

EMERGING PERSPECTIVES IN EDUCATION: A STUDY OF EVOLUTION OF NATIONAL EDUCATION POLICIES OF INDIA

Simmi Chaudhary

Economic Adviser, Ministry of Electronics & Information Technology, Government of India

Email id: simmi.edu@gmail.com

Abstract:

India's learning system has sustained and assimilated innumerable transitions over the years. Learning relevant skills in addition to academic subjects of science, mathematics, economics, and history is what education is all about. Effective resource utilization is aided by education. Through improved education, people can acquire subject-specific knowledge and abilities and a nation can develop its resources and achieve development by fostering education. The country announced its recent education-related policy in 2020. A visit to government policies in the educational sphere gives a broad overview of all the policies that India has implemented. Simultaneously, it displays all the Authorities and Task Forces established to offer improved educational facilities. An outline attributed to the necessity and goals of core values in the field of higher education has been focused on in this particular study. In 1968, 1986, and 2020, the supreme authority enacted three primary national policies in the sphere of education, which are also been highlighted. To compare the three federal initiatives for education that have sometimes been successful in changing the educational landscape, this research paper compares their goals and other important components.

Keywords: Universalization, Vocational List, NEP-1968, NEP-1986 and NEP-2020.

INTRODUCTION

A nation's socioeconomic landscape is greatly influenced by education, which is a dynamic and transformative force. Educational frameworks must change as societies do to accommodate the shifting needs and goals appropriate to the overall public, examining the shifting perspectives on education, and focusing on the development of National Education Policies (NEPs) in India. Over time, India's educational methodology endured transformation that reflects the country's commitment to promoting inclusiveness, global competitiveness, and holistic development. The realization that educational systems are dynamic, dynamic entities that adapt to the changing needs of a dynamic world is the impetus behind this study. Examining the augmentation towards NEPs in India offers a thorough understanding from the perspective of shifting opportunities, obstacles, and paradigms that have shaped the nation's educational environment.

The evolution of education policies over time started during the post-independence era. Its goal is to explore the critical policy changes, calculated risks and ideological movements affecting the country's educational landscape. Amidst interpretation apropos reasoning behind policy modifications, this study aims to reveal the fundamental ideas that drove the creation and execution of subsequent NEPs.

Furthermore, contemporary educational paradigms have been shaped by societal shifts, globalization, and emerging technologies. A critical analysis of their impact on pedagogical approaches, curriculum development and the integration of ICT is being carried out to ascertain their potential effects on India's educational landscape going forward.

2. LITERATURE REVIEW

Aithal et. al., (2020) [1] examined the “Analysis of the Indian National Education Policy 2020 Towards Achieving its Objectives” in the International Journal of Management, Technology, and Social Sciences (IJMTS). In consideration of the fact that edification upholds social and economic advancement, a nation must have clear, forward-thinking policies for both higher education and the classroom. To make their educational systems effective, different nations adopt various educational foundations to consider customs, cultural norms, and life stages at the high academia. The government's NEP 2020 was declared by an expert Committee chaired by Dr. Kasturirangan. NEP 2020's benefits and expected impacts on the higher education system are mooted as well as its innovations. Lastly, a certain suggestion for considerations is envisaged for how best to put it into practice to accomplish its goals.

Kantha and V. (2020)[2] described National Education Policies (1968 and 1986) and the Ramamurti Committee Report (1992) in India's Vision of Education published by Routledge. Following the country's attainment of independence, the state made additional promises through the Indian Constitution, which were later followed by policy declarations and Committee and Commission Reports. The first Report on education was presented by the D. S. Kothari-led Education Commission, and the National Education Policy of 1968 came next. The Ramamurti Committee Report is a significant endeavour to address theory and practice, programme, and philosophy, as well as implementation. Examining the fundamental concerns brought up by the Ramamurti Committee Report will be helpful, though, as it has some significant things to say intermittently coincide with the two Policy Reports announced in 1968 and 1986. Several issues are important when examining the two National Education Policies and the many educational reports.

Kumar et. al., (2021) [3] proposed “How NEP2020 can be a lodestar to transform future generation in India” in the Journal of Public Affairs. Every development needs a safety net in education, which calls for a strong educational framework. The relevance contended from scientific and technological advancements has undergone a significant transformation during the past 50 years. Because things are moving so quickly, it is difficult to forecast how usage will change in the near future even now. To meet the challenges, an updated educational framework is needed. In keeping with how the human race is represented on earth, India ought to significantly contribute to global development, as it represents more than one-sixth of the global force on the map. After a 34-year lapse, India finally updated its education policy in response to the slow pace of change. However, for this policy to be implemented effectively, the Indian educational system needs to undergo a significant structural overhaul for this policy

to be implemented successfully. This examines the different aspects and provides a summary of the NEP 2020's features which conform to the 2030 SDGs of the UN.

