UNIT 11: DEVELOPMENT OF EDUCATION IN INDIA SINCE INDEPENDENCE-IV (NATIONAL POLICY OF EDUCATION, 1986 & PROGRAMME OF ACTION, 1992)

UNIT STRUCTURE

11.1 Learning Objectives

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11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- highlight the objectives of national policy on education, 1986
- list the main recommendations on elementary education recommended by NPE
- list the main recommendations on secondary education recommended by NPE
- list the main recommendations on university education recommended by NPE
- assess the national policy on education, 1986
- explain the main suggestions of Programme of Action, 1992

11.2 INTRODUCTION

In independent India, a new thinking is seen to have emerged that desired to reform and recast a system of education which may meet the new challenges, new aspirations and new needs of Free India. And for this, University Education Commission of 1948, Secondary Education Commission of 1952-53 and Education Commission of1964-66 were constituted with a view to consider changes required in the total system of education. All these three commissions gave very pertinent, meaningful and relevant recommendations to provide new directions to the prevailing system of education in order to meet changing needs and aspirations of the society. Apart from bringing minor patches of change here and there, the structure and system of education remained where it was. The target of compulsory universal education remained a dream. Vocationalisation of secondary education was only on papers. Revitalising the standards of education continued to be a slogan. Nothing was done to make education job oriented. The aims of higher education were never defined or concretised. The students of universities and colleges after completion of their education, continued to be unsuccessful job-hunters.

In this circumstance, in August 1985, Prime Minister Rajiv Gandhi came out with a document 'Challenge of Education: A Policy Perspective'. The emergence of this document was an important stage in the process of reviewing and reshaping the education system to enable it to meet the challenges of the future and also to improve its efficiency and quality. As was expected, the National Policy on Education was adopted by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 13, 1986. The document contains nearly 10,000 words spread over 29 pages and is divided into 12 parts with 157 articles, each article conceived in the context of human resource development keeping in view the challenge of the 21st century.

11.3 OBJECTIVES OF NATIONAL POLICY ON EDUCATION

The main aim of National Policy on Education was to promote individual well-being, development of skills, promoting equity and social justice, inculcation of moral values and establishment of a participative social order. The National Policy on Education is based on certain objectives to be achieved. The objectives of National Policy on Education are mentioned below:

- The concept of National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.
- The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up, the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School.
- The National System of Education will be based on a national curricular frame work which contains a common core along with other components that are flexible.
- To create an environment of international co-operation and understanding, world peace etc. and to inspire the future generation for equality and success in such environment.
- Education should help to establish social equality and to remove social narrowness and complexity from the mind of the people.
- Education should provide knowledge about different cultural and social heritage, rules and regulations of people living in different places of the country.

- There should be mutual relationships among higher educational institutions in general and technical educational institutions in particular.
- Universities and institutions of higher education also follow the attitude and features of universalisation.
- There should be an interrelation among educational institutions for research and development in science and technology. Through these programmes, the students would be able to participate in the national projects and thereby be able to contribute in the proper utilisation of resources.
- For reducing disparities, the Nation as a whole should assume the responsibility of providing resource support for implementing programmes of educational transformation, universalisation of elementary education and adult literacy.
- Opportunities should be provided to the youth, housewives, agricultural and industrial workers and professional to continue the education through 'Life-Long education'.
- Educational policy should be prepared in such a way that Central as well as State Government would take the responsibility of it.



CHECK YOUR PROGRESS

Q 1: ……..is the educational structure for whole country as suggested by National Policy on Education (fill in the blank)

Q 2: In which year National Policy on Education was formed?

.....

11.4 RECOMMENDATIONS ON ELEMENTARY EDUCATION

The new National Policy on Education mainly emphasis on two

aspects regarding elementary education. These two aspects are:

- Universal enrolment and universal retention of children up to the age of 14 years.
- A substantial improvement in the quality of education.

