



Quadrant – I

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Description of Module:

Items	Description of Module
Subject Name	Community Medicine
Paper Name	National Health Policies and Programmes
Module Name/Title	National Education Policy 1986
Module Id	NHPP3
Pre-requisites	Knowledge on educational system in India; knowledge on national policies in general
Objectives	To study about the national education policy
Key words	National Policy; Education



Introduction

Since the nation's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy. On independence in 1947, Maulana Azad, India's first education minister recommended strong central government control over education throughout the country, with a uniform educational system. Yet it took more than twenty years after independence to see the positional papers on education in India. The National Policy on Education is a policy formulated by the Government of India to promote education amongst India's people, covers education to Indian citizens from elementary to university level across rural and urban territories.

Under the vision of Maulana Abul Kalam Azad, the Union government established the University Education Commission (1948–1949) and the Secondary Education Commission (1952–1953) to develop proposals to modernise India's education system. Subsequently the Resolution on Scientific Policy was adopted and the government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.^{1,2}

Learning Outcomes

At the end of this module the students should be able to:

- Discuss the National Education Policy
- Describe the recent developments in the education system

Main Text

1. National Education Policy

1.1. First National Education Policy 1968

The first National Education Policy was promulgated in 1968, based on the report and recommendations of the Education Commission (1964–1966), which called for a "radical restructuring" and equalising educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualification of teachers. The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi, the national language. Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians. The policy also encouraged the teaching of the ancient Sanskrit language,



which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to 6% of the national income. As of 2013, the NPE 1968 has moved location on the national website.^{3,4}

1.2. Second National Education Policy 1986

The National Education Policy tried to enumerate the problems of access, quality, quantity, utility and financial outlay. The general formulation was incorporated in the 1968 policy, yet was not implemented. This new policy called for "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services. The NPE called for a "child-centred approach" in 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, which had been created in 1985. The policy also called for the creation of the "rural university" model, to promote economic and social development at the grassroots level in rural India.⁵⁻⁷

National Education Policy 1986 had different innovative approaches to cover elementary education to colleges in both rural and urban India as follows:

- 1) Important role of education.
- 2) National system of education.
- 3) Education for equality.
- 4) Reorganisation of education at different levels.
- 5) Making the system work.
- 6) Important role of education; All round development; Developing Man-Power; A unique investment.
- 7) National system of education: Concept of national system; Common educational structure; Understanding cultural and social system; National support for implementing programmes.
- 8) There is a common educational structure (10+2+3) followed all over the country.
- 9) School education 10+2: Pre-primary (FOR 1 YEAR) Primary (GRADE 1-5); Middle (GRADE 6-8); Secondary (GRADE 9-10); Senior Secondary (GRADE 11-12).
- 10) Education for equality: For women, SC & ST, other educationally backward sections and minorities, handicapped
- 11) This policy is especially for Indian women, ST and SC communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services.
- 12) Education for All: The current scheme for universalisation of Education for All is the Sarva Shiksha Abhiyan which is one of the largest education initiatives in the world.
- 13) The government is committed to providing education through mainstream schools for children with disabilities. The need for inclusive education arises precisely because it is now well understood that most children with disabilities can, with motivation and effort on the part of teaching institutions, become an integral part of those institutions.
- 14) Reorganisation of education at different levels: Early childhood care and education; Primary education; Secondary education; Vocationalisation of education; Higher education.
- 15) The Indian government lays great emphasis on primary education up to the age of fourteen years. Education has also been made free for children for 6 to 16 years of age. Private schools shall admit at least 25% of the children in their schools without any fee.
- 16) The Mid-day Meal Scheme is the popular name for school meal programme in India. It involves provision of lunch free of cost to school-children on all working days with an

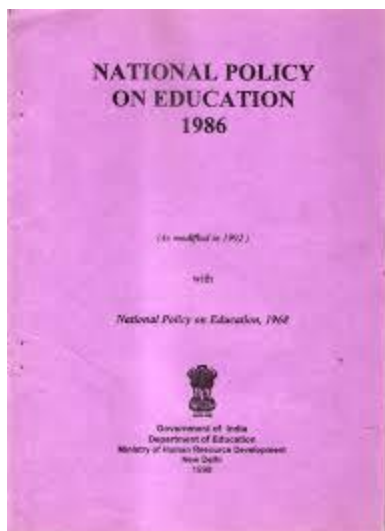


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objective to increase school enrolment and attendance, improve socialisation among children belonging to all castes and addressing malnutrition.

- 17) Role of NPE in Secondary Education: The (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as yoga into the Indian secondary school system.
- 18) Making the system work: A better deal to teachers with greater accountability; Provision of improved student services; Provision of better facilities of institution, creating a system of performance as per the national level.
- 19) Implementation of National Education Policy 1986 Operation blackboard; Restructuring and reorganisation of teacher education; Non formal education; Vocationalisation of education.



