



COMPARISION OF EDUCATIONAL POLICIES

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ABSTRACT

For a country to develop, education is essential. Stronger human resources are created by improved educational systems. By utilising their potential, these human resources transform society and create prosperity and equity. The government's education policy must be regularly modified if there is to be better education. Following independence, India has implemented three different education strategies. India's first and second national education policies were introduced in 1968 and 1986, respectively; the 1986 national education policy was updated in 1992. In the most recent year of 2020, the third national education policy was introduced. The researchers compared these three national education strategies in this work by examining the secondary data that was accessible.

KEYWORDS- National education policy, secondary data, education strategies.

INTRODUCTION

Governments from all over the world are very concerned about education reform. Education strategies are under pressure to show their results in terms of global economic and social development. The third-largest education system in the world is found in India. An education policy is a set of governmental ideas and guiding norms that govern and regulate the educational system. A country's educational system and the advancement of education are both governed by its education policy, which is a complete framework. Education policy addresses issues such as student-teacher ratio, curriculum organisation, class size, obstacles in higher education, and regulations. The country's academic goals are supported by education policy.

HISTORICAL BACKGROUND

Indian culture has always given honour to education. Since the birth of civilisation, educational institutions have existed in India (Keay,1972) (Keay,1972). The education system in pre-independent India might be further separated into two eras: pre-British and British. There are no reliable literary artefacts from ancient India that might be used to defend its educational practises. Education in ancient India was mostly centred on religion. Prior to the arrival of the British, Hindu and Muslim educational institutions prioritised religion over all other subjects (Yechuri,1986). The advent of western education during the British era significantly influenced India's development of an education policy. Missionaries did the ground-breaking work in this area by promoting education for those living under British control (Keay,1972). The British administration passed a number of charters to advance education in India. Woods Education



Dispatch, also known as the "Magna Carta of English Education in India," introduced a significant overhaul to the Indian educational system (Singh, 2005). The Woods Dispatch was significant in that it cleared the way for the founding of universities in India. The first Indian institution of Modern India was the Calcutta University, founded in 1857. Following that, the universities in Bombay and Madras were founded (Mukharjee, 1976). The Sargent Commission was established in 1944 to advance the educational system under the British rule.

In recognition of the fact that the dimensions of education in an independent India would differ, the Central Advisory Board of Education (CABE) planned to create two commissions after independence, one dealing with higher secondary education and the other with university education. In 1950, India established a new constitution with the goals of promoting social justice and "equality in opportunity for education for all." Dr. S. Radhakrishnan served as the chair of the ten-member University Education Commission, which was established in 1948 with the aim of examining university education in India and making recommendations for an effective system to meet the nation's present and future needs (Aggarwal, 1993). The panel advocated for the creation of institutions in India that would offer higher education to all segments of society, regardless of religion, caste, gender, or geography. The commission focused on rebuilding the educational system in accordance with the goals of the Indian constitution in its report. A Secondary Education Commission was established in 1952 under the leadership of Dr. A. Lakshmanaswami Mudaliar to advance secondary education. In its report, the commission recommended both uniformity in schooling across India and course variety with technical educations. But this panel lacked a structure for advancing women's education. The Indian Education Commission, led by D.S. Kothari, came before the Secondary Education Commission. The Kothari Commission is the common name for this body. The Kothari Commission was tasked with examining all elements and areas of education and giving governments the advice they needed to change the National Education System. In 1968, India adopted its first national educational policy as per the recommendations of this commission. The second national educational policy was introduced in 1986 and was updated in 1992. To improve the Indian educational system, the Indian government has now developed a third new education policy (NEP, 2020). To bring about transformation and comprehensive development in education, the new education policy, 2020, superseded the previous policy, which was in existence for 34 years.



