National Policy on Education

The **National Policy on Education** (NPE) is a [policy](http://en.wikipedia.org/wiki/Government_policy) formulated by the [Government of India](http://en.wikipedia.org/wiki/Government_of_India) to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of [Prime Minister](http://en.wikipedia.org/wiki/Indian_Prime_Minister) [Indira Gandhi](http://en.wikipedia.org/wiki/Indira_Gandhi), and the second by Prime Minister [Rajiv Gandhi](http://en.wikipedia.org/wiki/Rajiv_Gandhi) in 1986. It emphasizes three aspects in relation to elementary education:

* universal access and enrolment,
* universal retention of children up to 14 years of age, and
* a substantial improvement in the quality of education to enable all children to achieve

##  History

Since the nation's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. [Maulana Abul Kalam Azad](http://en.wikipedia.org/wiki/Maulana_Abul_Kalam_Azad), India's first [Minister of Education](http://en.wikipedia.org/wiki/Ministry_of_Human_Resource_Development_%28India%29), envisaged strong central government control over education throughout the country, with a uniform educational system. 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. The Resolution on Scientific Policy was adopted by the government of [Jawaharlal Nehru](http://en.wikipedia.org/wiki/Jawaharlal_Nehru), India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the [Indian Institutes of Technology](http://en.wikipedia.org/wiki/Indian_Institutes_of_Technology). In 1961, the Union government formed the [National Council of Educational Research and Training](http://en.wikipedia.org/wiki/National_Council_of_Educational_Research_and_Training) (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.

|  |  |
| --- | --- |
|  | INTRODUCTION TO NATIONAL POLICY ON EDUCATION 1968 |

We have already discussed the recommendation of the Kothari Education Commission in the previous unit. The National Policy of Education 1968 is based on the recommendations of the Commission of 1964-66.. The Commission recommended that the Government of India should issue a statement on the National Policy on Education which should provide guidance to the state Governments and the local authorities in preparing and implementing educational plans. In 1967 the Govt. of India constituted a committee of Members of parliament on Education to prepare the draft of a statement on the National Policy of Education. The Committee brought together the leading members of almost all the political parties in the country and prepared a draft which was considered by the Central Advisory Board of Education. A general consensus on the National Policy on Education emerged in the course of the Board’s deliberations.

This unit will help you to understand the resolution adopted on National Policy on Education 1968 and its evaluation. **DECLARATION OF THE GOVERNMENT POLICY** In its policy declaration the Government of India stated that the Government is convinced that a radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country for national integration and for realizing the ideal of a socialistic pattern of society. This will involve a transformation of the system to relate it more closely to the life of the people, effort to expand educational opportunity, effort to raise the quality of education at all stages, emphasis on development of science and technology and cultivation of moral and social values. The educational system must produce young man and women of character and ability committed to national service and development. Only then education will be able to play it vital role in promoting national progress, creating a sense of common citizenship and culture and strengthening national integration. Only then education will be able to play its vital role in promoting national progress.

**RESOLUTION ADOPTED ON NATIONAL POLICY OF EDUCATION**

Now we are familiar with the background, let us discuss the resolutions that have been included in the National Policy of Education, 1968. These resolutions can be considered as the follow up programme of the recommendations of the Kothari Education Commisison.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| http://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gifhttp://www.kkhsou.in/main/images/5.gif | **Free and Compulsory Education**

|  |
| --- |
|  |
| Status, Emoluments and Education of Teachers

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Development of languages

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Equalisation of Educational Opportunities

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Identification of Talent

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Science Education and Research Education for Agriculture and Industry

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Production of Books

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Examinations

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Secondary Education

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | University Education

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Part - time Education and Correspondence Courses

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Spread of Literacy and Adult Education

