

# Analytical Assessment of Indian Education Policies (NPE 1968-1986)

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## *ABSTRACT*

The national policy on education (NPE) is a policy formulated by the government of India to promote education amongst citizens of India. Education policy consists of the principles and policy decisions that influence the field of education, as well as the collection of laws and rules that govern the operation of education system. After independence Indian government saw a series of reforms to improve the quality and accessibility of education. The first ever policy education policy in India was the national policy of education formulated in the year 1968. It was promulgated by the Prime Minister, Mrs. Indira Gandhi. And was based mainly on the recommendations of the education Kothari commission. NPE 1968 was framed to equalize educational opportunities across the country. The policy focused on the development of values for national integration. IN 1986 the government led by Prime Minister Rajiv Gandhi introduced a new National Policy on education. The new policy called for special emphasis on the removal of disparities and equalizes educational opportunities especially for Indian women, Scheduled Tribes (ST) and Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to rent their children to school regularly, development of new institutions and providing housing and services. The NPE called for a child-centered approach in primary education and launched 'Operation Blackboard' to improve primary schools nation-wide. Education takes place in many forms for many purposes through many institutions. Examples of such educational may include early, childhood centers, kindergartens through to 12<sup>th</sup> grade, two-and four years colleges or universities, graduate and professional education institutes, adult education establishment and job having schemes. Accordingly, education policy can affect the education people engage in at all ages. This policy covers elementary education to college in both rural and urban India.

**Keywords: - NPE, Schedule Caste (SC), Schedule Tribe (ST), Operation Black-Board, Women Education, Kindergarten**

### **Introduction:-**

In simple way Education is the process where by a human being gradually adopts himself in various ways to his physical, social and spiritual environments. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. And so that the government of India, since Independence has taken several steps to improve the standard of education by constituting several committees and commission. This was done to address the problems of illiteracy both in rural and urban India. The first minister of education Maulana

Abul Kabul Kalam Azad strongly advocated that the central government must have control over education by introducing a uniform education system throughout the country. Indian Education policy constitutes of the principles and government policies in the educational field as well as the set of laws and rules that direct the operation of the education systems.

After independence, India has had three education policies. The foremost policy that was formulated in 1968 laid emphasis on compulsory education for children up to the age of 14 years.

Second NPE was introduced in 1986 known as National Policy on Education (1986) which was redesigned in 1992. Further the Union cabinet has approved the new National Education Policy 2020 with an aim to introduce several changes in the Indian education system from school to the college level. It aims at making India a global knowledge superpower.

### **National Policy Of Education 1968**

#### **Proposal of NPE 1968:**

The national policy on education (NPE) is a policy formulated by the government of India to promote and regulate education in India. The policy covers elementary education to higher education in both rural and urban India. Based on the report and recommendations of the

Kothari Commission (1964-1966), the prime minister of India, Indira Gandhi announced the first national policy on education in 1968. This policy was framed to equalize educational opportunities across the country. It aimed at creating an education system that can provide unrestricted access to education. This policy focused on the development of values for national integration.

#### **Highlights of NPE 1968:**

- NPE 1968 aimed at fulfilling the directive principles under the Article 45 of Indian constitution which states that there should be a provision for free and compulsory education for all children up to the age of 14 years.

- Through this policy, the “THREE LANGUAGE FORMULA” was implemented as per Article 351 of the constitution. This encouraged the development of “Hindi” across the country.

- NPE 1968 emphasized improved facilities for secondary and university level education.

- This policy accelerated the pace of adult literacy. This policy also covered the educational interests of minorities.

- This educational policy highlighted the need to uplift the conditions of teachers and promoted their academic freedom.

- On the basis of the recommendations of the Education Policy, a new structure of the educational system was designed. This was the time when the country got a uniform schooling pattern in the form of 10+2+3.