COMPARITIVE ANALYSIS

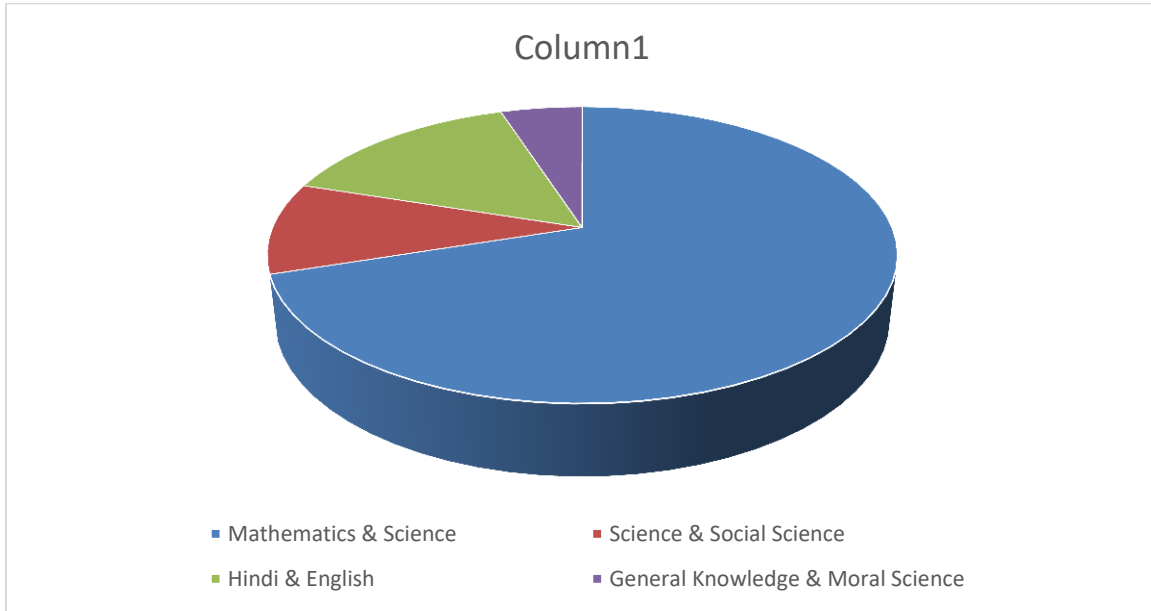
National Education Policy 1968	National Educational Policy 1986 (Revised in 1992)	National Educational Policy 2020
1. All children under the age of 14 are entitled to free and compulsory education, and those who have enrolled must finish the required courses.	1. This policy was implemented following the 1976 42nd Constitutional Amendment. Education was moved from the state list to the concurrent list during this modification.	1. This policy adheres to the 5+3+3+4 schooling structure and places a major emphasis on Early Childhood Care & Education (ECCE) beginning at the age of 3, with the goal of promoting children's overall learning, development, and well-being.
2. Pay attention to the salaries that teachers receive in accordance with their credentials and duties.	2. This policy prioritised adult literacy, women's emancipation, and early childhood care and education (ECCE) through a child-centered approach (CCA).	2. By the year 2030, to achieve a gross enrolment ratio (GER) of 100 percent from preschool to secondary school to provide equal access to education at all levels.
3. The development of regional languages, the implementation of the three-language secondary education curriculum, and the promotion of Hindi, Sanskrit, English, and other foreign languages.	3. The establishment of independent colleges and universities was prioritised, something that the previous programmes did not do.	3. The National Institute of Open Schooling (NIOS) and State Institutions of Open Schooling (SIOS) will be expanded to help with the education of socioeconomically disadvantaged groups (SEDGs).
4. The need of promoting national integration and equalising educational opportunities was recognised. Education for physically challenged pupils and education for girls were prioritised in order to bring about societal change.	4. The intention was to establish rural universities in rural areas in order to capitalise on rural potential and to embody Gandhian ideology.	4. The curriculum's structure will change, and its content will be condensed. There will be a choice of subjects across streams and it will be multi-stream. It will be improved to be more expert, practical, and experimental so that students can develop fully.



<p>5. A standard 10+2+3 educational structure was chosen. At the school level, science and mathematics were an essential component of general education. The development of the agricultural and industrial sectors was the main focus of schooling.</p>	<p>5. For SC, ST, and female students, residential schools and dormitory facilities were established in order to achieve social milieu.</p>	<p>5. The local language will continue to be taught in its current format through eighth grade under the three language policy. Through the "Ek Bharat Sreshta Bharat" mission, students will learn about the vibrancy of Indian languages. At all levels, including as a three-language system option, the Sanskrit language will be taught. As an alternative, classes in other classical languages will be offered to preserve the literature.</p>
	<p>6. Distance learning and accessible education were also promoted in order to suit the nation's diverse educational needs.</p>	<p>6. Foreign languages will be taught at the secondary level in order to learn about other people's cultures.</p>
	<p>7. In response to national socio-technical and management system reforms, the technical and management curricula have been revised.</p>	<p>7. Board exams will be given twice a year to evaluate pupils' fundamental skills.</p>
	<p>8. The goal of the strategy was to drastically alter education by integrating media and information technology into the classroom.</p>	

