

Transition of Indian Education Policies From 1968 to 2020

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ABSTRACT

The National Education Policies (NEPs) are generally formulated time to time to restructure and reconstruct the education system and improve the quality of education of the concerned country. The government of India has formulated the educational policies in 1968, 1986, 1992 and 2020. These policies has brought paradigm shift in educational structure as well as quality of education from school education to higher education in India. In the present paper the authors have tried to evaluate the Indian Education Policies from 1968 to 2020.

Keywords: Education policy, Education system, Quality of Education

Introduction:

The educational policies are considered to be the backbone of the education system of any country. Since ancient times the educational policies have been considered as the golden past of Indian history of education and it is true that education in ancient India was free from any external control like any state government or any agency. Hence, education did not suffer from any communal interest or prejudices in India. Our ancient education system indicates a spirit of piety and righteousness, formation of character, development of personality, and inculcation of civic and social duties. Ancient India has been a colorful and glorious country with great educational traditions but during the British period, education was disorganized up to the early nineteenth century.

After independence, the first new education policy was made in 1968, then it was made in 1986, after which the new education policy was revised in 1992. After 34 years, important changes have been made again in 2020 by new education policy. In which many rules related to education have been changed. (Recently, the ministry of Human Resource management has changed the name of its ministry along with changes in the education policy, the ministry of Human Resource Management will now be known

as the ministry of Education. Under the National Education Policy professional development has been made necessary for the teachers and services, in which training will be given to teachers.

NPE 1968: Our first National Policy on Education (1968) formulated on the basis of the recommendations of the Education Commission. The Education Policy, 1968 aimed at extending the prospects of education to all sections of the society to accomplish the goal of harmony and integration. The provision of compulsory education to children in the 6-14 years age group as proposed in the Indian constitution. It criticized for its promotion of the “three language formula”. It still managed to be the first systematic effort to give shape to Indian Education. It has given stress on the need for a radical reconstruction of the education system and to improve its quality at all stages. It gives the importance on the development of science and technology, the cultivation of moral and social values, and a closer relation between education and the life of the people. The Resolution stressed upon the role of education to promoting national progress, common citizenship and culture, and strengthening the national integration.

National Policy on Education has structured our

whole education system; from primary to higher education. Teacher education is an important sector of higher education; because the teachers are the backbone of an education system. In the NPE 1968 teacher education did not get enough importance. Then the government realized the importance of teacher education. So in the NPE 1986 had given proper importance in teacher education.

NPE 1986: The National Policy on Education (NPE), 1986 aimed at to provide education to all sections of society, especially SCs, STs, OBCs, and women deprived of educational opportunities. It stressed on provision of fellowships for the poor, imparting adult education, recruiting teachers from oppressed groups. Operation Black Board (OBB) was implemented in the primary education sector.

Apart from OBB, the State Council of Educational Research and Training (SCERT) and the District Institutes of Education and Training (DIETs) were started across the country. An international university of open and distance learning (ODL) ‘Indira Gandhi National Open University (IGNOU)’ was established at Delhi.

NPE 1986 states that the status of teacher reflects the socio-cultural ethos of a society and no people can rise above the level of its teachers. The government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. The following recommendations are made for the improvement of teacher’s professional competency and their service conditions:

i. The methods of recruitment of teachers will be reorganized to ensure objectivity, merit and conformity with spatial and functional recruitment because high quality teachers are needed for the better future.

ii. The pay and service conditions of teachers have to be improved to commensurate with their social and professional responsibilities. If they did not get enough respect their self-esteem will go low.

iii. Teachers associations must play a significant role in upholding professional integrity, enhancing the

dignity of the teacher and curbing professional misconduct. National level associations of teachers could prepare a code of professional ethics for teachers and see its observance.