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Games and Sports

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Education of Minorities

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | The Educational structure

|  |  |  |
| --- | --- | --- |
|

|  |  |
| --- | --- |
| http://www.kkhsou.in/main/image/atom.gif | **EVALUATION OF THE NATIONAL POLICY OF EDUCATION, 1968** |

 |
| The National Policy on Education was welcomed in every part of the country. This policy passes some special features as well aas a few drewbacks. We are giving here an evaluation of the policy as whole.

|  |  |
| --- | --- |
| http://www.kkhsou.in/main/images/5.gif | It was an important historical event for education in Independent India because this was the first, when an attempt was made to give some sense of direction to the country’s educational system. |
| http://www.kkhsou.in/main/images/5.gif | The three lanquage formula proposed in this policy was very important from the point of view of national integration. |
| http://www.kkhsou.in/main/images/5.gif | Ensuring equality of educational opportunity was praiseworthy. |
| http://www.kkhsou.in/main/images/5.gif | Through the policy since 1968 accountability of the Central Government with regard to education has been fully recognized. |
| http://www.kkhsou.in/main/images/5.gif | Raising the standard of education at all stages has been fully recognized. |
| http://www.kkhsou.in/main/images/5.gif | The policy is criticized on the ground that it is very vague, giving important on too many things at a time. |
| http://www.kkhsou.in/main/images/5.gif | Policy has given important on creating educational faciltities for minorities. But as long as the word ‘minority’ is applied, it will continue to hamper their progress and they should be regarded ad ordinary citizens. |
| http://www.kkhsou.in/main/images/5.gif | The three lanquage formula is criticized as ‘political compromise’. It is said that no one has accepted it in his heart and the students will accept the third lanquage merely as a burden thrust upon them. In this unit, we have covered the following points :

|  |  |
| --- | --- |
| http://www.kkhsou.in/main/images/5.gif | The Government of India issued the Resolution on National Policy on Education in 1968. Its objectives were on - * Free and Compulsory Education.
* Status, Emoluments and Education of Teachers
* Development of Languages.
* Equalisation of Educational Opportunities.
* Identification of Talents
* Work - Experience and National Service.
* Science Education and Research.
* Education for Agriculture and Industry.
* Production of Books.
* Examinations.
* Secondary Education
* University Education
* Part time education and correspondence courses.
* Spread of Literacy and Adult Education.
* Games and Sports
* Education of Minorities.
* The Educational Structure.
 |
| http://www.kkhsou.in/main/images/5.gif | EXTRACTS FROM THE POLICY :A radical reconstruction of education on the broad lines recommended by the Education Commission, which will involve -* A transformation of the system to relate it more closely to the life of the people.
* A continuous effort to expand educational opportunity.
* A sustained and intensive effort to raise the equality of education at all stages.
* An emphasis on the development of science and technology.
* Emphasis on the cultivation of moral and social values.

|  |  |
| --- | --- |
|  |  **NATIONAL POLICY ON EDUCATION 1986** |

 |

 |

 |

 |

 |

 |

 |

 |

 |

 |

 |

|  |
| --- |
| In a democratic country, there is need of democratization of education. In order to achieve education for all, so many initiatives and attempts have been made by the Government of India. Through policy formulation, the government lays down directives for the future course of action towards realizing some perceived goals. In a democratic society, the goal lies in the various aspects of the welfare of the people. For the wellbeing of the Indian nation and the Indian society at the national and local level, definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government. The modern trend of development can be fruitfully traced to the British colonial government about which we have already discussed in the previous units. We have already come to know that such efforts and measures are being continued in the post independence time in India. In this unit, we shall focus on one of the important initiatives of the government of India towards democratizing education. This is reflected in the National Policy of Education, 1986 and its Modified Policy, 1992 which is known as Programme of Action. |
|   |
|

|  |  |
| --- | --- |
| http://www.kkhsou.in/main/image/atom.gif | **NATIONAL POLICY OF EDUCATION 1986 and POA, 1992**  |