1.3. Metamorphosis of Second National Education Policy 1986

The 1986 National Policy on Education was modified in 1992. Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country. For admission to Engineering and Architecture/Planning programmes, Government of India laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in these programmes and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

Govt. Of India



New Education Policy

EDUCATE ENCOURAGE ENLIGHTEN

नई शिक्षा नीति करे साकार,
ज्ञान, योग्यता और रोजगार।

2. Recent Developments⁸⁻¹¹

Since last two decades the national level policy makers are yet to come up with another National Education Policy. During this period, few innovative activities have been added as part of



development of education that may be incorporated in the next National Education Policy. These are as follows:

2.1. Sarva Shiksha Abhiyan (SSA)/Right to Education (RTE)

Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalisation of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the children of 6-14 years age group, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

2.2. National Programme for Education of Girls at Elementary Level (NPEGEL)

The Government has approved a new programme called 'National Programme for Education of Girls at Elementary Level (NPEGEL)' as an amendment to the scheme of Sarva Shiksha Abhiyan (SSA) for providing additional components for education of girls at elementary level. The NPEGEL will form part of SSA and will be implemented under the umbrella of SSA but with a distinct identity. Sarva Shiksha Abhiyan (SSA) was started in the year 2001-02 with the objective of universalisation of elementary education. It is an attempt to provide an opportunity for improving human capabilities to all children including the girl child, through provision of community-owned quality education in a mission mode. However, as SSA has limited financial provisions for girls' education in the form of "innovations" at district level and free textbooks, there is a need for an additional component. Accordingly, NPEGEL has been formulated for education of under privileged/ disadvantaged girls from class I to VIII as a separate and distinct gender component plan of SSA. The gender component is necessary to achieve UEE for girls in educationally backward areas.

2.3. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

This is a scheme for universalisation of access to and improvement of quality at the secondary and higher secondary stage that was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality and implementation started from 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020. The vision for secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. With this vision in mind, the following is to be achieved:

- To provide a secondary school within a reasonable distance of any habitation, which should be 5 kilometer for secondary schools and 7 -10 kilometers for higher secondary schools.
- Ensure universal access to secondary education by 2017 (GER of 100%), and Universal retention by 2020, providing access to secondary education with special references to economically weaker



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sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalised categories like SC, ST, OBC and Educationally Backward Minorities.

In order to meet the challenge of Universalisation of Secondary Education, there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are; Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects. Universalisation of Secondary Education gives opportunity, to move towards equity. The concept of 'common school' will be encouraged. If these values are to be established in the system, all types of schools, including unaided private schools will also contribute towards Universalisation of Secondary Education by ensuring adequate enrolments for the children from under privileged society and the children Below Poverty Line families.

2.4. Inclusive Education for the Disabled at Secondary Stage (IEDSS)

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and provides assistance for the inclusive education of the disabled children in classes IX-XII. This scheme has now been subsumed under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) from 2013. The States/UTs are also in the process of subsuming under RMSA as RMSA subsumed Scheme. The aim was to enable all students with disabilities, to pursue further four years of secondary schooling after completing eight years of elementary schooling in an inclusive and enabling environment. The scheme covers all children studying at the secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the class IX to XII, namely blindness, low vision, leprosy cured, hearing impairment, locomotory disabilities, mental retardation, mental illness, autism, and cerebral palsy and may eventually cover speech impairment, learning disabilities, etc. Girls with the disabilities receive special focus to help them gain access to secondary schools, as also to information and guidance for developing their potential. Setting up of Model inclusive schools in every State is envisaged under the scheme.

2.5. Saakshar Bharat/Adult Education

Saakshar Bharat Mission was launched for Female Literacy on International Literacy Day i.e. September 8, 2009. This is a Centrally Sponsored Scheme, under the aegis of Department of School Education & Literacy, Ministry Of Human Resource Development, Government of India.

Objectives: To further promote and strengthen Adult Education, specially of women, by extending educational options to those adults who, having lost the opportunity of access to formal education and crossed the standard age for receiving such education, now feel a need for learning of any type, including, literacy, basic education (equivalency to formal education), vocational education (skill development), physical and emotional development, practical arts, applied science, sports, and recreation. To impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner, the National Literacy Mission (NLM) was launched in 1988 and it continued through Ninth and Tenth Five Year Plans. By the end of the Tenth Five Year Plan (March 2007), NLM had covered 597 districts under Total Literacy Campaign (TLC), 485 districts under Post Literacy Programme (PLP) and 328 districts under Continuing Education Programme (CEP). As a cumulative outcome of these efforts, 127.45 million persons became literate, of which, 60% learners were females, while 23% learners belonged to Scheduled Castes (SCs) and 12% to Scheduled Tribes (STs).