Kumar and Alok. (2021) [4] described the achievement of the NEP 2020 seeks to shape the formal pedagogy method and provide a blueprint for its modernization. The purpose is to introduce NEP 2020 and discuss India 2.0's plan for a comprehensive systemic change in education to meet the demands of the twenty-first century. Secondary data serve as the basis for this exploratory study. NEP 2020 identified increasing student enrolment by 2030 across all educational settings, including higher education, professional schools, and elementary schools. To that end, it has recommended gradual changes to the existing governance and education structures. More empirical research on the effects of NEP 2020 thereafter implemented can be conducted using the results of this initial assessment where it is expected to make a major contribution to India's higher education system. India 2.0 is anticipated to become a significant player and a global leader in the twenty-first century. With a solid grasp of the current socioeconomic climate and the ability to handle upcoming challenges, NEP 2020 is, for the most part, a very progressive document. By 2030, if properly applied and implemented, it could establish India as a global leader in education.

Table 1: Comparison of Reviews

Author/ Year	Findings and Result
Aithal et. al., 2020	It is compared to India's National Education Policy for 2020. In it, different strategies are emphasized, as well as new ideas and how NEP 2020 await to change the higher education system. To achieve its goals, some recommendations are made, with a particular emphasis on developing an efficient and forward-thinking education policy.
Kantha and V./2020	The 1992 Ramamurti Committee Report and the 1968 and 1986 National Education Policies are both examined by the author. Philosophy, programme, theory, and practice are emphasised as the main concerns brought forth by the Ramamurti Committee are the centre of attention. The paper explores significant issues and several educational reports, offering insight features which conforms to changing educational prospect of the country.
Kumar et. al./ 2021	It underlines an updated educational framework necessary across challenges brought forth by scientific and technological advancements. The NEP 2020 framework, which is built upon five cornerstones (quality, responsibility, convenience, equity, and affordability), aligns with the Sustainable Development Goals of the United Nations for 2030. The article offers suggestions to achieve the objectives of universal opportunity for high-quality education while highlighting flaws and practical challenges.

Kumar, Alok/ 2021	The NEP 2020, emphasising its significance in modernising the educational landscape and establishing the foundation for 'India 2.0.' It emphasises the objective of putting progressive reforms into practice to raise student enrolment in all educational establishments by 2030. In accord with the study, NEP 2020 is a liberal plan that, if properly carried out, could position India as a statesman in education by 2030.
--------------------------	---

3. RESEARCH METHODOLOGY

3.1 National Education Policy (NEP) of 1968

The NEP of 1968 was a major policy initiative for the purpose of changing the education network on a systemic level. It established important goals and tactics contour for the growth of education in the country. These are a few of the salient characteristics [5].

- **Universalization of Elementary Education:** The NEP of 1968 guaranteed that every child aged six to fourteen had access to education, with a focal point on the necessity of making elementary education universal.
- **Quality Improvement:** The NEP updated textbooks, curricula and instructional strategies expectations of education. Making education more meaningful and relevant was the purpose of this policy.
- **Vocational List of Education:** The policy supported vocational education to meet the requirements of the workforce, acknowledging the significance of vocational skills. Its goal was to incorporate career-focused courses into the regular school curriculum.
- **Promotion of Technology and Science Education:** In order to suffice the world that is changing quickly, the strategy placed a priority on amplifying educational participation in science and technology. Its goal was to improve India's technological and scientific capacities.
- **Teacher Education and Professional Development:** The NEP acknowledged that teachers play a critical role in the educational process. It highlighted the necessity of appropriate preparation, ongoing professional growth and hiring teachers with the necessary qualifications.
- **Medium of Instruction:** The primary level of instruction in mother tongues or regional languages was encouraged by the policy. It did, however, recognise the value of English as a connecting language and advocate for more research on it.
- **Examination Reforms:** The NEP suggested a shift to the exam structure that would lessen the focus on memorization. It sought to advance a more thorough assessment of students' knowledge and skills.
- **Fairness in Educational Opportunities:**
- The purpose of the NEP lessen the differences to promote education between various socioeconomic groups and abode the requirement of underprivileged and marginalised communities, special measures were suggested.

- It's crucial to remember that the NEP of 1968 was updated and changed over time, with notable additions made in 1986 and 1992. The 1968 policy was instrumental in moulding India's educational system and tackling the post-independence issues the nation faced[5].