 |
|

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a ‘five yearly review to progress and working out of new policies and programmes.’ Regarding this statement, at the time of formulation of every new Five-Year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming Five Years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of1985 when Rajiv Gandhi was the prime minister of India. Again, a committee was set up under the chairmanship of Acharaya Rammurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janadhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Rammurti Committee and other relevant development having a bearing on the policy. This Committee submitted its report in January 1992, which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
|  The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education implies that all students irrespective of caste; creed, sex, and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects. |
| http://www.kkhsou.in/main/images/5.gif | In relation to Elementary Education, followings are the major objectives of National Policy of Education 1986 are mainly:* Universal access and enrolment
* Universal retention of children up to 14 years of age and
* A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.
 |
| http://www.kkhsou.in/main/images/5.gif | Regarding Secondary Education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills. |
| http://www.kkhsou.in/main/images/5.gif | Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues. |
| http://www.kkhsou.in/main/images/5.gif | Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women’s equality and special focus on the education of S.C. s (Scheduled caste) and S.T. s(Scheduled tribes) and Minorities. |
| http://www.kkhsou.in/main/images/5.gif | The educational policy as highlighted in the N.P.E. also emphasized on enhancing and promoting the vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education of 1986. |

 |
|  You will appreciate that NPE of 1986 and POA 1992 are important policy documents adopted by the Government of India to bring about certain revolution and changes to the Indian Educational System. The basic formulations can be summed up as follows: |
| http://www.kkhsou.in/main/images/5.gif | The National Policy of 1986 marked a significant step in the history of post independent India |
| http://www.kkhsou.in/main/images/5.gif | The National Policy of Education of 1986 and Programme of Action of 1992 provided a significant formulation regarding the content and process of education.  |
| http://www.kkhsou.in/main/images/5.gif | Emphasis was given on the values of secularism, socialism, democracy to be imbibed by the citizens of the country. |
| http://www.kkhsou.in/main/images/5.gif | Education must reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities. |
| http://www.kkhsou.in/main/images/5.gif | Emphasis was laid on adult education especially within the age group of 15 and 35 years. |
| http://www.kkhsou.in/main/images/5.gif | The Programme of Action (POA) 1992 aimed to fulfill the objective of universal enrolment and retention of children and successful completion of education upto 14 years. |
| http://www.kkhsou.in/main/images/5.gif | POA also suggested decentralized planning and good management of primary education. |
| http://www.kkhsou.in/main/images/5.gif | NPE and POA gave due importance to improvement of education in educationally backward areas. |
| http://www.kkhsou.in/main/images/5.gif | The NPE and POA perceived the problem of women education in India and therefore stressed the need for equal opportunities for all. |
| http://www.kkhsou.in/main/images/5.gif | The NPE and POA emphasized on the importance of technology and formulated policy regarding the utilizations of computer education in our country. |
| http://www.kkhsou.in/main/images/5.gif | The policy and Programme stressed on the importance on non-formal and distance education modes to achieve the goal of universal education. |
| http://www.kkhsou.in/main/images/5.gif | The NPE and POA laid considerable stress on the need of value education and inculcation of proper perspective about the country’s cultural traditions. |
| http://www.kkhsou.in/main/images/5.gif | Both the Policy and Programme laid importance on higher education and research work. |
| http://www.kkhsou.in/main/images/5.gif | Vocational education was given importance by the POA to increase individual competency and national productivity. |
| http://www.kkhsou.in/main/images/5.gif | It emphasized that teacher training facilities should be provided to eligible candidates in the teaching profession. It also suggested that the service conditions and salaries of teachers should be improved.  The implementation of by two the National Policy on Education 1986 was evaluated by two committees, namely the RAMAMURTHY COMMITTEE(1990)and the JANARDHANA REDDY COMMITTEE(1992).As a result of the recommendations of these two committees,slight modification were made in the NPE ***Committee for the Review of National Policy on Education (1986): 1990***The Committee to review the National Policy on Education 1986, was formed on 7th November 1990 with Acharya Ramamurti as Chairman and sixteen others as members.  This Committee's report bears the title "Towards an Enlightened and Humane Society".  The Committee was appointed to review the National Policy on Education 1986 and make recommendation regarding the revision of the policy and action necessary for implementation of the revised policy within a time-frame.