



## ORIGINAL RESEARCH PAPER

Law

### "VARIOUS NATIONAL EDUCATION POLICIES IN INDIA : A COMPARATIVE STUDY"

**KEY WORDS:** Comparative study and Various Education policies – the NPE-1968, the NPE-1986 (Revised 1992), the NEP-2020

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#### ABSTRACT

This paper explores to the various National Education Polices with certain Aspects. It highlights the evolution of educational goals, reforms, and implementation strategies across different decades. A comparative study of the educational and structural changes brought about by previous education policies here presented, focusing on the new National Education Policy-2020. It's various aspects such as, includes curricula, policy nature and vision, legal and educational reforms, affected regulatory bodies, language policy, education structure and etc. Mainly aim of this study to compare previous and present Education polices to understand the evolution and transformation in educational framework of India.

#### INTRODUCTION:

**"Policy does not flow neatly from above; it is interpreted and enacted in schools and classrooms"**

**- Stephen Ball**

The National Education polices has been played significant role for the Nation Building. It is a one type of Policy framework Document, not a Law itself. It has to go through a legislative process to formulate and implement them by the Government. Education policies are not directly binding on citizens as per other laws and constitutional amendments. They are only presented in Parliament for the government's Recard and to hold Debates between members in Parliament (Lok Sabha and Rajya Sabha). Education in India has always been the basis of national development and has been

transformed by the policies announced from periodically.

The Government of India has formulated various National education policies, such as 1<sup>st</sup> National Policy on Education-1968, 2<sup>nd</sup> National Policy on Education-1986 (Revised in 1992) and 3<sup>rd</sup> National Education Policy-2020. the main objective of every education policy has been to improve access, equity, quality and efficiency in the field of the education. This research paper has made a comparative study of these policies, in which their objectives, recommendations, reforms in the educational structure, and many other aspects like curricula have been shown. Which tries to present the changes in the policy outlook over time. It's presented tabular Comparison of various Polices as per below.

#### A Tabular Comparison of the NPE-1968, the NPE-1986 (1992), and the NEP-2020

Sr. Aspect No	1 <sup>st</sup> National Policy on Education-1968	2 <sup>nd</sup> National Policy on Education-1986 & 1992	3 <sup>rd</sup> National Education Policy-2020
01 <b>Establishment</b>	Recommended by Kothari Commission (1964-66) & Resolution of 24 July, 1968 (F 30/80/87 I. U.)	Influenced by the National Commission on Teachers (1983-85) and other expert groups & revised in 1992 as Program of Action	Recommended by Committee for the draft NEP (2017-19), Approved by Union Cabinet (29 July, 2020)
02 <b>Under the Tenure</b>	Indira Gandhi (former Prime Minister)	Rajiv Gandhi & P. V. Narasimha Rao (former Prime Ministers)	Narendra Modi (current Prime Minister)
03 <b>Under the Chairmanship</b>	Dr. Daulat Singh Kothari (for mer Chairm an of UGC)	Not Chaired (directed under P.M.) & Acharya Ramamurti (Revised)	Dr. K. Kasturirangan (Chairman of ISRO & Committee Draft NEP)
04 <b>Vision</b>	Equal Educational Opportunity	Universal access to education	Holistic development, Multidisciplinary and Flexible education
05 <b>Pillars of the Policy</b>	National integration, equal opportunity, and compulsory education	Access, equity, quality, social justice, and women empowerment	Access, equity, quality, affordability, and accountability
06 <b>Education Struct ure</b>	Introduced 10+2 system	Continued 10+2 system	Adoption of the 5+3+3+4 system
07 <b>Curriculum Reform</b>	Focus on science and moral education, promotion of regional languages in instruction	Emphasized Common Core Curriculum, inclusion of work experience, health and moral education	Reduced content load, focus on critical thinking, experiential learning, integration of vocational education & flexible subject choice
08 <b>Educational Reform Driven</b>	Emphasis on national integration and language	Focus on access, equity and women's education.	Emphasized on quality, equity, technology and global outlook
09 <b>Language Policy</b>	Three-Language Formula	Reaffirmed Three-Language Formula	Emphasized Mother tongue till class 5 (preferably to Grade 8)
10 <b>Policy Nature</b>	Advisory in nature	Policy-oriented and programmatic	Comprehensive and transformative
11 <b>Equity &amp; Inclusion</b>	Focus on equality	Emphasis on woman's education, SCs and STs	Gender inclusion fund for SEDGs & SEZs

12	<b>Regulatory Body</b>	Central & State boards	UGC, AICTE, NCTE continued	HECI proposed (UGC will be replaced)
13	<b>Implementation Body</b>	Central & State Edu. Department	MHRD with advisory bodies (NCERT, UGC)	MoE with new bodies (HECI, PARAKH & NRF)
14	<b>Governing Ministry</b>	Ministry of Education (MoE)	Ministry of Human Resource Development (MHRD)	Ministry of Education (MoE) (renamed from MHRD in 2020)
15	<b>Technology in Education</b>	No Major focus	Promoted Educational Technology cells & use audio-visual aids	Strong focus on digital learning through online platforms & AI
16	<b>ECCE</b>	Not Addressed	Promoted Anganwadi & Non formal education	Promoted ECCE (Integrates ages 3-6)
17	<b>Vocational Education focus</b>	Emphasized linking education with productivity, work	Introduced vocational courses at secondary level	Focus on mainstreaming vocational education (Grade 6 & Internships)
18	<b>Legal Education focus</b>	Not specifically addressed	Briefly mentioned under professional education (no specific legal Edu.)	focus on legal Edu. to be social relevant & globally competitive
19	<b>Reflection of Laws</b>	No specific act; based on DPSP Article 45 of the Constitution	Indirectly influenced future laws; laid groundwork for the Right to Education Act, 2009	Proposes legal reforms; Amendment, Repeal and lead to new acts. like as, HECI Act (proposed)
20	<b>Free &amp; com. Edu.</b>	up to age 14	up to age 14	From age 3 to 18 (found. to Sec. level)
21	<b>Research&amp; Innovation</b>	Not Emphasized	Some support trough institutions	Creation NRF (National Research Foundation)
22	<b>Goal for GER</b>	Not defined	Increased access	100% in school (by 2030) & 50% in Higher Edu. (by 2035)

#### CONCLUSION:

This study has shown the comparison to each other of National education policies of India. In which the commissions and their recommendations with various education policies have been presented. Each policy aimed to address the challenges of its era: from access and equity to quality and global competitiveness. the NPE-1968 laid the foundation for a unified education system; NPE-1986 focused on inclusivity and modernization; and NEP-2020 introduces a transformative, learner-centric approach with an emphasis on flexibility, technology, and multidisciplinary learning. In this study introduced to comparative information on many aspects including the Aim of the policy, equity and inclusion, educational and legal reforms, regulatory body, policy of language, structure of education and curricula of the education policies. Here, the concept of will be Reforming in the legal and educational framework in the context to the NEP-2020 has been clearly presented in comparison to the previous education policies. Finally, this study has clarified the concept of goals and objectives set for education policy for nation building.

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