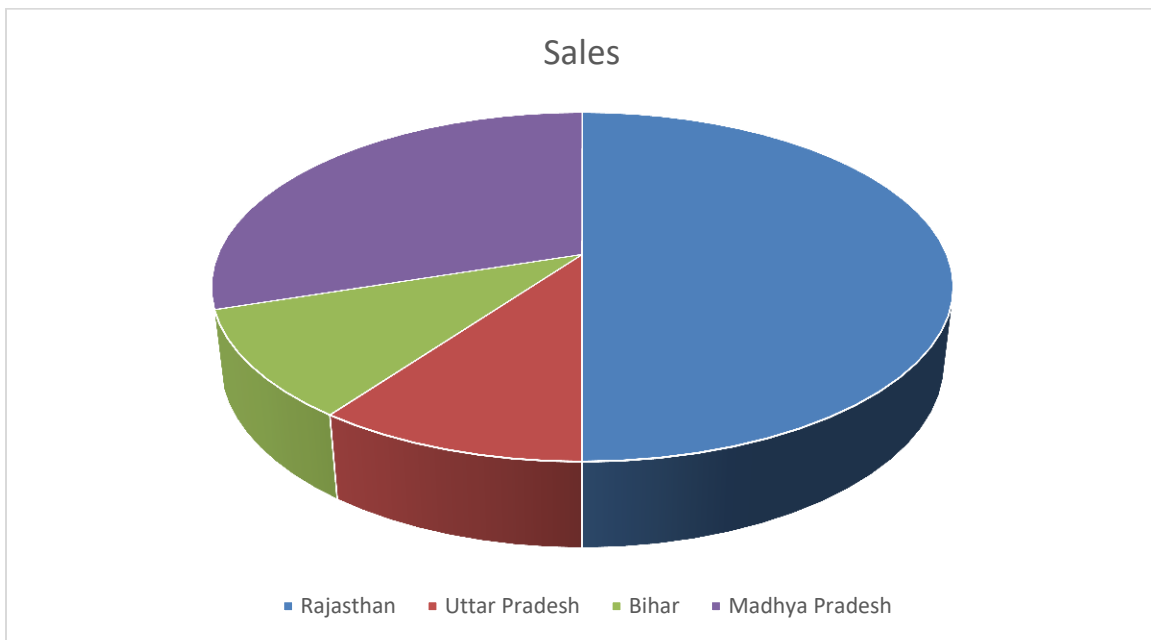
DATA ANALYSIS

1. Which of the following is an integral part of general education at the school stage.



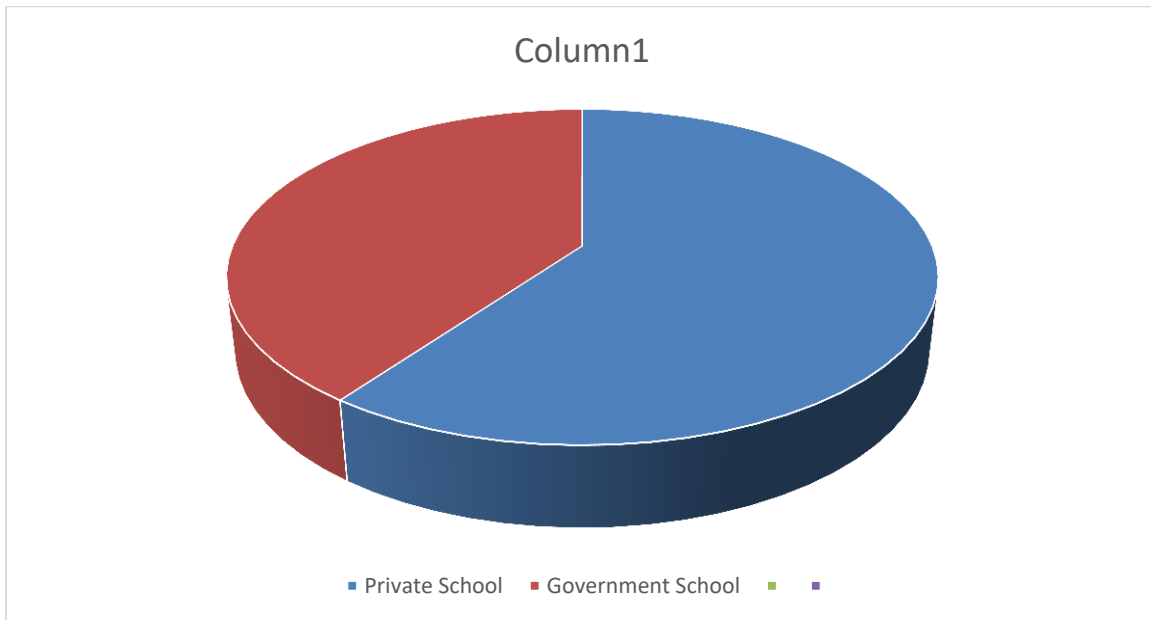
59% of people said that Mathematics and Science are integral part of education.

2. What percentage of state population completed Secondary School?



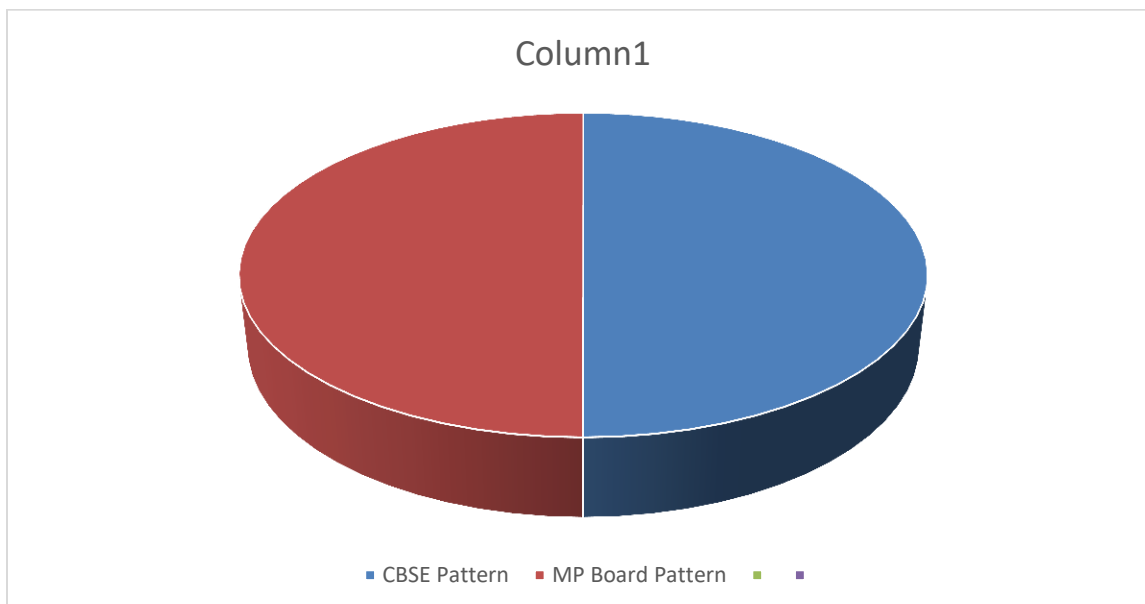
50% of people in Rajasthan State completed secondary school.

3. What percentage of people preferred Private School over Government School?



60% of people preferred Private school over Government school.

4. What percentage of people preferred CBSE pattern or MP Board pattern?



50% of people preferred CBSE pattern over MP Board pattern.



CONCLUSION

To ensure that the Indian educational system is of the highest calibre and is recognised internationally, the Indian government routinely develops educational policies. The second and third national educational plans, as well as the action plan for the third, have all contributed to the development of India's educational system. The outputs of the action plan for the present national education policy will be used to evaluate the effectiveness of the new policy. This policy will be successful if it focuses on the underlying causes of the problems and challenges it encounters.

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