

1. Structure of Education in Nepal and India

1.1) Pre-Primary level :

Nepal	India
1 to 4 years child care	from conception to birth
4 to 6 years preprimary	from birth to 2.5 years
	2.5 to 4 years
	4 years to 6 years

The above table shows that there is not significant difference of primary education between India and Nepal. It ends at the age of 6 in both countries.

1.2) Primary level:

Nepal	India
Basic level 1 to 8	Lower Primary: class 1 to 5
	Upper primary :class 6 to class 8

Primary level of education is divided into Lower primary and upper primary in India. But we have basic level education from 1 to 8 in primary education.

1.3) Secondary level:

Nepal	India
9 to 12	Junior Secondary 6 to 8
	Upper sec 9 to 10
	Higher sec 11 to 12

It is seen that secondary education in India is divided into three categories: junior, upper and higher secondary. But Nepal doesn't have different secondary levels.

1.4) Higher education:

Nepal	India
General GR 4 years	General graduation 3 years
Tech 5.5 years	Technical graduation 4 to 6
Post graduate 2 years	General post-graduation 2 years
M Phil 1.5 years	M Phil 1.5 years
PhD 2 to 6 years	PhD 3 to 6 years

The higher education in both countries does not have significant difference.

2. National objectives of education:

National objectives of education are the backbone the development of education. The whole educational process, educational activities, educational programs, policy run around it. National objectives of education are made according to need of the country. Thus it differs from country to country. The following are the national objectives of these two countries

India	Nepal
Free and compulsory education up to 14 years' children	Help to release internal potentialities and personalities of an individual
Education should strengthen democratic system and reliable national unity	Help to produce local, national level profession and employment as well as international employment oriented productive and skilled citizens.
To provide equal opportunity of self-	

<p>development for all Indians Encouraging secularism to achieve the goal of social cultural and religious tolerance Education should contribute for Indian development achieving affluence.</p>	<p>Help individuals for socialization and make social unity strong. Help to modernize the society and develop human resources for nation build Help to preserve and use of natural environment and national resources Help for social equality and inclusive society Prepare skilled manpower related to global modern technology, having the capacity to use it Prepare the citizens having critical thinking and creative thoughts feeling proud being Nepalese, and respecting nation and nationality. Democracy and, human rights Help to prepare the citizens to pressure, modify and develop Nepalese arts, ideal and, beauty</p>
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3. Board of examination:

If we talk about boards of examination of Nepal and India, it is clear that Nepal has a limited board on the comparison to India

India	Nepal
<p>Since India is a federal republic country. it has been practicing this system for a longer time. the states in it are also strong and state</p> <p>National Boards Central Board of Secondary Education (CBSE) Established in 1962 under the purview of MHRD, CBSE gives affiliations to both public and private schools. There are currently about 15,167 schools affiliated under CBSE. The board conducts final examinations, Council of Indian School Certificate Examinations (CISCE]. It conducts the ICSE (for class X) and ISC (for class XII) examinations in India. About 1,900 schools are affiliated with the CISCE board.</p> <p>State Government Boards: These educational boards are regulated and supervised by the state apex organization for secondary and senior secondary education.</p> <p>National Institute of Open Schooling (NIOS): It is the board of education for distance education.</p> <p>International Boards. International Baccalaureate Organization (IBO): IBO was founded in 1968 as an international, non-governmental, non-profit educational organization based in Geneva, Switzerland. IB World Schools in India offer three IB programs—primary years’ program (PYP), middle years’ program (MYP) and IB Diploma program (IBDP). There are 109 IB World Schools in</p>	<p>Previously Nepal had a centralized government system. all the educational and other institutions were governed from the center. there was central educational board for different level. SLC board for SLC student, Higher secondary Education board for Higher secondary level students and university board for higher level students. Now Nepal has been changed in to federal system, we have now 7 federal governments. B1ut we have still central level board of examination. currently SLC board and HSEB are joint together into National Education Board(NEB).</p> <p>Indian boards: There are some educational institutions in Nepal. They have been using Indian curriculum and affiliated to Indian board.</p> <p>International boards: We have some international boards. specially in town area some institutions are affiliated with them.</p> <p>University boards: The number of university in Nepal limited. they has their own examination boards.</p>

<p>India offering one or more of the three IB programmers. 50 schools offer the PYP, 11 schools offer the MYP and 96 schools offer boards of COBSE:</p> <p>Associate Members Higher Secondary Education Board, Sanothimi Bhaktapur, Nepal Mauritius Examinations Syndicate, Reduit Mauritius Bhutan Board of Examinations, Ministry of Education, Thimpu, Bhutan The Aga Khan University Examination Board, Karachi, Pakistan Inter Board Committee of Chairmen (IBCC), Islamabad, Pakistan Cambridge International Examinations, UK Edexcel, London, UK</p>	
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4. Qualification of the head and other teachers:

The qualification for staffs, teachers, head teachers, principal and vice principal is fixed in education act of any country. I have tried to show it in the following table.