Pros of National Education Policy 1968:

- **Pay Attention to Universalizing Elementary Education:** The NEP 1968's emphasis on universalizing elementary education to guarantee that all children in the age range of 6 to 14 years had access to education was one of its key advantages.
- **Promotion of Science and Technology:** To match education with the demands of a world that is changing quickly, the policy acknowledged the significance of scientific and technological education. A skilled workforce in these fields has developed because of this focus.
- **Education becoming more vocational:** The emphasis on vocational schools, which addressed the demand for practical skills and prepared students for the workforce, was a positive development. It was a progressive step to include occupational classes in the regular curriculum.
- **Professional Development for Teachers:** The policy emphasised the importance of teachers' professional development and appropriate training, recognising their critical role in society. The goal of this emphasis was to guarantee a workforce of qualified and driven educators in the general public.
- **Language policies and the medium of instruction:** People thought the educational policy, which encouraged using native or local dialects as their primary means of teaching, was a good way to acquire knowledge more culturally adapted and open to everyone.
- **Emphasis on Social Justice:** The NEP intended to reduce disparities in educational opportunities by focusing on providing education to marginalized and disadvantaged groups, including rural populations, scheduled castes, and scheduled tribes.
- **Three-language Formula:** It established the three-language formula, which encouraged the learning of regional languages besides Hindi and English with the intention of fostering multilingualism and national integration.

Cons of National Education Policy 1968: -

- **Implementation Challenges:** The NEP 1968 encountered numerous difficulties during implementation, despite its admirable goals and problems like poor infrastructure, lack of teachers and regional differences made it difficult to implement the policy effectively.
- **Disparities in Access to Education:** Even though the policy's goal was to lessen educational opportunity gaps, the existing inequalities were still present. Significant differences persisted between rural and urban areas as well as between various socio-economic groups.

- **Reforms to the Examination System:** The proposed examination system reforms encountered opposition and difficulties. It was challenging to move from an evaluation that relied heavily on rote learning to one that was more thorough, and the changes efficacy varied.
- **Language policies are criticised:** The NEP's language policies, which promoted speaking in one's mother tongue or a regional language, were criticised. Some claimed that this strategy might deny students opportunities in the increasingly globalised world where speaking and understanding English is frequently necessary.
- **Limited Focus on Education for Young Children:** Pre-school education has been recognised in subsequent educational policies for its critical role in a child's overall development, but it unacquainted much leverage in the NEP 1968.

It is critical to remember that the NEP of 1968 underwent revisions in the years that followed and exhibited exemplary later educational policies.

3.2 National Education Policy of 1986

The NPE of 1986 had a major influence and acted as a blueprint for subsequent educational reforms. In 1992, it underwent revision due to changing needs and difficulties of education. With a view to enhancing education from elementary school to higher education across all categories, the NPE 1986 sought to promote and improve the educational system.

The Government released "Challenge of Learning: A Policy Perspective" in 1985 after conducting a comprehensive evaluation of the nation's educational system.

Under the directives of Prime Minister, Rajiv Gandhi, the NPE of 1986 was developed which included several important goals and features aimed at modernizing the educational system, a big step forward in education and preparing India for its challenges of the 21st century [6].

- The educational structure of 10 + 2 + 3
- Early childhood education and care
- Everybody has an equal opportunity
- Minimum learning standards for every educational level
- Lifelong learning
- Teaching for Parity
- Eliminating the illiteracy of women
- Minority education
- Teaching of the disabled
- Enrolling and keeping all children up to the age of 14 in school
- Child-centred approach
- Talented children attending mostly rural pace-setting schools

3.3 Highlights from NPE of 1986

The following are a few noteworthy highlights from NPE of 1986:

- All children up to 14 years are entitled to access, enrolment, and retention in the schools.
- Enhancing the school environment; implementing child-centred and activity-centred teaching methodologies; conducting annual evaluations; eliminating physical punishment; maintaining the elementary school policy of never failing a student and setting up the necessary infrastructure in elementary schools.
- Increasing informal learning for kids who dropped out of school, those living in areas without schools, or both.
- The founding of Navodaya Vidyalaya, which allowed elementary schools to be opened in remote locations like ashrams and residential schools in tribal areas, was another important turning point in former times of education.
- The scheme placed a strong emphasis on setting up special schools at district headquarters and allowing children with motor disabilities to attend regular schools.
- The NPE of 1986 suggested a national education system constructed on the widely used 10+2+3 framework.
- It recommended that the +2 stage be acknowledged as a component of national education.
- Some of the main elements of the policy included common school curricula, value education, work experience, the function of media and technology in education, a focus on science and maths, minimum learning standards, physical education and sports education.
- Equality of opportunity to education, particularly for women and underrepresented groups.
- By placing a strong emphasis on adult education, it also broadened the network of open institutions by founding IGNOU in 1985.
- By increasing scholarships available, hiring more teachers who fit the specified qualifications and providing low-income families with financial assistance so they could regularly send their kids to school.
- systemic reorientation to advance gender equality by hiring instructors from marginalised groups and people with disabilities.
- The creation of new Colleges and Universities [6].