2.6. Rashtriya Uchchatar Shiksha Abhiyan (RUSA)



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Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 which aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 65:35 for general category States and 90:10 for special category states) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education. The salient objectives of RUSA are to:

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure reforms in the affiliation, academic and examination systems.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- Correct regional imbalances in access to higher education, by setting up institutions in un-served and underserved areas.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

3. The Consortium for Educational Communication¹²

The Consortium for Educational Communication popularly known as CEC is one of the Inter University Centres set up by the University Grants Commission of India. It has been established with the goal of addressing the needs of Higher Education through the use of powerful medium of Television along with the appropriate use of emerging Information Communication Technology (ICT). Realising the potential and power of television to act as means of Educational Knowledge dissemination, UGC started the Countrywide Classroom Programmes in the year 1984. For production of such programmes Media Centres were set up at 6 Universities. Subsequently CEC emerged in 1993 as a nodal agency to coordinate, guide and facilitate such Educational production at the National level. Today 21 Media Centres are working towards achieving this goal under the umbrella of CEC. The objectives of CEC are

1. Close Coordination, facilitation, overall guidance and direction towards the activities of the Media Centres set up by the UGC in various Universities throughout the country.
2. Dissemination of Educational programmes through broadcast as well as non-broadcast modes.
3. Production of Educational programmes (Audio/Visual and Web Based) and related support material further setting up of appropriate facilities for such production.
4. Research activities related to optimising the effectiveness of such programmes.

CEC is providing a forum for the active involvement of academic and other scholars in the creation of appropriate educational programmes. Studying, promoting and experimenting with new technology that will increase the reach and/or effectiveness of educational communication.

4. Merits of National Education Policy 1986



- Deep concern had been shown by the prime minister in formulation of National Education Policy
- The nationwide debate was conducted for the formulation of the policy.
- The programme of action was checked out.
- The ministry of education was renamed as Ministry of Human Resource Development (HRD).

Summary

National Education Policy is an optimum policy for the development of education in remote areas especially for SC, ST, Handicapped, backward, minorities and women. Indian Government introduced it for the development of nation and it was successful to a large extent. People come closer by the help of education and now just because of this policy India's education system is third largest system among all nations.

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Quadrant-III Self-Assessment



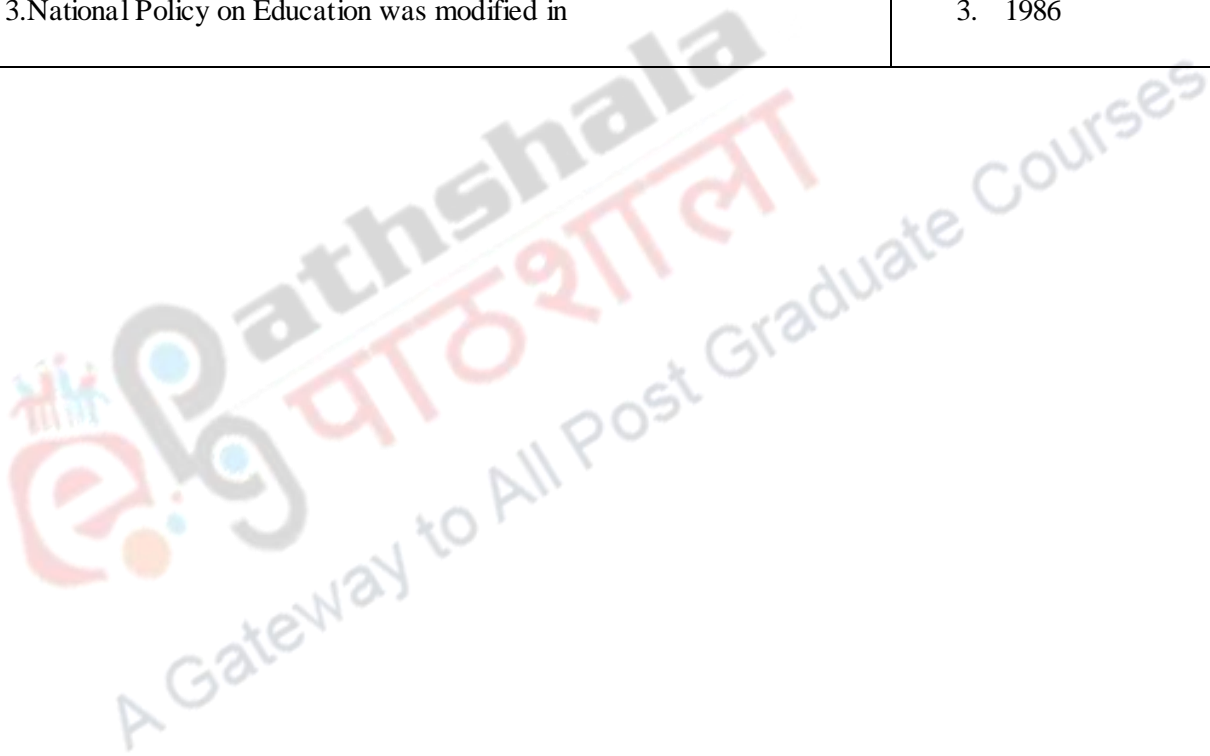
Q.1 What were the salient features in First National Education Policy 1968?

Q. 2 Briefly delineate improvements in Second National Education Policy 1986 from First National Education Policy 1968

Q. 3. First National Education Policy was promulgated in 1978 – True/ False [Key: false]

Q. 4. Match the Columns: [Key: A1: B2; A2: B3; A3: B1]

Column A	Column B
1.First National Education Policy	1. 1992
2.Second National Education Policy	2. 1968
3.National Policy on Education was modified in	3. 1986





Quadrant-IV: Learn more/Web Resources/Supporting Materials/Interesting Facts:

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