***Major Recommendations:Removing Deficiencies***Selection of students should be regulated through stringent aptitude and attainment and not merely on university grade or mark. The training programme should be competence-based and there should be an integration of theory and practice for situational application.Affective aspects to be taken care of so as to develop in students the qualities such as empathy, attitude towards profession, society and develop values. In-service and refreshers courses should be specified and related to the specific needs of teachers.  In-service programmes should take due care of the future needs of teacher's growth.  Evaluation and follow up should be part of the scheme.  Research should support better management including delivery system of the programme.Development of innovative strategies and pilot trial of significant activities should be encouraged to ensure the effectiveness of the programme.   District Institutes of Education and Training should have the major responsibility for organising in-service courses for elementary school teachers.  A strong distance education system of in-service education should be developed using Television, Radio and print media.  It can be strengthened by occasional contact programmes. All institutions should be strengthened with continuous supply of relevant learning material including journals.  Provision should be made for every teacher to attend in-service programmes according to the specific needs and requirements. The approach of the NPE,1986 and its implementation has been guided by the following concerns.a)Equity and social justice.b)Decentralisation of educational management at all levels.c)Establishment of a participative educational order.d)inculcation of values indispensable for creation of an enlightened and humane society.e)Empowerment of work. ***Central Advisory Board of EducationCommittee on Distance Education 1992***The Central Board of Education Committee on Distance Education was appointed by the Government of India, under the Chairmanship of **Shri G.** **Ram Reddy** in 1992.  The Report of Central Advisory Board of Education Committee deals with concept, growth, objectives and status of distance education in India and examines the directions of growth and development of open learning and distance education system, measures for reorientation of correspondence courses into the distance education mode, role of India Gandhi National Open University in the promotion of open university system and use of electronic media and new communication technologies in distance learning.***Major Recommendations***The National Policy on Education Review Committee listed out a number of propositions which should inform content and process of teacher training programmes.  These propositions are an elaboration of the provision in National Policy on Education/Programme of Action and many of them built into the teacher education programmes.  The major recommendations are as follows:(a) Theory and Practice should be integrated for situational applications.(b) The training programme should promote qualities and values such as empathy, particularly to the girl child and children from educationally backward sections of society, and right attitude towards the profession and society.(c) The teacher training programmes should cover concepts and methods relating to child-centered approach, multigrade teaching, continuous and comprehensive evaluation, development of content on the basis of minimum levels of learning, linkages with Early Childhood Care and Education and adoption of playway and activity based approach in primary education.(d) In-service programme should be related to the specific needs of teachers and take care of the future needs of teacher growth, evaluation and follow up.(e) Innovative strategies and pilot trial of significant activities should be encouraged. First degree in teacher education should not be given through correspondence courses.The National Council for Teacher Education should be immediately provided, as envisaged in the National Policy on Education/Programme of Action, with necessary resources and capability.An expert body like the National Council for Teacher Education should study the internship model of teacher training, as suggested by the National Policy on Education Review Committee and guide the State Councils of Educational Research and Training and teacher education institutions.Regarding National Policy on  Education Review Committee's recommendations on the syllabus for the B.Ed. courses National Council for Teacher Education may take necessary action in consultation with States/Union Territories. The attributes of teacher education identified by the National Policy on Education Review Committee may be kept in mind by the National Council for Educational Research and Training while preparing special programme for teacher educators.Training and management of in-service training programmes for elementary teachers should be the responsibility of the District Institutes of Education and Training only.State Government should give emergent attention to fill up all the posts in the teacher training institutions and to frame recruitment rules for them.Emergent steps should be taken for operationalising the teacher education institutions for which financial assistance was provided by the Government of India, further financial assistance should be denied to those States