- **Child Centred Approach:** The framers of the policy believed that a warm welcoming and encouraging approach is the best motivation for a child to attend school and learn. At the primary stage of education, a child centred and activity-based approach of learning should be adopted. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction. As the child grows, the component of cognitive learning will be increased and skills organised through practice. The policy of non-detention at the primary stage would be retained, making evaluation as disaggregated as feasible. Corporal punishment would be firmly excluded from the educational system and school timings as well as vacations adjusted to the convenience of children.
- **Facilities in School:** The new NPE suggested that there should be a provision of essential facilities in primary schools, including at least two reasonably large rooms that are usable in all weather, and the necessary toys, black-boards, maps, charts and other learning material. At least two teachers, one of whom a woman, should work in every school, the number increasing as early as possible to one teacher per class. This programme is symbolically called 'Operation Blackboard' (OBB) which was undertaken with immediate effect to improve Primary Schools all over the country. For this OBB programme, Government, local bodies, voluntary agencies and individuals are fully involved.
- **Non-Formal Education:** According to the suggestion of new NPE, a large and systematic programme of Non-Formal Education (NFE) was launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools. Modern technological aids were used to improve the learning environment of NFE centres. Talented and dedicated young

men and women from the local community were chosen to serve as instructors, and particular attention were paid to their training. Steps were taken to facilitate their entry into the formal system in deserving cases. All necessary measures were taken to ensure that the quality of non-formal education is comparable with formal education.

Effective steps were taken to provide a framework for the curriculum on the lines of the national core curriculum but based on the needs of the learners and related to the local environment. Learning material of high quality were developed and provided free of charge to all pupils. NFE programmes provide participatory learning environment and activities such as games and sports, cultural programmes, excursions, etc.

Through these suggestions, the new National Policy on Education states the goals of universalisation of elementary education and eradication of illiteracy in the following terms:

- It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling. Likewise, by 1995 all children would be provided free and compulsory education up to 14 years of age.
- The whole nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age groups.

11.5 RECOMMENDATIONS ON SECONDARY EDUCATION

Secondary stage education should expose the students to the differentiated roles of humanities, science and social sciences. This is the appropriate stage to provide children a sense of national perspective from history and give opportunities to understand their constitutional duties and rights as citizens. Through appropriate curriculum of this stage, a sense of healthy work ethos and of the values of a human and composite culture would be brought. Education at this stage should be vocationalised through specialised institutions and through the refashioning of secondary education

that can provide valuable manpower for economic growth. For widening secondary education, it should be easily accessible for all. Main suggestions of NPE regarding secondary education are as mentioned below:

- **Pace Setting School or Navodaya Vidyalaya:** It is realised by the experts of new NPE members that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. For that Pace-setting Schools or Navodaya Vidyalayas will be established in different parts of the country on a given pattern to serve the above-mentioned mentioned purpose. These schools would be residential and schools would have full scope for innovation and experimentation. The main aims of this school would be:
  - To serve the objective of excellence, coupled with equity and social justice (with reservation for SCs and STs).
  - To promote national integration by providing opportunities to talented children, largely rural, from different parts of the country to live and learn together.
  - To develop their full potential.
  - To become catalysts of a nation-wide programme of school improvement.
- **Vocationalisation of Education:** Vocationalisation of secondary education should develop the man-power of country. The following suggestions were made by NPE in this regard:
  - Vocational Education would be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses would ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII.
  - Health education at primary and middle levels would ensure the commitment of the individuals to family and community health, and lead to health-related vocational courses at +2 stage of higher secondary education.

- Efforts would be made to devise similar vocational courses based on agriculture, social services, industry etc. and these would lead to development of attitudes, knowledge and skills for entrepreneurship and self-employment.
- Government as well as employers in the public and private sectors would take responsibility for establishment of vocational courses.
- Non-formal, flexible and need-based vocational programmes would be made available to neo-literate youths who have completed primary education, school drop-outs, person engaged in work and unemployed or partially employed.
- It is proposed that vocational courses cover 10% of higher secondary students by 1990 and 25% by 1995.



CHECK YOUR PROGRESS

Q 3: Mention one aim of pace setting schools.

.....

Q 4: Mention one suggestion for vocational education in secondary stage of education.

.....

Q 5: Vocational Education will be a _____ stream. (Fill in the blank)

11.6 RECOMMENDATIONS ON UNIVERSITY EDUCATION

Higher education provides the opportunity to know the critical social, economic, cultural, moral and spiritual problems faced by human society. It contributes to national development through dissemination of specialised knowledge and skills. This education also plays important role in development of teacher as well. Some of the suggestions specially made

for university education are described below:

- **Autonomy of Higher Education:** In the period of 1985-86, there are about 150 universities and about 5000 colleges in India. There would be consolidation and expansion of the facilities in the existing institutions. Autonomous colleges would be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Courses and programmes would be redesigned to meet the demands of specialisation better.
- **Change in the Teaching Methods:** A major effort would be directed towards the transformation of teaching methods. Audio-visual aids and electronic equipment will be introduced to streamline the development of science and technology, curricula and material, research and teacher orientation. This would require preparation of teachers at the beginning of the service as well as continuing education thereafter. Teachers' performance would be systematically assessed. Again, steps will be taken to ensure high quality research in the universities. To fulfil the need for the synthesis of knowledge, inter-disciplinary research would be encouraged.
- **Open University and Distance Learning:** The Open University system has been initiated in order to augment opportunities for higher education and as an instrument of democratising education. The Indira Gandhi National Open University established in 1985 in fulfilment of these objectives, would be strengthened. This powerful instrument will have to be developed with care and extended with caution.
- **Delinking Degrees from Jobs:** In selected areas, de-linking degrees from jobs would begin in selected areas. However, this proposal cannot be applied to professional specific courses like Engineering, Medicine, Law, Teaching etc. De-linking would be applied in services for which a university degree need not be a necessary qualification. Its implementation would lead to a re-fashioning of job specific courses and afford greater justice to those

candidates who, despite being equipped for a given job, were unable to get it because of an unnecessary preference for graduate candidates. To determine the suitability of candidates for specified jobs and to pave the way for the emergence of norms of comparable competence across the nation, National Testing Service (NTS) would be established in appropriate phases.

- **Rural University:** The new pattern of the Rural University would be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro planning at grass-root levels for the transformation of rural areas. Institutions and programmes of Gandhian basic education would be supported.

11.7 ASSESSMENT OF NATIONAL POLICY ON EDUCATION

There are certain strong points as well as weak points of National Policy on Education, 1986. These are discussed below:

- **Merits:**
  - The policy emphasised on universalisation of elementary education to remove the ignorance and illiteracy of the people of our country.
  - This policy stressed the need for operation blackboard to bring about qualitative improvement in elementary education.
  - This policy stressed on established of pace setting schools for children with special talent or aptitude which is free for the students.
  - This policy emphasised on vocationalisation of secondary education. This will develop the man-power of country.
  - Considering explosion of knowledge, a new democratic educational policy is introduced by accepting autonomy and flexibility in university education.
  - On the basis of de-linking degrees from jobs, candidates were

considered for appointment to their skills.

- This policy also stressed on changing the method of teaching in university education.
- By establishing rural university provides a scope for development of rural areas of the nation.

- **Demerits:**
  - The explosion in population was such that it did not make it easy to cope with the formulations of the policy document.
  - There is no mention about 'public school' in this policy.
  - Basic education is also neglected at the school stage.
  - No suggestion on reservation policy for admission in university education.
  - No mention of increasing working hours in school for optimum utilisation of human resources.



CHECK YOUR PROGRESS

Q 6: What is the base of establishing rural university in India?

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Q 7: Mention one merit and one demerit of national policy on education, 1986.

.....

Q 8: In the period of 1985-86, there are about _____ colleges in India. (Fill in the blank)

11.8 PROGRAMME OF ACTION, 1992

In December 1989, the National Front Government came to power at the Centre and formed a review committee under the chairmanship of Prof. Ram Murti to review and revise the National Policy on Education, 1986 implemented by the central Government. Ram Murti Committee, on its report, had suggested related to administration and finance of education, pre-primary

to higher education, vocational and technical education, teacher education, adult education and other matters, but nothing novel was proposed.

In July 1991, the Central Advisory Board on Education (CABE) Government of India formed a new committee under the chairmanship of Shri N. Janardhan Reddy to review the National Policy on Education, 1986. The committee submitted its report in January 1992. Janardhan Reddy Committee, in its report, came to the conclusion that while NPE 1986 required very little reformation, the Programme of Action 1986 required considerable revision. The CABE considered the report of the committee as the Revised National Policy or Programme of Action on May 5 & 6, 1992.

11.8.1 Recommendations of Programme of Action, 1992

- **Common School System:** Regarding common school system, following suggestions are made by the committee:
  - The common school system is developed to provide required facilities to the backward class people neglected so far.
  - The State Governments in cooperation with the Central Governments should allocate separate funds from their own sources.
- **Navodaya Vidyalayas:** The committee gave the following recommendations for the development of Navodaya Vidyalayas.
  - In all the districts of each state, Navodaya Vidyalaya should be established. It was aimed to cover all districts by the end of 8th plan.
  - State Government with partial help of Central Government should arrange its expenses.
  - Recruitment of talented teachers, holding of in-service training courses, national integration to be promoted.
  - Navodaya Vidyalayas should critically examine the appointment of teachers as well as admission of students.
  - The nature of the various Navodaya Vidyalayas should be determined by a central committee appointed by the

Government of India.