Several salient observations have been envisaged in the NPE of 1986 are :

- **Access to Education:** The concept stipulates students, or gender, have the right to a high-quality education.
- **The pattern of a Common Education:** This plan calls for a national 10+2+3 learning provision that is standardised moving towards the elementary system-two years of high school education, five years of primary education, and three years of primary education will be an effort in relation to the additional division of the first ten years.

- **Access to Education:** Every child has the right to a good education under the concept of a national education system, regardless of caste, creed or gender.
- **Structure of a Common Education:** This plan calls for a national 10+2+3 system of education that is standardised.
- **Educating the weaker segments of society:** The girls and women who belong to the SC/ST/disabled community receive special attention.
- **Operational Blackboard:** Primary schools will receive minimal support, as indicated by the term "Operational Blackboard" used in this novel approach.
- **Women's Equality Education:** New values will be developed because of the active participation of women in educational inquiry, textbooks for residential curricula, administrators and decision-makers. By offering specialised support services, women's illiteracy will be eliminated [6].
- **Vocationalisation of Education:** In order to give pupils real-world experience and improve their employability, it attempted to incorporate vocational schooling and instruction into the regular school system.

3.4 Important Findings of NPE 1986

A few key findings from the NPE of 1986 are more significant than the others. They are as follows:

- Education helps people become more adaptable to different economic situations.
- Academic support to facilitate the progress of national independence.
- It upholds the tenet that "learning represents a unique investment in both the present and the future."
- To a certain point, every student has admittance to a good education, regardless of caste, creed or gender.
- Conforming to the 1986 policy's recommendation, the government ought to put in place practical measures for the learning provision.

3.5 Three Language Formula of NPE 1986

- Throughout the country, the combination of three languages was implemented in 1968, with the exception of Tamil Nadu, which chose a two-language approach. The NPE 1986 is an exact replica of the 1968 strategy on the marketing of Hindi and the three-language formula [6].
- In states where Hindi is spoken: Hindi, English, and a contemporary Indian language.
- States that do not speak Hindi: Hindi, English, and one other Indian language.

There were twelve main components to the NPE 1986. A brief preview of the same can be found here:

- **The Fundamentals and Function of Learning System:** A 10+2+3 framework broken down by subject National education system.
- **Higher Education:** A focus on online learning platforms and open universities as a source of advanced education.

- Redesigning Education: Include facts and content that are relevant to culture and enhance teaching and learning.
- Teachers' Education: To enhance programmes for teachers' training and prepare future educators, the DIET was founded.
- Education Management: Planning and management at the national level.
- Reorganising NPE 1986: The policy was reorganised at various levels.
- Childhood care and education: It will focus on the nutritional needs as well as the physical, mental, social, moral, and emotional growth of the children.
- Elementary Education: Enrolment in public schools, regular education for kids up to 14 and enhancement of the standard of instruction.
- Secondary Education: "Pace-setting schools" and Navodaya Vidyalayas will be situated in different places [6].

Table 2: Comparison between the National Education Policies (NEP) of 1968 and 1986

Aspect	NEP 1968	NEP 1986
Focus	National integration and development.	Technological and scientific approach.
Structure	10+2+3.	10+2 with credit-based courses.
Medium of Instruction	Three language formula.	Encouragement of Multilingualism.
Vocational education	Recognised the need.	Emphasis on vocationalisation.
Decentralization	-	Emphasis on decentralization.
Adult education	-	Recognised the importance of adult education.
Flexibility	-	Credit-based courses for flexibility.
Technology integration	Minimal use of innovation.	Acknowledgment of innovation in the lecture room.
Assessment	Conventional rote learning-based.	Shift towards competency-based assessment.

3.6 Programme of Action (PoA-1992)

- The Prime Minister of India, PV Narasimha Rao changed the NEP in 1992 to emphasise higher education. In addition to modernising curriculums and increasing research allowances for MPhil and PhD students, a proposal for twenty new universities was submitted.
- In May 1990, a Committee headed by Acharya Ramamurti was established to check the NPE-1986 and offer suggestions for changes.
- In July 1991, CABE was initiated under the guidance of Janardan Reddy, Chief Minister of Andhra Pradesh.

- The Government changes in the NPE-1986 as the Revised National Policy of Education 1986 (PoA-1992), as per the Reports of Ramamurti and Janardan Reddy. The final Report was placed in both Parliament Houses on May 7, 1992[7].

