

Evolution Of National Policy On Education

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ABSTRACT

Education system is the holder and carrier of national culture. Education system has shaped the civilization and culture of people in all countries and in all ages. In a particular country, a particular group of people, by exchanging ideas in a particular language for a long period of time, creates a common sense, only then does the human group develop its own identity. This eminent entity of national character also gives special shapes to the educational system. Indian society has habitually appreciated the value of educational through the ages, both in good and bad times. After the Independence, the major concern of Government of India has been to evolve its own indigenous system of education and break away from the British legacy. For developing sound education system in independent India several initiatives have been taken and forming various committee, commissions and policies. These commissions and committees and policies have played an important role in shaping the educational system in India after independence. In this essay I have discussed about the National Policy on Education in India (1968), (1986), Program of Action (1992) and also, I discussed about National Education Policy (2020).

Keywords: *Equalization, Compulsory Education, Examination, Operation Blackboard.*

INTRODUCTION

In India under British rule, various educational commissions and committees were constituted at various times to review the education of the country. But the British Government did not decide what the pace and nature of national education as a whole should be or would be, but it was during the late period of British rule 1944 that thinking about it first began. In 1944, Sir John Sargent drew up the first comprehensive plan of national education

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for post-war India. At this time the Central Advisory Board of Education (CABE) adopted a plan (Sergent Plan) for the post-war restructuring of the Indian education system over the next 40 years, the structure, nature and facilities of education, which we consider to be the first planned Indian education policy document.

After India's Independence, education was one of the areas that was given special importance in the development program of the country. After independence, the national government felt the need to take some measures to manage the country's education system in a very short period of time. A number of Education Commissions and committees were set up, example, University Education Commission, 1948, Secondary Education Commission, 1952-53 and Kothari Commission, 1964-66 etc. Until the Kothari Commission report was published, the Government of India had not announced any clear National Education Policy on education at the all-India level. As a result, in different states there are many disparities in education curriculum, quality of education and administration.

NATIONAL POLICY ON EDUCATION 1968

The Kothari Commission advised the Central Government to make a clear declaration on the National Education policy so that the State Governments could adopt and implement the education plan in their respective areas. The Government of India accepted this proposal of the Commission. So, in 1967, the Government of India formed a committee (commission of Members of Parliament on Education) with members of Parliament to determine the national education policy. After discussion of this committee's report in the Central Board of Education (CABE), the Government of India Issued the '**National Education Policy, 1968**' for the whole of India. The National Education Policy of 1968 was formulated on the basis of the recommendations of the Kothari Commission.

The government of India has adopted the proposal to improve our education in accordance with the following principles:

1. **Free and Compulsory Education:** According to article 45 Of the constitution, free and compulsory education for all up to 14 years should be accelerated as much as possible.
2. **Teachers' status, salary and education system (Status Emoluments and Education of Teachers):** The role of teachers is paramount in the quality of education and national development. Teachers should be given respectable place in the society. Considering their qualifications and responsibilities, salary and employment conditions should be satisfactory.
3. **Development of language:**
 - a) **Regional Languages:** Strong development of Indian regional language and literature is necessary for educational and cultural development
 - b) **Tri-language formula:** Three language formula will be applied.

For non-Hindi speaking states: In non-Hindi areas, mother tongue, English and Hindi will be the medium of instruction in the school level education.

For Hindi speaking states: Hindi, English and one modern Indian language (preferably a South-Indian language).

Quality Hindi and English education should be provided in universities and colleges.

- c) **Hindi:** Special efforts should be made to improve the Hindi language.
- d) **Sanskrit:** Considering the contribution of Sanskrit language to the development of Indian languages and establishing cultural unity, the field of study of this language should be expanded at school and university level.
- e) **International Language:** Learning of other Indian and foreign languages will also be encouraged.
4. **Equalization of Educational Opportunity:** Opportunities will be introduced in education, for this
 - a. Regional disparity will be removed.
 - b. Rural and underdeveloped areas will be given special attention.
 - c. Importance will be given to the education of minorities, tribes, disabled.
 - d. Female education will be expanded.