- The outgoing students of Navodaya Vidyalayas should be given admission in special schools and institutions for further higher studies.

- **Universal Education:** Regarding universal education for the children, the committee provided the following suggestions.
  - Education for all should be encouraged. A provision for universal free education for all children should be included in our constitution.
  - The drop-out level of 60% of the classes should be brought to about 40%-45%.
  - Girls of Scheduled Castes and Scheduled Tribes should be compulsorily sent to school.
  - At least one primary school should be established within the radius of one kilometre.
  - Load of school bag and academic burden should be decreased.
  - For increasing enrolment of children in primary schools, physical support such as transport etc. should be adopted.
  - The operation blackboard policy should be adopted and small committees should be formed for looking after the progress of education
- **Secondary Education:** The committee gave following suggestions for development of secondary education.
  - Common school system i.e. 10+2+3 was suggested.
  - There should be a secondary provision of qualitative improvement, modernisation and diversification of education.
  - Different roles of secondary education boards should be strengthened.
  - For making secondary education job oriented, National Policy on Education should be revised.
  - There should be a special provision of computer operation training in each and every school.

- **University Education:**
  - Higher educational institutions should be expanded and curriculum should be re-designed.
  - Establishment of Accreditation and Assessment council was proposed.
  - Establishments of State Councils of higher education to minimise the expenditure on establishment of new colleges.
  - Autonomous colleges and departments were to be established.
  - In universities, science education and research should be promoted and NCC programmes should be encouraged.
- **Open Education:**
  - It is suggested that Open University should be established by each and every state.
  - Electronic media progressively involved in expansion of open learning.
  - A Distance Education Council should be set up by Indira Gandhi National Open University.
- **Teacher's Training:**
  - Department of Education should be established and strengthened in the universities.
  - An Indian education system should be started in consultation with the State Government.
  - The Teacher Education degree should be of one year duration. It should not be imparted through correspondence mode of education. It should be started as a course in a college or university.
- **Women Education:**
  - Education should be made as an effective tool for empowerment of women.
  - There should be a provision of Literacy Campaigns with special attention to women in 15-35 age groups of women.
  - Programmes of continuing education will be undertaken.

- Girls' access to technical, vocational and technical education would be improved in educational institutions.

- **Education of SC/ST:**
  - All schools of tribal areas will be covered by operation blackboard programme.
  - Adequate incentives will be given for SC/ST children.
  - Medium of instruction for the children of tribal areas was their mother tongue.
  - There should be provision of adult education to the tribal adults.
- **Education of Handicapped:**
  - There should be provision of integrated education for the disabled children.
  - There should be provision of special schools and vocational training for the special students.
  - There should be provision of appointment of special teachers and educational and vocational guidance personnel.
  - Mass-media and learning material in Braille should be used for education of disabled children.
- **Early Childhood Care and Education:**
  - There should be provision to established Balwadis, Day-Care Centres and Pre-Primary Schools to take care of children and provide them education.
  - Adequate number of workers should be appointed in these institutions and their working conditions should be discussed.
- **Vocational Education:**
  - There should be a provision of vocational guidance and apprenticeship training.
  - Vocational education for girls should be provided at different levels.
- **Technical Education:**
  - To look after the needs of technical education, Central as well as State Governments would appoint All India Council

of Technical Education in their areas.

- The approval of technical courses would be compulsory before opening courses of technical education.

- **Physical Education:**
  - Physical education and yoga should be introduced for at least for at least 45 minutes per day.
  - Special incentives should be given for yoga, sports and games.
  - Service of National Services Scheme, Nehru Yuva Kendra, Bharat Scouts, and Guides and National Cadet Corps should be expanded.
- **Examination:**
  - In admission for university courses, selection test should be conducted. Again semester system should be followed in higher education.
  - The Central and State Government should make joint effort to reform examination.
  - Regarding reform of examination system, educational institutions should inform the government about the steps and measures that they have taken in this regard.
- **Rural Institution:**
  - In each state, there should be provision to establish a central council of rural institutions.
  - This institution should look after the educational needs of the rural people.
- **De-linking Degrees from Jobs:**
  - De-linking degrees from jobs in selected areas, especially in services, for which a university degree was not required as a necessary qualification.
- **Financial Provision:**
  - At least 6% of the National Budget should be given to the provision of education.