3.7 Modification of NPE-1986 (PoA-1992)

The campaign for literacy as a whole is given more attention where both adults and school-age children are covered.

- The NLM will be connected to the fight against poverty.
- Strengthening of nationally significant educational institutions is planned, like UGC, NCTE, AICTE, and so on.
- A focus on programmes for skilled and vocational training. Pupil not able to carry forward their education can choose other ways to support themselves.
- The Upper primary level should be added to the operational Blackboard programme. Three teachers, three classrooms, and basic teaching aids, such as charts, are required.
- The objective of this policy is for 10% of all students to complete secondary education by 1995 and for 25% of students to complete vocational education by 2000.
- There should be more Navodaya Vidyalayas established in Pan India. The greater number of students at Navodaya School are gifted rural kids (75% of seats are reserved with reservations for SC and ST).
- The updated policy should name an autonomous commission to advance higher education quickly and improve it.
- Women should be appointed to 50% of primary school positions in the future.
- Girls, scheduled castes, scheduled tribes and weaker classes receive secondary education.
- National Evaluation Association for Examination reforms. It is reported that higher learning accounts for more than 6% of the national income [7].

4. NATIONAL CURRICULUM FRAMEWORK, 2005

The paper was published in 2005 under the pretext of the National Curriculum Framework by the NCERT. The goal was to divert student-led "active learning" rather than teacher-led instruction. Using this framework, more effective and appropriate teaching initiatives were developed. Through the use of this framework, active learning and knowledge construction replaced tedious rote learning techniques. Students were given greater scope through practical experiences [8].

- The idea of departing from the culture of textbooks was presented. It became more student-centric with the framework.
- Within our mainstream system, the NCF 2005 curriculum perspective transformation where its emphasis was primarily on fostering conceptual understanding through firsthand and integrated experiences.
- An educational system that made learning engaging and lifelong was envisioned. Additionally, this curriculum framework denounced social norms like gender bias [8].

4.1 The Right to Education (RTE) Act 2009

The Right to Education Act was approved on August 4, 2009, and the law went into effect on April 1, 2010. It guaranteed each and every child between the years of six to fourteen had the right to a free and compulsory education. This law established education as a fundamental right.

- A child's education was now under the jurisdiction of the government. The government was given complete authority by this Act to guarantee a child's enrolment in primary school graduation and appropriate attendance.
- We can affirm that the primary purpose of the act was to enrol every child in this age group in the regular educational system. As a result, RTE 2009 went down in Indian educational system history as a significant event [9].
- Special provisions: The legislation includes exceptions for youngsters with disabilities, ensuring their access to inclusive education and necessary support services.
- Monitoring and Enforcement: It establishes mechanisms for monitoring the implementation of the RTE Act and provides for the appointment of authorities to implement its conditions.

4.2 Main Recommendations of the RTE 2009

- To carry out the provisions of this act, neighbourhood schools will be established.
- Pupils aged 6 to 14 years shall have a fundamental right to an education.
- During the designated age range, the education of the child is free of charge.
- Legal to transfer schools between six and fourteen years. A transfer certificate needs to be issued right away by the relevant previous school administration. Three years from the date this act is enacted, every school will have an adequate student-teacher ratio.
- Safe school buildings with all the amenities required should be maintained and separate restrooms for boys and girls should be provided in every school.
- Reserved seats of 25% for students from underprivileged backgrounds [10].

4.3 The National Education Policy (NEP) 2020

Among the comprehensive Education Policies, NEP 2020 is the exceedingly recent. A full educational structure will have been built by 2030, marking revolutionary integrated opportunities for holistic education for all stakeholders.

The goal of NPE 2020 is to develop a new educational framework that is flexible enough to change with the times. It is additionally the very first of its kind, aiming to make India a global information giant.

The Government decided to change the educational plan after 34 years while keeping the country's overall development objective in mind. At the beginning of 2017, the Kasturirangan Committee guided the Central Government in drafting the National Education Policy 2020. In July 2020, the Central Government passed the National Education Policy 2020.

Goals of NEP 2020: - The basic level of education in India has largely been on account of supportive educational policies. In general, this policy was needed to enhance general life skills instruction and help students acquire employability skills. But the pandemic offered yet

another chance to modernize the antiquated educational system. Reintegrating about two crore out-of-school students into the regular school system is one of NPE 2020's objectives.

Structure and ECCE: The 5+3+3+4 educational framework, which spans age groups from 3 to 18, replaces the previous 10+2 system. As a result, Early Childhood Care & Education are incorporated into the main framework. Since class 1 begins at age six, children ages three to six were overlooked in this structure. Early Childhood Care & Education are incorporated into the main framework.