This document was also gave some recommendations about Teacher Education. The following are recommendations are:

i. Teacher education is a continuous process; it has two parts pre-service and in- service. Those pre-service and in-service components are inseparable. As a first step, the system of teacher education will be overhauled, because the current teacher education in not appropriate.

ii. The new programs of teacher education will emphasize on continuing education and the need for teachers to meet the thrusts envisaged in this policy.

iii. NPE 1986 recommended to establishing the District Institutes of Education (DIET). The institutions will be established with the capacity to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.

iv. The document was recommended to upgrading some selected Teacher Training Colleges to complement the work of State Councils of Educational Research and Training (SCERT). Then the first SCERT was established in Delhi on 1988.

v. NPE 1986 states that the National Council for Teacher Education will be provided the necessary resources and capability to accredit institution of teacher education and provide guidance regarding curricula and methods.

vi. This document also gave recommendation about network arrangements. This network was established between teacher education institutions and University departments of education. Because there as a gap between teacher education institutions and university departments of education.

Program of Action (PoA), 1992: The revised version of NPE 1986 came into existence in 1992. This policy document is also known as Report of Acharya Ramamurti Committee or Program of Action (PoA).

National Policy on Education 1986 & 1992(PoA) focuses on many educational programmes. They are as follows:

- Early childhood care and education
- Elementary education, non-formal education, and operation Black-Board.
- Secondary education and Navodaya Vidyalaya.
- Vocational education
- Higher education
- Open Universities and distance education
- Rural universities & Institutes
- Technical and management education
- Delinking degrees from Jobs and manpower planning
- Research and Development
- Education for women's equality
- Education of SC/ST and other Backward sections
- Minority education
- Education of Handicapped
- Adult education
- Content and process of school education
- Youth and sports
- The cultural prospective
- Management education

National Education Policy (NEP) 2020:

The NEP 2020 is the first education policy of the 21st century and replaces the thirty four year old National Policy as Education (NPE) 1986, built on the fundamental pillars of Access, Equity, quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for sustainable development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multi-disciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

Some features related to NEP 2020 are:

At school education level:

- Ensuring universal access at all levels of school
- Early childhood care and education with new curricular and pedagogical structure (With emphasis on early childhood care and education, the 10+2 structure of school curricula is to be replaced by a 5+3+3+4 curricular structure corresponding to ages 3-8, 8-11, 11-14 and 14-18 years respectively.
- NCERT will develop a National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8.
- Attaining Foundational literacy and numeracy
- Reforms in school curricula and pedagogy
- Multi-linguism and the power of language
- Equitable and inclusive education
- Standard setting and accreditation
- Holistic multidisciplinary education
- Open and distance learning
- Promotion of Indian language.
- Professional education
- Adult education

Another key aspect of school education in the new policy is the breaking of the strict division of arts, commerce and science streams in high school. This can lay the foundation for a multi-disciplinary approach in high education. The laudable aspect of the scheme is the introduction of vocational courses with an internship. This may nudge the vulnerable sections of society to send their children to school. Also, it would help in realization of the goal of Skill India Mission.

The NEP-2020 proposes the extension of the Right to Education (RTE) to all children up to the age of 18. Further, the policy seeks to leverage the huge potential of online pedagogy and learning methodologies for increasing gross enrolment in higher education.

According to the policy, in spite of periodic inspection, transparency, maintaining quality standards and a favorable public perception will become a 24X7

pursuit for the institutions, leading to all-round improvement in their standard. The policy also seeks to establish a super-regulator for education which will be responsible for standards-setting, funding, accreditation and regulation of higher education India.

The document states universities from among the top 100 in the world will be able to set up campuses in India. This will lead to an infusion of international perspective and innovation, which will make the Indian education system more efficient and competitive. Most crucially, NEP, once and for all, buries the strident Hindi versus English language debate; instead, it emphasizes on making mother tongue, local language or the regional language the medium of instruction at least till Grade 5, which is considered the best medium of teaching.

A new and comprehensive National Curriculum Framework for Teacher Education (NCFTE) will be prepared by NCTE in consultation with NCERT. By 2030, the minimum degree qualification for teaching is a 4-year integrated B.Ed. Degree.

Conclusion:

The national policy on education (NPE) is a policy formulated by the Government of India to promote education amongst citizens of India. This policy covers elementary education to colleges in both rural and urban India. The first NPE was

promulgated in 1968 and second in 1986. Since then several changes have taken place that call for a revision of the policy. The NEP 2020 is the first education policy of the 21st century and replaces the thirty-four year old national policy on education NPE 1986. Built on the foundational pillars of access,

equity, quality, affordability, and accountability, this policy is aligned to the 2030 agenda for Sustainable Development and aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college

education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student.

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