- The educational budget should be directed towards the help of universal education and adult education programme.
- Financial help should be provided according to the need of local areas. 'Need oriented' is the basis of financial help.
- The technical and management education should be self-financing enterprises. The standard of fees to be charged must be regulated by the government for these self-financing technical education centres.

The above-mentioned programmes and recommendations were announced in the Indian Parliament in May, 1992. The Central Advisory Board of Education considered the report of Janardhan Reddy Committee as revised National Policy on Education on May 5, 1992. It reiterated the recommendations made In National Policy on Education 1986 with little changes.



CHECK YOUR PROGRESS

Q 9: In which year Janardhan Reddy Committee submitted the report of revised National Policy on Education.

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Q 10: At least ……..of the National Budget should be given to the provision of education. (Fill in the blank)

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11.9 LET US SM UP

- The National Policy on Education was adopted by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 13, 1986. Each article of this policy conceived in the context of human resource development keeping in view the challenge of the 21st century.
- The main aim of National Policy on Education was to promote individual well-being, development of skills, promoting equity and social justice,

inculcation of moral values and establishment of an active and participatory social order.

- The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country.
- At the primary stage of education, a child centred and activity-based approach of learning should be adopted.
- There should a provision of essential facilities in primary schools, including atleast two reasonably large rooms that are usable in all weather, and the necessary toys, black-boards, maps, charts and other learning material. This programme is symbolically called 'Operation Blackboard' (OBB).
- Pace-setting Schools or Navodaya Vidyalayas were to be established in different parts of the country for the children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it.
- Vocational Education would be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity.
- Government as well as employers in the public and private sectors were to take responsibility for establishment of vocational courses.
- It is proposed that vocational courses cover 10% of higher secondary students by 1990 and 25% by 1995.
- Higher education provided the opportunity to know the critical social, economic, cultural, moral and spiritual problems faced by human society. Autonomous colleges would be helped to develop in large numbers until the affiliating system was replaced by a freer and more creative association of universities with colleges.
- In selected areas, de-linking degrees from jobs had begun in certain areas. However, this proposal could not be applied to professional courses like engineering, medicine, law, teaching, etc.
- The new pattern of the Rural University would be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on

education so as to take up the challenges of micro planning at grass-root levels for the transformation of rural areas.

Janardhan Reddy Committee suggested that in each state, there should be provision to establish a central council of rural institutions.

Janardhan Reddy Committee suggested that

- Medium of instruction for the children of tribal areas would be their mother tongue.
- There should be provision of integrated education for disabled children.
- There should be provision to established Balwadis, Day-Care Centres and Pre-Primary Schools to take care of children and provide them education.

The Central Advisory Board of Education considered the report of Janardhan Reddy Committee as revised National Policy on Education on 5 May, 1992.

11.10 FURTHER READING

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11.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 10+2+3.

Ans to Q No 2: 1986.

Ans to Q No 3: To serve the objective of excellence, coupled with equity and social justice (with reservation for SCs and STs).

Ans to Q No 4: Vocational Education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII.

Ans to Q No 5: distinct.

Ans to Q No 6: Mahatma Gandhi's revolutionary ideas on education.

Ans to Q No 7: One merit is this policy stressed the need for operation blackboard to bring about qualitative improvement in elementary education. And demerit is there is no mention about 'public school' in this policy.

Ans to Q No 8: 5000.

Ans to Q No 9: 1992

Ans to Q No 10: 6%



11.12 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Write two objectives of National Policy on Education, 1986.

Q 2: Write four suggestions about universalisation of education according to National Policy on Education, 1986.

Q 3: Write the merits of National Policy on Education, 1986.

Long Questions (Answer each question in around 300-500 words)

Q 1: Describe the different objectives of National Policy on Education, 1986.

Q 2: Discuss the suggestions of National Policy on Education, 1986 on school education.

Q 3: Critically discuss the suggestions made by National Policy on Education, 1986.

Q 4: Discuss the suggestions of revised National Policy on Education, 1986 or Janardhan Reddy Committee.

Q 6: Point out the recommendations made by Janardhan Reddy Committee.

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