Since millions of students in India lack access to early childhood care and education, policymakers want to increase funding in this area. Based on ECCE research and industry best practices, it proposes developing a framework. Because of this, ECCE will be more accessible and of higher quality across the nation, with better infrastructure and more skilled personnel and teachers.[11].

Universal Access to Education:

Because of a few noteworthy outcomes from the RTE Act and the Samagra Shiksha Abhiyan, primary school enrolment and retention have significantly improved. Nonetheless, the policy highlights a possible area for the upper grades, with gross enrolment rates of just 79.3% and 90.9%, respectively, for classes 6–8 and 9–10. It falls to 56.5% in grades 11 and 12.

The policy emphasizes the importance of keeping students in higher grades. Additionally, it seeks to establish preschool through grade 12 opportunities for high-quality education, including vocational training.

Two plans have been drafted by policymakers to accomplish this. The first is providing the infrastructure and instructional support that schools require and renovating state-run schools to offer a good education. Monitoring pupils' learning progress is the second layout.

In addition, the policy offers a number of incentives with the same goal after the infrastructure and involvement are set up. The policy also encourages non-formal learning through programmes like NIOS, homeschooling and other alternatives (digital learning etc.). Like other Indian educational policies, it acknowledges non-traditional forms of education.[11]

4.4 Four phases are given in New Education Policy 2020

- a) **Foundation stage:** Children of ages three to eight are covered by the NEP 2020 in the foundation stage. The duration of this stage is five years which will consist of three years of pre-school instruction in anganwadi and two years of class one and two schoolings, during which a child's language proficiency and ability level will be assessed with an emphasis on their growth.
- b) **Preparatory stage:** The duration of this stage is sustained for three years. Eight to eleven-year-old children are included in this stage and will attend up to the fifth grade. During this phase of the new educational policy, the child's numerical skills will receive extra attention. In addition, experiments desiring to educate kids in maths, science and other subjects.

- c) **Middle stage:** It will last for a total of three years and children enrolled in this stage range in grade levels from sixth to eighth. Subject-specific curriculum will be taught to them and coding will start with sixth graders. With a view to restricting employment options to stay in school, all children adept to take exams and engage in vocational training programmes.
- d) **Secondary stage:** It will last for four years from ninth to twelfth grade. A thorough explanation of the subjects will be done during this phase. Students can hand-pick the subjects that interest them rather than restricting themselves to a particular stream. Science, Art, and Commerce can be taken concurrently by students.
- Higher education: Flipping through the pages of NEP-2020, it discusses the setting up of universities of eminence with strict requirements. With a view to financing research at colleges and universities, it will create the National Research Foundation (NRF). The current 26.3% (2018) gross enrolment rate at HE which includes vocational education, will rise to 52% by 2035. Research will be integrated into undergraduate and post-graduate programmes with an emphasis on a comprehensive, multidisciplinary approach to education. The primary focus of HEI pedagogy will be on discussion, investigation, analysis, presentation, communication, and multidisciplinary thinking.
 - One to two years for a master's degree as time of the bachelor's degree is; four years for a Ph.D.; or four years for a bachelor's degree with multiple exit options. Bachelor's degrees with a focus on research are possible. There can be a choice from three options: a one-year master's program for a four-year bachelor's degree; a two-year program with full research in the second year; or a five-year program that includes a master's degree in addition to a bachelor's where the necessity of the students come before the necessity of the teachers in the process of study.
 - Lessons for raising student involvement: The lessons and the way they are taught will be changed to better meet the needs of the new students. The teachers want to make the classroom a busier place to learn where students can get hands-on experience. The primary goals of the later stages will be the development of flexibility, goal-oriented behaviour and critical thinking skills.
 - Emphasis on mother tongue and local languages: The policy strongly emphasises teaching pupils in their mother tongue up to grade V. The native tongue must be the root of excellent textbooks where there won't be any interlude medium or spoken language. The notion of multilingualism is also emphasised so as to fulfil the national requirement of speaking the three languages. It also seeks to make language learning with technology more common.
 - Physical education: Students' skills will be developed wherein every student in the minimum class will receive instruction in horticulture, yoga, music, dance, sports, sculpture, and other subjects. Thus, the child will be proficient in both motor and non-motor skills.
 - Recruitment of Teachers: Of all the education policies, NEP 2020 placed the greatest emphasis on the vital role that teachers' technological literacy plays in their

professional development. Moreover, emphasizing the usage of online teacher training modules, the purpose is to catalyse online forums where educators could exchange best practices. Additionally, it seeks to use automated modes to increase transparency in the recruitment process. To enhance the hiring procedure as a whole, TETs (Teacher Eligibility Tests) will also be improved.