in which the physical progress and utilisation of funds are unsatisfactory.Every District Institute of Education and Training   should be taken for operationalising the teacher education institutions for which financial assistance was provided by the Government of India, further financial assistance should be denied to those States in which the physical progress and utilisation of funds are unsatisfactory.Every District Institutes of Education and Training should be a distinct identity with enough operational flexibility.The State Governments and universities may take appropriate action on the recommendations of the National Policy on  Education Review Committee on students, taking into account the specific situations.The National Policy on  Education Review Committee also offered suggestions regarding teacher welfare, teacher participation and teacher mobility.  The National Policy on Education also called upon the Government and the community to create conditions which will help motivate and inspire teachers on constructive and creative lines.  It also felt that pay scales and conditions of service of teachers should be commensurate with their social and professional responsibilities, and with the need to attract talent to the profession.  The National Policy on  Education Review Committee's suggestion regarding office room, residential quarters, medical facilities etc. have to be considered by the State Government in the light of their financial position and other commitments.  Regarding teacher participation to management, we consider that teachers will continue to play crucial role in formulation and implementation of the teacher education programmes.  |
|  |
|  |
|  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  The implementation of by two the National Policy on Education 1986 was evaluated by two committees, namely the RAMAMURTHY COMMITTEE(1990)and the JANARDHANA REDDY COMMITTEE(1992).As a result of the recommendations of these two committees,slight modification were made in the NPE  RAMAMURTHY COMMITTEE(1990)Despite efforts at social and economic development,a majority of our people continew to remine deprived of education,which is one of the basic needs for human development.Government accords the highest priority to education-both as human right and as the means for bringing about a transformation towards a more humane and enlightened society.The National Policy on Education,1986(NPE),needsto be reviewed to evolve a framework which would enable the country to move towards this perspective of education.The Government therefore,decided to set up the NPE Review Committee.That committee for review is popularly known as Ramamurthy Review Committee after the name Acharya Ramamurthy,the chairman of the committee.The committee was appointed on May 7,1990and the report was tabled in the Parliament on January 9,1991.The approach of the NPE,1986 and its implementation has been guided by the following concerns.a)Equity and social justice.b)Decentralisation of educational management at all levels.c)Establishment of a participative educational order.d)inculcation of values indispensable for creation of an enlightened and humane society.e)Empowerment of work. ***Committee for the Review of National Policy on Education (1986): 1990***The Committee to review the National Policy on Education 1986, was formed on 7th November 1990 with Acharya Ramamurti as Chairman and sixteen others as members.  This Committee's report bears the title "Towards an Enlightened and Humane Society".  The Committee was appointed to review the National Policy on Education 1986 and make recommendation regarding the revision of the policy and action necessary for implementation of the revised policy within a time-frame.***Major Recommendations:Removing Deficiencies***Selection of students should be regulated through stringent aptitude and attainment and not merely on university grade or mark. The training programme should be competence-based and there should be an integration of theory and practice for situational application.Affective aspects to be taken care of so as to develop in students the qualities such as empathy, attitude towards profession, society and develop values. In-service and refreshers courses should be specified and related to the specific needs of teachers.  In-service programmes should take due care of the future needs of teacher's growth.  Evaluation and follow up should be part of the scheme.  Research should support better management including delivery system of the programme.Development of innovative strategies and pilot trial of significant activities should be encouraged to ensure the effectiveness of the programme.   District Institutes of Education and Training should have the major responsibility for organising in-service courses for elementary school teachers.  A strong distance education system of in-service education should be developed using Television, Radio and print media.  It can be strengthened by occasional contact programmes. All institutions should be strengthened with continuous supply of relevant learning material including journals.  Provision should be made for every teacher to attend in-service programmes according to the specific needs and requirements. The approach of the NPE,1986 and its implementation has been guided by the following concerns.a)Equity and social justice.b)Decentralisation of educational management at all levels.c)Establishment of a participative educational order.d)inculcation of values indispensable for creation of an enlightened and humane society.e)Empowerment of work. ***Central Advisory Board of EducationCommittee on Distance Education 1992***The Central Board of Education Committee on Distance Education was appointed by the Government of India, under the Chairmanship of **Shri G.