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5. **Identification of Talent:** Talented students should be found as young as possible. All necessary facilities should be provided for the full development of their talent.
6. **Work Experience and National Service:** Meaningful programs in work-experience, community service and national reconstruction will be considered integral parts of education.
7. **Science Education and Research:** Science education and research should be given priority for the rapid development of the national economy.
8. **Education for Agriculture and Industry:** We have to give special importance to the improvement of agriculture and industry education. At least one Agricultural University should be established in each state. In the field of technical education hands-on-training in factories shall form an integral part of this education.
9. **Production of Books:** Talented authors should be attracted to produce excellent textbooks with reasonable remuneration. Provision should be made for quality textbooks for schools and universities. Cost of textbooks should be reduced to facilities poor students.
10. **Examination:** The aim of reforming the examination system will be to improve the reliability and validity of the examination. Continuous evaluation system should be done.
11. **Secondary Education:** Areas and classes which have been deprived of secondary education in the past should immediately expand secondary education. Technical and vocational education should be expanded at the secondary level. Agriculture, industry, commerce, medicine, public health, fine arts, handicrafts etc. should be taught at the secondary level.
12. **University Education:** The number of students in a university or college will depend on the availability of the laboratories, libraries, number of teachers and other facilities. Considerable caution should be taken in setting up new universities here. Special attention should be paid to the organization of the curriculum at the post-graduate level. Attention should be given to improving the quality of training and research at this level.
13. **Part-time Education and correspondence:** Part-time education and correspondence education should be widely expanded at the University level. Those in the society who do not have access to full-time education despite their desire, will be particularly benefited by this system.
14. **Spread of literacy and adult education:** Eliminating literacy is essential for overall national development. Students and teachers should actively participate in literacy eradication programs.
15. **Games and Sports:** Nationwide programs of sports and games must be taken up to improve physical fitness and sportsmanship among general students and sports proficient students.
16. **Education of Minorities:** All arrangements should be made not only for the protection of the rights of the minorities but also for their education.
17. **Educational structure:** It is roughly the same for the entire country it is convenient to have a learning structure. The final goal will be to introduce this structure of 10+2+3 across the country. Five years the Government of India reviews the progress of the work and decides the future policy will do.

NATIONAL POLICY ON EDUCATION 1979

When the Janata Dal Government came to power in 1979, India's new national education policy is announced. Various aspects of education have been discussed in this National Policy on Education. These principles in brief it is discussed here:

1. Restructuring and increase in salaries at secondary levels.
Controlled expansion of higher education.
2. In case of admission to college and universities implementation of 'selection policy'.
3. Higher education should be made more life-oriented without denying the importance of higher education.

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4. Integrating social and national service into higher education.
5. Engaging universities to solve social problems and improve society.
6. Marking higher secondary education vocational.
7. Establishment of an agricultural university in every state.
8. Expansion of education opportunities for the handicapped.
9. Ensure literacy for all ages 6-14 within ten years.
10. Introduction of National Adult Education Policy for Functional Literacy. Efforts to introduce 4 to 8 years curriculum.
11. Viewing higher secondary education as 'part of secondary education'.
12. Adoption of mother tongue only as the medium of instruction at primary level of education and special emphasis on mother tongue and mathematics at this level.

Education Policy announced in 1979 A.D like the first Central Education Policy of 1968 A.D is very ambitious. The National Education Policy of 1979 A.D similarly emphasized on democratic attitude, structure, secularism, safeguarding national integration, eradicating literacy, vocational education etc. Noteworthy is that the National Education Policy of 1979 A.D reflected a regressive attitude in recognizing the need for higher education and controlling its expansion.

NATIONAL POLICY ON EDUCATION 1986

In August 1985, then Prime Minister of India Rajiv Gandhi convened a conference of state education minister to discuss various aspects of the country's education system. He promised to formulate a new National Education Policy based on the consensus of all thinking persons of country. For this purpose, a discussion paper named "**challenged of education, a policy of perspective**" is published in booklet form. In this discussion paper, the current image of the country's education, the glimpse of the future form of education and the Government wishes are presented to the people of the country. On the basis of all these views and in view of the assessment-based information provided by various central agencies, the Government of India formulated a National Education Policy in 1986. This Is called 'National Policy on Education, 1986.