- Education through Online Mode: The NPE 2020 framework calls for the expansion of e-learning platforms. The government launched several online learning tools and platforms under the 'Digital India Campaign'. For online instruction, platforms like "SWAYAM," "DIKSHA," and "SWAYAMPRAKASH" were added and these will be improved in the upcoming years.

Table 3: Comparison between the National Education Policies (NEP) of 1986 and 2020

Description	NEP 1986	NEP 2020
Role	The entire evolution of the individual was the function of the academic structure.	The multidisciplinary education system is very crucial.
Education system	10+2+3+2 education system.	5+3+3+4+4+1 education system.
Age for formal education	When a kid turns six, they are old enough to start going to school.	When a kid turns three, they are old enough to start going to school.
School education system	There were three phases: upper secondary, secondary, and primary.	The middle school, preparatory, foundation, and secondary school education systems are the phases of the educational system.
Pre-University system	The requirements for 11th and 12th grade were thought to be preparatory to college.	The system of education prior to college was eliminated and reorganised as a school system.
Vocational Education	When the child reached the eighth standard, this was given to them.	Child in the sixth standard can use the new system.
Choice of subjects	The students selected the science, business, and arts streams.	The students chosen subjects will take centre stage.
Student-faculty ratio	The student-teacher ratio in educational structure is 20:1.	The student-to-faculty ratio in educational structure is 30:1.
	Teachers are viewed as facilitators.	Teachers are viewed as partners in their work.
B.Ed.	A two-year B. Ed. programme.	Integrated four-year B.Ed. programme.

Qualification for assistant professor	It is required to take NET/SLET with a Master's degree.	In addition to the Master's degree, NET/SLET candidates should hold a Ph.D. degree.
Credit system	Option-based crediting.	System of Credit based on competency.
M.Phil.	There was importance of a one-year M. Phil programme.	It was this strategy they discontinued the M. Phil programme.
Ph. D.	Necessary Master's degree to be accepted to Ph.D. programmes.	Necessary four years of undergraduate or graduate degree to be accepted to Ph.D. programmes.
Research fund	Funded from UGC.	National Research Foundation will give backing to research projects.
Entrance exam	Entrance exams were administered by the corresponding colleges or universities for both undergraduate and postgraduate courses.	The NTA will regulate the admission test both at the undergraduate and post-graduation levels.
Degree holder	Only after completing three years at college level can a student obtain a bachelor's degree.	To be eligible for the degree, one must finish a four-year bachelor's programme. Even if a student drops a course while it is still in process, they can still earn a degree or certificate after finishing the course for a predetermined number of years.
Master's degree	A Master's degree in a particular field took two years to complete.	One or two-year Master's degree programme that includes research.
College	The education policy placed emphasis on colleges offering single and multiple disciplines.	The policy only promotes multidisciplinary in the higher education institutions.
Foreign University	It is not permitted for any foreign university to open an educational facility in India.	To compete with Indian universities, top 100 international universities are allowed to establish branches in India.

Affiliation	State universities are connected to its institutions.	Any college can be categorized as a teaching, research, or autonomous degree-granting institution.
--------------------	---	--

5. POSITIVES AND NEGATIVES CONS OF NEP 2020

NEP 2020 is regarded as a paradigm-shifting development for the education sector.

The positive side of NEP 2020:

- NEP 2020 guarantees access to education for all.
- Pre-schooling is required, as per the hourly requirement, because pupils initiate to learn at three years of age.
- It has been suggested that the government set up a National Mission on Fundamental Literacy and Numeracy.
- It will serve as the foundation for the National Book Promotion Policy.
- For the benefit of underprivileged areas and genders, a Special Education Zone and Gender Education Fund will be established. There is an emphasis on online education.

The negative side of NEP 2020:

- Widening disparity between students who find it difficult to communicate in English due to the policy's emphasis on the local tongue.
- To help students understand the material, it is an excellent decision to provide instruction in the local tongue. But if the student relocates to a different state, they won't be able to understand the concept because they won't be accustomed to the language spoken there.
- Because the certificates are given preceding the course ending, indeed chances are such students will drop out of the course in between.
- Implementation Challenges: The main concern surrounding NEP 2020 is the challenge of effective implementation, given the scale and complexity of the proposed reforms and reciprocity and the required joint effort among stakeholders.

In India, the goal of "Viksit Bharat" (Developed India) by 2047 is envisioned by the implementation of the NEP2020. The goals of advancement will be achieved through:

- **Holistic Development:**
 - **NEP 2020 contribution:** Emphasizes holistic development by emphasising the intellectual, emotional, and physical facets of learning.
 - **Impact on Viksit Bharat:** Produces well-rounded individuals with diverse skills, fostering personal and societal development.
- **Flexible and Multidisciplinary Education:**
 - **NEP 2020 contribution:** Introduces a flexible curriculum and multidisciplinary approach that lets students select courses according to their interests.