** **Ram Reddy** in 1992.  The Report of Central Advisory Board of Education Committee deals with concept, growth, objectives and status of distance education in India and examines the directions of growth and development of open learning and distance education system, measures for reorientation of correspondence courses into the distance education mode, role of India Gandhi National Open University in the promotion of open university system and use of electronic media and new communication technologies in distance learning.***Major Recommendations***The National Policy on Education Review Committee listed out a number of propositions which should inform content and process of teacher training programmes.  These propositions are an elaboration of the provision in National Policy on Education/Programme of Action and many of them built into the teacher education programmes.  The major recommendations are as follows:(a) Theory and Practice should be integrated for situational applications.(b) The training programme should promote qualities and values such as empathy, particularly to the girl child and children from educationally backward sections of society, and right attitude towards the profession and society.(c) The teacher training programmes should cover concepts and methods relating to child-centered approach, multigrade teaching, continuous and comprehensive evaluation, development of content on the basis of minimum levels of learning, linkages with Early Childhood Care and Education and adoption of playway and activity based approach in primary education.(d) In-service programme should be related to the specific needs of teachers and take care of the future needs of teacher growth, evaluation and follow up.(e) Innovative strategies and pilot trial of significant activities should be encouraged. First degree in teacher education should not be given through correspondence courses.The National Council for Teacher Education should be immediately provided, as envisaged in the National Policy on Education/Programme of Action, with necessary resources and capability.An expert body like the National Council for Teacher Education should study the internship model of teacher training, as suggested by the National Policy on Education Review Committee and guide the State Councils of Educational Research and Training and teacher education institutions.Regarding National Policy on  Education Review Committee's recommendations on the syllabus for the B.Ed. courses National Council for Teacher Education may take necessary action in consultation with States/Union Territories. The attributes of teacher education identified by the National Policy on Education Review Committee may be kept in mind by the National Council for Educational Research and Training while preparing special programme for teacher educators.Training and management of in-service training programmes for elementary teachers should be the responsibility of the District Institutes of Education and Training only.State Government should give emergent attention to fill up all the posts in the teacher training institutions and to frame recruitment rules for them.Emergent steps should be taken for operationalising the teacher education institutions for which financial assistance was provided by the Government of India, further financial assistance should be denied to those States in which the physical progress and utilisation of funds are unsatisfactory.Every District Institute of Education and Training   should be taken for operationalising the teacher education institutions for which financial assistance was provided by the Government of India, further financial assistance should be denied to those States in which the physical progress and utilisation of funds are unsatisfactory.Every District Institutes of Education and Training should be a distinct identity with enough operational flexibility.The State Governments and universities may take appropriate action on the recommendations of the National Policy on  Education Review Committee on students, taking into account the specific situations.The National Policy on  Education Review Committee also offered suggestions regarding teacher welfare, teacher participation and teacher mobility.  The National Policy on Education also called upon the Government and the community to create conditions which will help motivate and inspire teachers on constructive and creative lines.  It also felt that pay scales and conditions of service of teachers should be commensurate with their social and professional responsibilities, and with the need to attract talent to the profession.  The National Policy on  Education Review Committee's suggestion regarding office room, residential quarters, medical facilities etc. have to be considered by the State Government in the light of their financial position and other commitments.  Regarding teacher participation to management, we consider that teachers will continue to play crucial role in formulation and implementation of the teacher education programmes.  |

 |

 |

 |
|  |  |
|  |  |
|  |  |  |
|  |  |
|  |
|  |  |  |
|  |
|  |

 |
|  |  |

 |

 |

 |

 |  |

 |