This education policy announced by the Government of India in 1986 is divided into **twelve** parts. Each of these sections is given a title. Its first paper is titled "**Introduction**" and the last part is titled "**Future**". The middle ten parts outline the future direction of India.

| Part number | Content (Title) | Components | Key Commitments |
|-------------|----------------------------|------------|---|
| 1. | Introduction | — | <ul style="list-style-type: none"> • Education will be used as a strategy for human resource development. |
| 2. | Goals and Responsibilities | — | <ul style="list-style-type: none"> • Preservation of national culture; • Develop scientific mindset and independent thinking skills. • To provide required manpower to the society |
| 3. | National education system | The nature | <ul style="list-style-type: none"> • Education for all. • Structure: 10+2+3 • Introduction of National Curriculum. • Non-traditional education incorporation. |

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|----|------------------------|--------------------------------|---|
| | | The nature | <ul style="list-style-type: none"> • Depoliticization of Education. • National Institute of Technical Education (NCTE). • University Grants Commission (U.G.C) • Joint responsibility of state Government and Central Government. |
| 4. | Education for Equality | Women's Education | <ul style="list-style-type: none"> • Expansion of facilities. • Increase in scholarship opportunities. |
| | | Scheduled Castes and Tribes | <ul style="list-style-type: none"> • Increasing educational opportunities. • Appointment of persons of that category as teachers. |
| | | Other Backwards and minorities | <ul style="list-style-type: none"> • Increasing educational opportunities. • Special policy for setting up schools. • Not only that, attention will also be paid to maintain the language, community and culture of the educational institutions they will build. |
| | | The Handicapped | <ul style="list-style-type: none"> • The purpose of education of physically and mentally challenged will be integrate them with the common people of the society. • Establishment of special educational institutions for severely handicapped. • Facilitating scholarship for the disabled. |
| | | Adult education | <ul style="list-style-type: none"> • Elderly with special emphasis expansion of education. • Introduction of ongoing learning for employees. • Persons from 15 to 35 years of age preference for education of persons. |

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|----|-------------------------------------|--|---|
| 5. | Child welfare and education | Pre-primary level Elementary level | <ul style="list-style-type: none"> • Integrating pre-primary education into child welfare programmes. • Increasing the quality of compulsory unpaid education up to the age 14. • Non-traditional education for school leavers. • “Operation Blackboard” will be launched soon to improve all primary schools in the country. |
| | | Secondary level | <ul style="list-style-type: none"> • Quality enhancement - curriculum. • Introduction of vocational courses. • Establishment of pace setting school. |
| | | Higher education level | <ul style="list-style-type: none"> • Creation of facilities in established colleges. • Establishment of new universities suspended. • Modernization of curriculum. • Establishment of rural university. |
| 6 | Technical and Management education | Technical education and management education | <ul style="list-style-type: none"> • Emphasis on technical education. • Use of advanced technology. • Scientific approach integration. • Application of computer. |
| 7 | Standardization of education system | --- | <ul style="list-style-type: none"> • To make the teacher aware of responsibility. • Introduction of evaluation system. • Composition of discipline environment. • Introduction of evaluation system of schools. |

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|----|---|-------|---|
| 8 | Reorganization of content and methodology | | <ul style="list-style-type: none"> • Emphasis on instilling values in education. • Implementation of Tribhasha Sutra (1968 Formula). • Reform of examination system. |
| 9 | The Teacher | | <ul style="list-style-type: none"> • Change in recruitment process. • Set up N.C.T.E, D.I.E.T, and S.C.E.R.T etc. organization set up. • Increase in training facilities. |
| 10 | Management of education system | | <ul style="list-style-type: none"> • Devolution of responsibility to C.A.B.E at central level. • Formation and devolution of responsibility to S.A.B.E at state level. • Introduction of Indian Education Service. |
| 11 | Financial resources and revisions | ----- | <ul style="list-style-type: none"> • Simplification of grant policy. • Expenditure borne by Central and State Government. |
| 12 | The future | | <ul style="list-style-type: none"> • Creating an atmosphere of cooperation at all level. • Bring conviction to all. |

The National Education policy (1986) is a strong step in the history of education in India. This education policy has made many necessary proposals for the overall improvement of education.