- **Impact on Viksit Bharat:** Fosters innovation, creativity, and adaptability in individuals, contributing to a dynamic and skilled workforce.
- **Early Childhood Care and Education (ECCE):**
 - **NEP 2020 contribution:** Prioritizes ECCE to provide a strong foundation for learning.
 - **Impact on Viksit Bharat:** Lays the groundwork for a generation with enhanced cognitive abilities, positively impacting future educational outcomes.
- **Multilingualism and Local Language Instruction:**
 - **NEP 2020 contribution:** Strongly advocates for teaching in one's mother tongue or the local tongue.
 - **Impact on Viksit Bharat:** Preserves linguistic diversity, strengthens cultural identity and facilitates effective communication skills.
- **Technology Integration:**
 - **NEP 2020 contribution:** Acknowledges and advocates for blended learning.
 - **Impact on Viksit Bharat:** Enhances approach to excellence in education, ensures digital literacy and aligns education with technological advancements.
- **Vocational Education:**
 - **NEP 2020 contribution:** Integrates vocational education from the school level, providing practical skills alongside academic learning.
 - **Impact on Viksit Bharat:** Creates a skilled workforce, supporting economic development and self-sufficiency
- **Research and Innovation:**
 - **NEP 2020 contribution:** Promotes a research-oriented approach in higher education, fostering innovation and critical thinking.
 - **Impact on Viksit Bharat:** Advances in research contribute to technological progress, making India a hub for innovation and knowledge.
- **Global Collaboration:**
 - **NEP 2020 contribution:** Encourages global collaboration, exchange programs and the establishment of international campuses.
 - **Impact on Viksit Bharat:** Enhances India's global standing, promotes cultural exchange, and facilitates the exchange of ideas and knowledge
- **Focus on Inclusion and Equity:**
 - **NEP 2020 contribution:** Tackles inclusion issues by offering high-standard education to everyone, regardless of financial status.

- **Impact on Viksit Bharat:** Ensures education becomes a tool for social mobility, reducing disparities and fostering equal opportunities.
- **Accountability and Quality Enhancement:**
 - **NEP 2020 contribution:** Introduces measures for accountability, quality enhancement, and validation of institutions.
 - **Impact on Viksit Bharat:** Ensures a high standard of education, helping to make the educational system better for all.

For the sustained development of India by 2047, in accordance with the vision of ‘Viksit Bharat’, NEP 2020 highlights flexible, technology integration, global collaboration, inclusive education, and holistic development by producing a skilled, inventive and socially conscious citizenry.

CONCLUSION

The goal of the NEP 2020 is to eradicate differences in the curriculum, extracurricular activities, and academic, professional and scientific domains of the educational system. It envisions a paradigm that is student-centric and prioritizes the development of conceptual understanding and 21st-century skills. This creative policy promotes a change in assessment techniques that places more of a focus on formative assessments. Furthermore, the policy's focus on online learning represents a significant step forward in the popularization of alternative education pathways, particularly e-learning for students with a range of educational backgrounds and preferences. The policy aims to foster inclusivity, skill development and enactment of contemporary educational practices to create a learning environment that is exceeding equitable and dynamic.

References

1. Aithal et. al., "Analysis of the Indian National Education Policy 2020 towards achieving its objectives." *International Journal of Management, Technology, and Social Sciences (IJMTS)* 5.2 (2020).
2. Kantha and V. (2020). National education policies (1968 and 1986) and the Ramamurti Committee report (1992). In *Vision of Education in India* (pp. 131-154) Routledge & Kantha, V. (2020).
3. Kumar et. al., "How National Education Policy 2020 can be a lodestar to transform future generation in India." *Journal of Public Affairs* 21.3 (2021)
4. Kumar and Alok. "New education policy (NEP) 2020: A roadmap for India 2.0." University of South Florida M3 Centre Publishing 3.2021 (2021)
5. National Education Policy, 1968. Retrieved on January 12, 2021 from https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
6. National Education Policy, 1986. Retrieved on January 12, 2021 from https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
7. Ministry of Education, 1992, Programme of Action https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/POA_1992.pdf

8. National Curriculum Framework (NCF) 2005, <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
9. The Right to Education Act 2009, <https://dse.education.gov.in/rte>
10. The Right of Children to Free and Compulsory Education Act, 2009, https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_Section_wise_rationale_rev_0.pdf
11. The National Education Policy 2020, https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf