**EDUCATIONAL POLICIES OF INDIA: COMPARATIVE STUDY**

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**Abstract:**

Education policy consists of policies and political decisions that affect the field of education. Governments around the world place great emphasis on education policy. Globally, there is pressure to pay more attention to the results of educational policies and their impact on social and economic development. However, there is often a lack of understanding of how education policies are made and what constitutes education policy. Educational institutions have existed in India since the dawn of civilization (Keay, 1972). In order to understand its current state, it is necessary to look into the historical background of educational policy. A good understanding of education policy can be gained by dividing the historical analysis into two time periods, which are pre-independence and post-independence. Object of the study is to study Educational Policies of India from Pre-British period, British Period, after independence and current period. Quantitative study methods are applied to this study to evaluate the Indian Educational policies and their roles from ancient to current.

**Keyword: Educational Policy, India, Education, British.**

**INTRODUCTION:**

An educational policy consists of policies and political decisions that affect the field of education. Over the past 30 years, policymakers at the state and federal levels of government have steadily increased engagement in America's schools. Under the Tenth Amendment to the United States Constitution, state governments have primary authority over education. State governments spend most of their budgets on school funding, while only a small portion of the federal budget is allocated to education. The federal government asserts its role by building on state and local education policies. Governments around the world place great emphasis on education policy. Globally, there is pressure to pay more attention to the results of educational policies and their impact on social and economic development. However, there is often a lack of understanding of how education policies are made and what constitutes education policy. This module attempts to analyze the nature of education policy, the basic features of education policy and the intended outcomes of these policies.

Educational institutions have existed in India since the dawn of civilization (Keay, 1972). In order to understand its current state, it is necessary to look into the historical background of educational policy. A good understanding of education policy can be gained by dividing the historical analysis into two time periods, which are pre-independence and post-independence.

Education Policy in Pre-Independent India Education policy in pre-independent India can be further divided into two time periods – pre-British and British periods.

1. **PRE-BRITISH PERIOD:**

While discussing the educational policy in pre-British India, an attempt has been made to analyze the educational policy from the beginning of antiquity to the advent of the British. From the beginning of Indian civilization to the present, the course of education has been controlled by those in power, but it was only with the advent of modern times that a scientific approach began to be adopted in the formulation of educational policy. There are no available literary sources for an authentic understanding of educational policy in ancient India. Literary sources from 1000 AD onwards provide a reasonably adequate knowledge of the policies that governed the ancient educational system in India, the most important sources being the Rigveda, Aranyakas, Upanishads, Epics and Puranas (Scharfe 2002). Aryans entered India in II BC. These Aryans were the first to make a significant attempt to formulate an educational policy in India. The Aryans clearly defined the nature of their educational system and the natives, who were referred to as 'Dasyus', had to adhere to the standards the Aryans set (Keay 1972).

After the Vedic period, great kingdoms of powerful kings developed here who wanted to develop an advanced way of life in their society. They were keenly interested in promoting the interests of higher learning by providing rich gifts and lands to learned scholars. More importantly, these kings enacted policies that redefined and reconstructed the education system in India. The major universities in ancient India were Nalanda and Taxila were noted for their scholarship (Scharfe 2002).

Between 400 BC and 1000 AD there was a long struggle between Buddhism and Brahmanism for supremacy in world interpretation. While Buddhism was more people-oriented, Brahmanism sought to strengthen hierarchies. Quite significantly, Buddhist education was different and not based on Vedic study and the teachers were not Brahmins. The educational policy of Buddhism was more radical and egalitarian and opened the door of knowledge to all castes. “During the Mughal period, the rulers did not make any significant efforts to universalize the existing education system, but they did try to expand Islamic education in India. Every Muslim could be educated in "Madras" and all higher education was imparted to him by the Moulvis in Arabic. Muslim educational institutions were distinguished as "Maktaba" - a primary school often attached to a mosque or run in private homes, and "Madrasa" - schools of higher learning usually attached to monasteries. Maktabas and Madrasas were at first restricted to Muslims, but later Hindus and Muslims began to study each other.