India	Nepal
<p>Minimum Staff Qualifications Heads of Schools CBSE Higher Secondary Schools: Masters or Honors Degree of a Foreign University recognized as equivalent to the Master’s Degree of an Indian University. Secondary Schools: At least Master’s Degree (or its equivalent). CISCE Principal/ Headmaster / Headmistress: The Principal / Headmaster / Headmistress must possess a postgraduate academic degree in a teaching subject from a recognized University and a recognized teacher-education degree. Vice-Principal / Senior Master / Senior Mistress: The Vice-Principal / Senior Master / Senior Mistress must possess a postgraduate academic degree in a teaching subject from a recognized University and a recognized teacher-education degree. Minimum Staff Qualifications Teachers at Higher Secondary Levels (Classes 11 and 12) CBSE (i) A Subject Teachers: Master’s Degree in the subject (Persons having post graduate qualifications with specialization in a branch of the subject. Other Activity Teachers: Qualifications as recognized by NCTE. CISCE (i) Teachers at Secondary Levels (Classes 6–10) CBSE</p>	<p>Minimum qualification of the candidates in teaching profession: Primary one to five Principal: certificate level education Subject teachers:SLC Basic level one to Eight: Principal: diploma in education Subject teachers:Certificate level Secondary level: <u>Nine to ten:</u> Principal: Minimum BEd Subject teachers: BEd <u>Nine to twelve:</u> Principal:Post graduate Subject teachers: Post graduate</p>

<p>(i) Subject Teachers: Graduate Degree in the subject. : Teachers at Primary Levels (Classes 1–5) CBSE Higher Secondary with JBT (Two years) OR Intermediate/Senior Secondary with JBT (One year)..</p>	
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5. Problems of education:

When I go through the problems of education in India and Nepal, I have found the similar problem in both countries. They are: Problem in curriculum, Problem in language and Problem in evaluation system. I have discussed these points below.

5.1 Curriculum:

India	Nepal
<p>Curriculum is not accordance with explosion of knowledge Curriculum is not made according to time making research Teachers are not oriented to the new curriculum 4 Three language approach in education brings problems Present curriculum is unable to cope feeling of nationality among students Curriculum is based on only theoretical basis Diversity is seen in curriculum Is not made in all mother languages curriculum lack of coordination between central and state govt in making curriculum is producing problems</p>	<p>Since curriculum of Nepal is made in centralized process, it is unable to fulfill the local needs Our curriculum is only a theoretical basis. Implementation parts of curriculum is weak There is gap between upper level and lower level of curriculum The curriculum of Nepal is unable to address the interest, wants and needs of the child The opportunity of education is enjoyed by only a high level Still we are facing the lack of practical knowledge and life skilled curriculum Our curriculum is unable to produce the man power to compete to the rest parts of the world lack of coordination with different concerned authorities while making curriculum has brought many problems</p>

5.2 Language:

India	Nepal
<p>Three language approach has brought problems Hindi language is given importance Not all mother languages are equally used in education Indian curriculum has not made balance among mother language, regional language, and Hindi or English language</p>	<p>Nepal is a multilingual country but instructional process in all mother language has not been started. We are still in lack of curriculum in mother language Since medium of instruction is Nepali and English, it is difficult for the children who speak other language Lack of materials in Nepali and other mother language shows great problems</p>

5.3 Evaluation system:

India	Nepal
Lack of internal evaluation system	Only examination is considered as tools of evaluation
Importance is given to written examination	Instructional process is oriented to examination
Given importance for external evaluation	Lack of real evaluation knowledge
Implementation parts of CAS are weak	Unscientific evaluation system
Given importance to only a summative evaluation	Lack of analyses and use of exam result
No practical evaluation	Lack of internal evaluation
Stress on only in cognitive aspect	Financially weak
Skill and attitude are not evaluated with present curriculum	Lack of coordination
	Uselessness of CAS in primary level
	Meaningless DLE in lower secondary level

6. Different education commission for the betterment of education:

The following are the different commissions of education in Nepal and India. These commissions have played a vital role for the betterment of education. If we see the history of these commissions, the first one was formed in 1882 in India but only in 1954 in Nepal. When the first commission of education was formed in Nepal the 5th education commission was formed in India. Thus India has made a great revolution in education. It is competing with the rest of the world in the field of education.

India	Nepal
The Indian Education commission 1882	Nepal National Education planning commission 1954
The Indian University commission 1902	All round National Education Commission Report 2018
The Calcutta University commission 1917	National Education System Plan 1971
The university Education commission 1948	Royal commission for Higher Education 2040
The secondary Education commission 1952	National Education commission 1992
Education Commission 1964	High level National Education commission 1998

CONCLUSION:

It is concluded that there is the similarity in educational policy in Nepal and India. Most of the facts are similar. The rate of educational progress in India is higher and rapid in India than in Nepal.

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Mr. Benuprasad Sitaula
Research Scholar , SVN University , Sagar, MP, India.