RAMAMURTHY COMMITTEE (Committee for Review of National Policy on Education)

In 7th May 1990 Rastriya Morcha Government enacted National Policy on Education 1986 Acharya Ramamurthy along with 17 educationalists of the country formed an education committee to review the education policy. This committee publishes a 'Perspective Paper' on Education.

Objective of the committee:

1. To develop the child's best abilities.
2. To increase the student's ability to engage in work
3. Alignment of rural education system with rural reconstruction.

JANARDAN REDDY COMMITTEE 1991

The Central Advisory Board on Education was convened on 31 July 1991 under the chairmanship of the then Chief minister of Andhra Pradesh, Janardhan Reddy, to consider how much change was possible in the country's education system as per the national Education Policy of 1986 and how the recommendation of the Ramamurthy Committee could be implemented in that text. Many of the comments and recommendations of the Ramamurthy

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Committee were implicitly ignored in the report of this expert committee. The committee in its report clearly stated that there does not seem to be any significant change in the basic structure and approach of the National Education Policy in 1986.

REVISED NATIONAL POLICY ON EDUCATION, 1992 PROGRAM OF ACTION 1992

Based on the views and recommendations of the Ramamurthy Committee (1990) and the Janardhan Reddy Committee (1991) the central Government felt the need to make some changes in the National Education Policy of 1986 and accordingly, in 1992 the Union Minister of State for Human Resource Development shri Arjun Singh introduced some minor changes in the Education policy in parliament proposed to do. According to the final draft of the National Education Policy (1986), the program adopted by the Central Government in 1992 for the implementation of the National Education Policy is called **Program of Action (POA-1992)**.

NATIONAL EDUCATION POLICY, 2020

NEP 2020 is the first education policy of the 21st century and replaces the thirty-four-year-old National Policy on Education (NPE), 1986. In 2015 India adopted the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, which seek to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. Keeping all such developments in mind, a committee was set up start discussion and prepare a draft report on education policy. The MHRD had initiated a collaborative, inclusive, and highly participatory consultation process from January 2015. In May 2016, ‘Committee for Evaluation of the new Education Policy’. Under the Chairmanship of Late Shri T.S.R. Subramanian, submitted its report. In June 2017 a ‘Committee for the Draft National Education Policy’ was constituted under the Chairmanship of eminent scientist Padma Vibhushan, Dr K. Kasturirangan, which submitted the Draft National Education Policy 2019 to the Hon’ble Human Resource Development Minister on 31st May, 2019. After reviewing the suggestions, the committee finalized the policy and we got our new policy in the name of National Education Policy, 2020 on July, 2019, 2020.

The NEP 2020, has been structured in four main parts i.e., School Education, higher Education, and other key Reas of focus and making it happen.

Recommendations of The NEP 2020

1. Ensuring Universal Access at all level schooling from pre-primary school to grade 12.
2. Ensuring quality early childhood care and education for all children between 3 to 6 years.
3. New Curricular and pedagogical Structure (5+3+3+4) including foundational, preparatory, middle and secondary.
4. Attaining Foundational Literacy and Numeracy.
5. Emphasis on promoting multilingualism and Indian language.
6. Assessment reforms
7. Setting up of a new National Assessment Centre, PARAKH
8. Emphasis on Equitable and inclusive education.
9. Setting up of State School Standards Authority (SSSA).
10. Increasing GER in higher education to 50%.by 2035.
11. Holistic Multidisciplinary Education with multiple entry/exit options.
12. Establishment of Academic Bank of Credit (ABC)
13. Setting up MERUs and NRF
14. Expansion of open and distance learning
15. Achieving 100% youth and adult literacy.
16. The CAGE will be strengthened to ensure coordination to bring overall focus on quality education.
17. Ministry of Education: In order to bring the focus back on education and learning, it may be desirable to re-designated MHRD as the Minority of education.

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CONCLUSION

Finally, it is not possible to record the entire list of lengthy recommendations of each commission within the scope of this brief discussion. Nevertheless, an attempt has been made to highlight a few parts from the long list of recommendations that may reflect the commission's vision of education. So far, there have been three iterations of the NEP education policy for the first time, PM Indira Gandhi implemented the national Education Policy 1968; then PM Rajib Gandhi brought about the National Education Policy; Finally, PM Narendra Modi created the National Education Policy 2020.

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