In ancient times, religion was the main goal of education. No significant effort has been made to universalize education and include people from different groups. In particular, for many centuries education continued to be monopolized by a few groups, with "caste" and "gender" determining both access to and use of educational opportunities.

1. **BRITISH PERIOD:**

The introduction of Western education was an event of great historical significance for the emergence of educational policy in India. Before the introduction of modern education, opportunities for learning were generally limited to a very small portion of the population. Those from castes and classes placed lower in the social hierarchy had almost no access to education. Pioneering work in the field of education under the British was carried out by missionaries. They tried to spread education, but this was often motivated by a desire to spread Christianity among the natives of India. One important result of the great efforts of the missionaries was to arouse the governments of both England and India to realize that it was their duty to do something for the education of the people under their rule (Keay 1972).

The British introduced the modern education system which is still used in India. They replaced the old systems of education in the country with English ways.

The education system that existed in ancient and medieval India was mostly of the "Gurukula" type. In this system, students lived with a teacher or "guru" in the same house. However, even at that time India was known for many world class universities like Nalanda.

Colonial conquest led to the downfall of the education system in India. For the first sixty years, the British did not pay any attention to the development of the education system in the country. As their territory expanded and they started to control revenue and administration, the need to educate Indians in English became a necessity to obtain manpower.

Later, the British embarked on a mission to abolish the ancient gurukul system, sowing the seeds for the country's cultural and linguistic development.

1. **A HISTORY OF EDUCATIONAL POLICY IN BRITISH INDIA:**

The history of education policy in British India can be divided into two – before 1857 (under the English East India Company) and after 1857 (under the British Crown).

Educational Policies in India under the English East India Company

1781: The Governor-General of Bengal, Warren Hastings, established the Calcutta Madarasa for the study of Islamic law. It was the first educational institute created by the East India Company (EIC) ) administration.

1784: The Asiatic Society of Bengal was founded by William Jones to understand and study the history and culture of India. During this period, Charles Wilkins translated the Bhagwat Gita into English.

1791: A resident of Benares, Jonathan Duncan, founded a Sanskrit college for the study of Hindu laws and philosophies.

1800: Governor-General Richard Wellesley founded Fort William College in Calcutta to train EIC civil servants in Indian languages ​​and customs. But this college was closed in 1802 due to the disapproval of the British administration in England with the Indian’s of the English civil servants.

DEED OF 1813

This was the first great step towards modern education in the land of the British. This Act earmarked an annual sum of Rs.1 lakh to be used for the education of Indian subjects.

During this time, Christian missionaries were active in mass education of the people, but focused more on religious instruction and conversions.

MACAULEY'S RECORD / ENGLISH EDUCATION ACT OF 1835

During Governor General William Bentick's period, more funding was allocated to education and policies were based on the recommendations of the Macauley Register.

In 1835, 1836 and 1838, Adam's Report on Vernacular Education in Bengal and Bihar was published, which pointed out the deficiencies in the vernacular education system.

1843-53: James Jonathan's experiment in the North West Province where he established one model school in each tehsil where the vernacular was used for instruction. There was also another school that trained teachers for these vernacular schools.

WOOD'S EXPEDITION OF 1854

It is also known as the "Magna Carta of English Education in India" was the first comprehensive plan for mass education in India.

**EDUCATIONAL POLICY IN INDIA UNDER THE BRITISH CROWN**:

Under the British Crown, various commissions like Hunter, Raleigh, Saddler etc. made recommendations for reforms in the Indian education system.

1882: HUNT COMMISSION FOR INDIAN EDUCATION

It recommended greater efforts by the government to improve mass education through vernacular languages.

1. Transfer of control of basic education to new councils of districts and municipalities.

2. To support women's education even outside the presidential cities.

3. Secondary education should be divided into 2 categories-

4. Literary (leads to college through an entrance exam)

5. Professional (for business positions)

1902: RALEIGH COMMISSION

Viceroy Curzon believed that universities were factories producing students with revolutionary ideologies; therefore he set up a commission to review the entire university education system in India.

The commission's recommendations led to the University Act of 1904.

1904: INDIAN UNIVERSITIES ACT

The act brought all Indian universities under government control. The key provisions of the law were

1. Greater attention to study and research in universities rather than revolutionary activities

2. The number of scholarship holders was reduced and they were to be nominated by the government

3. The government gained the right of veto against the decisions of the university senate.

4. Stricter rules of jurisdiction.

1906: The princely state of Baroda introduced compulsory primary education in its territories.

1913: GOVERNMENT RESOLUTION ON EDUCATION POLICY

• The government refused to comply with the demand of the leaders of the national movement to introduce compulsory primary education in British India; they did not want responsibility for mass education.

• But he announced a future policy to eliminate illiteracy.

• Provincial governments were asked to take responsibility for providing free primary education to the poorer and backward classes.

• Improve the quality of secondary education and private activities.

• One university will be established in each province.

1917-19: SADDLERY UNIVERSITY COMMISSION

It was originally established to study and report on the causes of Calcutta University's poor performance, but eventually reviewed all universities in the country.

1916-21: 7 new universities were established in Mysore, Patna, Benares, Aligarh, Dacca, Lucknow and Osmania.

1920: The recommendations of the Saddlery Commission were passed on to the provincial government as education was devolved to the provinces as part of the Montagu-Chelmsford reforms. This caused a financial crisis in education.

1929: HARTOG COMMITTEE

1. Provide basic education, but not need a system of compulsory education.

2. Only meritorious students should be allowed to study in middle and high schools while average students should be diverted to vocational courses.

3. Limited admissions to colleges to improve standards.

1937: INDIAN NATIONAL CONGRESS (INC) WARDH PRIMARY EDUCATION SCHEME

The Congress held a national conference on education at Wardha and formed a committee on elementary education headed by Zakir Hussain.

The scheme focused on 'learning by doing' which was based on Gandhi's ideas published in the Harijan.

1. Basic handicrafts should be included in the curriculum

2. The first 7 years of school will be free and compulsory

3. Hindi as medium upto 7th class and English from 8th class onwards.

1944: SERGEANT PLAN OF EDUCATION BY THE CENTRAL ADVISORY BOARD OF EDUCATION

1. Free basic education for the age group of 3-6 years.

2. Compulsory school attendance for the 6-11 age group

3. Secondary school for selected students in the age group of 11-17 years.

4. To improve technical, commercial and artistic education

5. Focus on teacher training, physical education and education of the mentally and physically disabled.

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| **NO.** | **BRITISH INDIA BEFORE 1857** | **BRITISH INDIA AFTER 1857** |
| 1. | Warren Hastings, established the Calcutta Madarasa 1781. | Hunt commission for indian education 1882. |
| 2. | The Asiatic Society of Bengal 1784. | Raleigh commission 1902. |
| 3. | Sanskrit college 1791. | Indian universities act 1904. |
| 4.  | Fort William College 1800. | Government resolution on education policy 1913. |
| 5. | Deed of 1813. | Saddlery university commission 1917-19. |
| 6. | English education act of 1835. | Hartog committee 1929. |
| 7. | Wood's expedition of 1854. | Indian national congress (inc) wardh primary education scheme 1937. |
| 8. |  | Sergeant plan of education by the central advisory board of education 1944. |

**IV. PRINCIPAL EDUCATION COMMISSION IN INDIA SINCE INDEPENDENCE:**

1. **DR. RADHAKRISHAN - COMMISSION FOR UNIVERSITY EDUCATION**

The period of Prime Minister Jawaharlal Nehru (1947-1964) was more focused on heavy industrialization which gave strength to the development of colleges and technical institutions. The first commission for education was appointed under the chairmanship of Dr. S. Radhakrishany as the University Education Commission (UEC) in 1948. According to the University Education Commission; the aim of universities should be to produce capable people who can gain national responsibility in various fields. The Higher Education Commission insists that universities must have capable staff and workers in a variety of professions and industries. The UEC proposed that admission to university courses should be based on an intermediate examination [7]. UEC's wish is for the school to expand its outcomes so that many people can enter employment or self-employment, but in reality very few would continue their studies after school.

1. **DR. LAKSHAMANASWAMI MUDALIYAR - COMMISSION FOR SECONDARY EDUCATION**

In an effort to improve school education, a new education commission (Secondary Education Commission - SEC) was assigned in 1952 under the leadership of Dr. Lakshamanaswami Mudaliyar. This commission deals with the issue of school education. The Commission's report predicted that schools would play a key role in empowerment self-governing citizenship, emphasizing that "democracy is based on faith and on the dignity and worth of each 'individual,' where the fullness of inherent worth cannot be overshadowed by economic, racial, or social considerations (SEC , 1952, p. 20) The SEC presented its testimony in 1953, which contained proposals for secondary education. Installation of a system of upper secondary education, creation of diversified courses, trilingual formula, emphasis on education and career guidance, improvement of teaching methods, textbooks and examination system, and improvement of building and equipment were important recommendations of the Secondary Education Commission**.**

 **SHRIMATI DURGABAI DESHMUKH - NATIONAL COMMITTEE FOR WOMEN EDUCATION**

The National Committee for Women's Education was constituted by the Government of India in the Ministry of Education vide Government Resolution No. F. 34-12/57-B.5 dated 19 May 1958 under the Chairmanship of Shrimati Durgabai Deshmukh. The Committee specifically stated that women's education should be allowed as a major program in education and that the gap between boys' and girls' education must be bridged immediately [8]. The committee also urged the Center and the state governments to frame several special programs and create a special body to implement them. The committee recommends providing female teachers especially in rural areas. Urban women should be given unique incentives like hostels and rural allowances to work in these areas.

1. **D.S. KOTHARI COMMISSION - NATIONAL POLICY ON EDUCATION - 1968**

Prime Minister Shrimati Indira Gandhi, who took over in 1964, shifted focus to poverty and rural affairs, and the same tenor seems to be being emulated in education.

The Third Commission on Education, which was established in 1964 under the chairmanship of D.S. Kothari, presented her brief report in 1966, which began as the National Policy on Education (NPE) in 1968, which is still considered a landmark in the history of education. system of India. Through the proposals of the committee, the National Education Policy meant Dr. Kothari's 1968 landmark step in the history of Independent India. The commission reviewed all aspects of the Indian education system without restricting itself to any particular aspect. This commission was an attempt to design a national education system and also dealt with a comprehensive approach to the reconstruction of education. As the Commission stated, education was designed to strengthen democracy, modernize the country and improve social, ethical and spiritual values. The key responsibility of education for national development is displayed at its best in the report of the commission aptly titled "Education and National Development".

The commission forced a major modernization of the education system to enhance its eminence at all stages and focus on science and technology, development of moral values ​​and improvement of the relationship between the education system and the daily life of the common people in India. The commission suggested that a suitable curriculum be developed to reduce the prevailing "overcrowding" and "stagnation" in schools and ensure that every child who enrolls in school completes the course effectively. NPE also emphasized improving the quality of the curriculum and teaching methods. It also promotes strengthening of science in education at the school level and expediting and giving scholarships to backward and scheduled sections. NPE became the source of restructuring that facilitated the improvement of higher education system in India. Indira Gandhi's centralization agenda during the Internal Emergency made the education system a synchronized matter in the Indian constitution, more precisely, education now became the common conscience of the central and state governments, despite the fact that it was previously solely under the control of the state government.

The National Education Policy of 1986 was approved in the budget session of 1985 when Sri Rajiv Gandhi was the Prime Minister of India. NPE-1986 was designed to improve educational standards and improve access to education. At the same time, it would preserve the values ​​of secularism, socialism and equality that have been promoted since independence. The government intended to seek financial support from the private sector to balance the government's finances. The central government has also announced that it is aware of the great task of introducing national and integrative quality education to improve the quality and standards of education. On the other hand, state governments have retained a major role in curriculum development. NPE-1986 proposed a national system of education with a recognized composition of 10+2+3. Regarding the distribution of the first 10 years, she proposed a basic system consisting of 5 years of primary education and 3 years of higher primary education after these 2 years of secondary education. NPE-1986 proposed that +2 be recognized as part of school education across India. The policy recapitulated the importance of adopting valuable measures for the performance of the regular school system proposed in the NPE Policy-1968.

In May 1990, a committee was set up under the chairmanship of Acharaya Rammurti to review the National Policy on Education (NPE) and suggest changes to it. Central Advisory Board for Education, Committee constituted in July 1991 under the Chairmanship.

1. **NATIONAL POLICY ON EDUCATION (1992)**

The Government of India had set up a commission under the chairmanship of Acharaya Ramamurti in 1990 to reassess the impact of the provisions National Policy on Education and also to give recommendations. Later, under the leadership of N. Janadhana Reddy the Central Advisory Board of Education was set up. This Board considered some modifications in NPE. The report of the committee had been submitted on 1992 and it came to be known as the National Programme of Action of 1992. The National Policy on Education – 1992 stressed on promotion of development and strengthening national integration. The National Policy on Education (1992) emphasised the need for greater transformation of the Indian educational system, with a focus on quality enhancement. The policy also stressed on developing moral values among students and bringing education closer to life (Ranganathan 2007).

**SARVA SHIKSHA ABHIYAN (SSA)**

Sarva Shiksha Abhiyan or The Education for All Movement is a central government programme which aimed at universalising elementary education in a time bound manner. This programme has been in operation since 2000-2001. However, its origin dates back to 1993-94, when the District Primary Education Programme (DPEP) was launched. DPEP had basically aimed at fulfilling the goal of universalisation of primary education. Sarva Shiksha Abhiyan aimed at creating an ideal system of education which enabled individuals to develop and inculcate knowledge, create awareness of social 12 and human values, and build a strong character. SSA proposed that the education system must develop in consonance with contemporary societal needs (Mohanty 2003). Availability of infrastructure is fundamental in providing access to education. Under the SSA scheme between 2002-03 and 2008-09 1,48,492 new primary schools and 1,33,277 new upper primary schools were opened and an additional 8,00,000 classrooms were built, significantly expanding access to the elementary level. Further, the Mission also motivated increased efforts to develop, fund and implement specific strategies to reach deprived urban children, particularly in the 35 cities with more than one million inhabitants (Joint Review Mission of SSA 2009).

1. **RIGHT TO EDUCATION ACT (2009)**

Right to Education Act or The Right of Children to Free and Compulsory Education Act emphasises the importance of free and compulsory education for children who are in the age group of 6 to 14 years. The Act came into existence on 1st April, 2010 and since then India became one of the 135 countries to make education a fundamental right of every child. Further, this Act specifies that all private schools have to reserve 25% of seats to children of socially disadvantaged groups. It also laid down that no child shall be held back, expelled or required to pass a board examination until the completion of elementary education. For school dropouts there is a special training, given under this Act. Since education is a concurrent issue in the Indian Constitution, the responsibilities of implementation of this Act have been distributed among centre, state and local governmental bodies. The central government bears 70% of the expenses of the implementation of this Act and 30% is provided by state government.

Besides these centrally sponsored education policies, state governments have also launched many support schemes such as for example, the Midday Meal Scheme, Bicycle scheme, establishment of pre and post-matric hostels to enhance access and utilization of educational opportunities. Almost every state government has set up committees and commissions to recommend policy changes in the field of education, to make it more ‘inclusive’, ‘quality conscious’ and ‘attune itself to meet globally 13 accepted standards’. But at the implementation level there have been many shortfalls which need to be addressed in future policies.

1. **THE NATIONAL EDUCATION POLICY 2020:**

The National Education Policy 2020 was announced on July 29, 2020**.** The national education policy until 2020 proposes various reforms in school education and in higher education, including technical education. A number of action points/activities for implementation in both school and higher education are mentioned in the National Education Policy 2020. The details of the main features of the NEP 2020 are as follows:

i. Ensuring universal access at all levels of education from pre-school to 12th grade;

ii. Ensuring quality early childhood care and education for all children aged 3-6;

iii. New curricular and pedagogical structure (5+3+3+4);

iv. No hard distinctions between arts and sciences, between curricular and extracurricular activities, between professional and academic streams;

v. establishing a national mission for basic literacy and numeracy;

vi. Emphasis on promoting multilingualism and Indian languages; The medium of instruction up to at least 5th grade but preferably up to 8th grade and beyond will be the home language/mother tongue/local language/regional language.

vii. Assessment reforms - Control exams up to twice during a given school year, one main exam and one for improvement if desired;

viii. Establishment of a new national assessment center PARAKH (Assessment, Review and Analysis of Knowledge for Holistic Development);

ix. Equitable and inclusive education - Special emphasis is placed on socially and economically disadvantaged groups (SEDG);

x. A separate fund for gender inclusion and special educational zones for disadvantaged regions and groups;

xi. Robust and transparent processes for teacher recruitment and merit-based performance;

xii. Ensuring availability of all resources through school complexes and clusters;

xiii. Establishment of the State School Standards Authority (SSSA);

xiv. Exposure to vocational education in the school and university system;

xv. increasing the GER in higher education to 50%;

xvi. Holistic and multidisciplinary education with multiple entry/exit options;

xvii. NTA will offer a common entrance exam for admission to colleges;

xviii. Establishment of the Academic Loan Bank;

xix. Establishment of multidisciplinary educational and research universities (MERU);

xx. Establishment of the National Research Foundation (NRF);

xxi. "light but tight" regulation;

xxii. A single umbrella body to support the higher education sector including teacher education and excluding medical and legal education – Higher Education Commission of India (HECI) – with independent standard setting bodies – General Board of Education; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation - National Higher Education Regulatory Council (NHERC);

xxiii. Expansion of open and distance education to increase gross enrollment ratio (GER).

xxiv. Internationalization of education

xxv. Vocational education will be an integral part of the higher education system. Separate technical universities, medical universities, law and agricultural universities or institutions in these or other fields will strive to become multidisciplinary institutions.

xxvi. Teacher education - 4-year integrated bachelor's field of education focused on a specific stage and subject

xxvii. Establishing a national mission for mentoring.

xxviii. Creation of an autonomous body, the National Technology Forum for Education (NETF), which provides a platform for the free exchange of ideas on the use of technology to improve learning, assessment, planning and administration. Appropriate integration of technology into all levels of education.

xxix. Achieving 100% youth and adult literacy.

xxx. Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.

xxxi. All educational institutions will adhere to similar auditing and disclosure standards as a "non-profit" entity.

xxxii. The Center and states will work together to increase public investment in the education sector to reach 6% of GDP at the earliest.

xxxiii. Strengthening the Central Advisory Board for Education to ensure coordination to bring overall focus on quality education.

The NEP, 2020 aims to increase GER to 100% in pre-primary to secondary level by 2030, while GER in higher education including vocational education from 26.3% (2018) to 50% by 2035.

The Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT) central sector scheme was launched in 2014 to comprehensively address all issues related to teacher training/capacity building and professional development of teachers. A total of 95 centers were established across the country within individual components, through which faculties/teachers were trained. Currently, the Standing Finance Committee has reviewed the scheme and recommended continuation till 2025-26 with a total expenditure of Rs. 493.68 million crowns. Under the PMMMNMTT scheme, centers are established on the basis of proposals received from educational institutions, their screening by the Screening Committee and approval by the Project Approval Board.

1. **WHO ARE THE INDIAN EDUCATION POLICY MAKER AFTER INDEPENDENCE?**

The policy covers elementary education to higher education in both rural and urban India. The first NPE was promulgated by the Government of India by Prime Minister Indira Gandhi in 1968, the second by Prime Minister Rajiv Gandhi in 1986, and the third by Prime Minister Narendra Modi in 2020.

1. **OBJECTIVE OF THE STUDY :**
2. To study Educational Policies of India from Pre-British period, British Period, after independence and current period.
3. To study systematically.

**METHOD OF THE STUDY:**

Quantitative study methods are applied to this study. To evaluate the Indian Educational policies and their roles from ancient to current year.

**FINDINGS:** The major findings of this study is

1. Pre-British period means ancient India’s Education system was based on Gurukula. Basically Veda’s, Aranyak, Upanishads, Puran’s and Epic’s were the main educational opportunities. Cast system was there. Higher cast mostly gets the educational opportunities from their gurus.
2. In British period East India Company came India to establish their business and as per their requirement they changed Indian educational policies from ancient to modern education system. They developed Madrasa for Muslim’s and Sanskrit college for Hindu’s. Christian Missionaries also came and work for Mass education but they mainly focus their religious development. In this period English Education system also developed.
3. Before Independence means after 1857 Indian Educational policies are developed by various commissions. Then Primary education, secondary education, women education and higher education are established. Universities are opened for higher education.
4. After Independence New Policies of Education were established by Prime Minister Indira Gandhi 1968, then Rajiv Gandhi 1986 and now our current Prime Minister Narendra Modi in 2020 to now. Lot of changes are happened during these periods and it will be continued.
5. **CONCUTION:**

In ancient India, the Gurukul system of education followed. This system involved a teacher teaching his subjects like Sanskrit, scriptures, mathematics, metaphysics etc. in his own house. The student stays at the teacher's house for as long as he wishes or until the guru feels he has taught all there is to teach. All the Gurukula were close to nature and a life that was not complicated like today. In the modern education system, they are based on the English language and the classroom connected with nature is totally broken. Implementation of the Right to Free and Compulsory Education Act 2009 and Sarva Siksha Avijan (SSA) provide free and compulsory education to all Indian children between the ages of 6 and 14 for this free and compulsory education. Although RTE and SSA have increased school accessibility, they have led to high enrollment and at the same time an increase in dropout rates. Since 2017, children have not enrolled in school and the enrollment ratio has fallen. 3% of 95%. As of 2018, the overall proportion of girls in the 11–14 age group out of school decreased to 4.1% from 10.3% in 2006. Also in 2008, more than 20% of girls in the 15–16 age group were not enrolled. in schools. In 2018, this number dropped to 13.5%. In 2016, 30.6% of children aged 6-14 started going to private school. This is almost the same as in 2018, when it was 30.9%. The quality of education is very poor. The 2018 Annual State of Education Report (ASER) highlighted gaps in basic literacy and numeracy skills. Students do not improve in higher studies because they are not thorough in the basics. Problems with less employment of teachers, lack of proper teacher training. Economic division like rich and poor is also responsible for this degradation of education system. Unemployable workforce, Research and development issues. Corruption, low quality of infrastructure and education in public schools. India's education system can enable us to solve all the current problems that India is facing. This includes poverty, unemployment, intolerance, etc. The government must take steps to rectify the existing gaps in the Indian education system to improve the lives of all Indians. If there is a correction of the new education policy from basic to higher level and if the state and central government manage to develop the education system higher according to the expectations of the students, such as the economic division needs to be corrected, the gap of the education system should be corrected. Politics free students. A carefree education system is essential for every level of education.

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