#### **Standard of NPE 1968:**

- Learning without pressure
- Self-reliance
- Child-centered approach
- Feeling of unity
- Follow pillars of education
- Equality of all learners

#### **Weakness of NPE 1968:**

- Lack of motivation
- Lack of resources and funds
- Prevailing poverty
- Lack of coordination
- Lack of awareness among parents
- An attitude of indifference towards the policy

Despite the futuristic aims of the NPE 1968, it did lack in materializing the goals of universal education for all. NPE 1968 was certainly successful in creating a structure for the nation’s educational system. However, it did not succeed in bringing about the change that it was expected to. But what can’t be denied is that NPE 1968 gave a new direction to standardize education within the country. It was instrumental in creating a structure of 10+2+3 and promote the use of the mother tongue as well.

The next big step in the history of Indian education system came in the year 1986 with the next education policy in India.

### **National Policy on Education 1986**

In 1986, the prime minister of India Rajeev Gandhi introduced a new National policy on education. This policy emphasized removal of disparities and equalization of educational opportunities especially for Indian women, Scheduled Tribes (ST), and the Scheduled Caste

(SC) communities. To achieve such as social integration this policy called for expanding scholarships, adult education, recruiting more teachers from SCs, incentives for poor families to send their children to school regularly. The NPE adopted a child-centered approach in a primary education, and launched 'Operation Blackboard' to improve primary schools nationwide. The policy expanded the open university system with the Indira Gandhi National Open University. 1986 Education Policy expected to spent 6% of GDP on education. 23 task forces were constituted in this policy of 1986. The task forces submitted their reports in July 1986 and amended in the year 1992 named as Programme of Action or POA

1992. Late Rajeev Gandhi said that the country needed was education policy which will bring economic and scientific development and prepare it for the 21<sup>st</sup> century:

The subject given to the Task Forces were as follows:

1. Education for women equality.
2. Education of the scheduled castes, scheduled Tribes and other backward sections.
3. Minorities Education
4. Making the system work.
5. Content and progress of school education.
6. Education of the Handicapped
7. Adult education
8. Early childhood care and education
9. Elementary education (Including non-formal and operation Black-board)
10. Secondary education and Navodaya Vidyalaya.
11. Vocationalisation
12. Higher education
13. Innovation, Research and development
14. Open university and distance educations
15. Technical and management education
16. The cultural perspective and implementation of

language policy.

17. Media and educational technology (including use of computers in education).
18. De-linking degrees from jobs and manpower planning.
19. Sports, physical education & youth
20. Management of education
21. Evaluation process and examination reforms
22. Teachers and their training.
23. Rural universities/institutes. 23 Task Forces were constituted and each one was assigned a particular task as per the NPE.

#### **Standard of National Policy on Education 1986:**

- The essence and role of education
- National system of education
- Education for equality
- Re-organization of education of different stages.
- Technical and management education.
- Making the system work
- Re-orienting the context and process of education.

Although, the national system of education will play a positive role in the empowerment of women. It will foster the development of new values through redesigned curricular, text books the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions. Despite of some merits of NPE 1986, some demerits of the same way also be pointed out as below:

#### **Demerits of NPE 1986:**

- Neglecting the neighborhood school concept.
- Silencing over public schools and their commercialization.
- No check on minority level and their exploitation.
- Too much expectation from community help.
- Basic education is neglected at secondary

school stage.

- Multiplicity of authorities in education has been recommended.
- No mention of increasing working hours in the school for maximum utilization of human resources.
- No suggestions given to reservation policy for admission.
- Targets in different areas of reforms have not been fixed.
- Primary, secondary, and higher secondary are not working in consistency.
- No time banned

### Conclusion :

It can be said that both policies, National Policy of Education 1968 and 1986 have proved to be most valuable for Indian education system. National policy on education 1986 has been regarded as a Magna Carta of the education for years to come every country develops its system of education to express and promote its unique socio-cultural identity. A common structure of education (10+2+3) has been accepted throughout the century due to the policy. The Education policy of 1968 managed to be the first systematic effort to give shape to Indian education. It gave a new direction towards the standardization of education within the country.



The Education policy of 1968 managed to be the first systematic effort to give shape to the Indian education. The NPE 1986 introduced equal accessibility of education. All the 157 articles of the 1986 policy have been conceived in the context of human resource development keeping in view the needs of 21st century. Both the policies laid a foundation towards the goal of a successful and will always remain a great asset to the education system of India.

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