology consists of a conceptual discussion on the highlights of the NEP 2020 and the focus of this article is on the comparison of NEP 2020 with the current educational policy of India.



Comparison of National Education policy 1986 & National Education policy 2020

SR. 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 the 6th year of a child at Primary school level.	The first preliminary education starts at the 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 specialization 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	Postgraduate education is of two years with specialization focus.	Postgraduate education is of one to two years with more specialization & research focus.
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	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.
9	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.



10	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.
11	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.
12	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.
13	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.
14	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 postgraduate courses.
15	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.	A 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.
16	The support of research funds through UGC or any other agencies is mainly for Universities rather 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.
17	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.
18	The graded accreditation model is followed.	There would be a binary accreditation model that is yes or no framework instead of multiple entity classes.
19	Faculty performance & accountability is linked to promotion but not linked to compensation.	Faculty performance & accountability is linked to promotion and compensation.
20	Choice based credit system.	Liberal education based on STEAM & Competency based credit system.
21	Only approved and authorized universities can provide online distance learning. (ODL) education.	All three forms of HEIs accredited to offer ODL are required to offer ODL.



22	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..
23	Four years of Bachelor degree holders are not eligible for direct admission to Ph.D. programmes unless they acquire Master's degree.	Four years of Bachelor degree holders with proven research performance during the fourth year can directly be admitted to Ph.D. programmes without Master's degree in both types of HEIs.
24	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.
25	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.
26	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 a higher 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.
27	Suggestion for improving physical library facility including books & journals	Suggestion for improving online library memberships including online books & online journals.
28	Both single discipline and multi discipline 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.
29	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.
30	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

31	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.
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Conclusion:

In the 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 educate on 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.

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