

Earlier National Education Policies of India- A Review

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Abstract – This study is intended to investigate the Indian education system, earlier National Education policies, its objectives, implementation, areas of failures and necessity for a new national policy on education in India and the challenges foreseen to new national educational policy.

Key Words: National policy on education (NEP), Indian education system

1. INTRODUCTION

In Indian context, the fundamental roles of education are nation-building, progress, security, socio-economic development.

The education system in India is broadly classified as school education and higher education. The school education system is governed by directorate or board of school education and higher education system is governed by Ministry of human resource development (MHRD), University grants commission (UGC), statutory professional councils like All India Council for Technical Education (AICTE) and state governments.

The school education is classified as primary education from standard one to five, elementary education from standard six to eight, secondary education from standard nine to ten, higher secondary education from standard eleven to twelve. The higher education is classified as general, professional and vocational streams.

In higher education, for both technical and general education, under graduate program is provided after twelve years of schooling, on completion, post graduate and doctoral degree is provided. In professional education, a three-year polytechnic diploma course is provided, which is governed by the Directorate of technical education

The technical education institutions are classified as follows, Institutes of national importance like IIT's, Universities their Constituent colleges and affiliated colleges, deemed to be universities, autonomous colleges that are government and self-financing.

MHRD regulates, coordinates higher education and technical education in India along with central advisory board of Education (CABE). UGC coordinates, maintains standards in higher education institutions and provides grants to higher education institution.

The statutory professional councils approve, gives recognition to new course, promotes new institutions, and

provides grants, awards. All India council for technical education (AICTE) is one of such statutory councils. AICTE was established as an advisory body to Government of India in 1945, accorded statutory status by an act of parliament on 23.12.1987. The main activity of AICTE is to plan for a planned, organized development of technical education at all levels (UG/PG/PhD/DIPLOMA) and in all aspects, grants approval for new institutions, new courses, coordinates development of technical education at all levels and in all aspects, promoting innovation through research and development, providing grants for faculty development, formulating schemes to promote technical education to weaker sections, differently abled and women, maintains standards in higher education. The state governments provide funding for higher educational institutions, governs administration and operational matters.

2. TIME SCALE OF EARLIER NATIONAL EDUCATION POLICY [NEP]

Even before independence, Gandhi ji has formulated a visionary educational policy seeking to harmonize intellectual and manual work

The university education commission called as Radhakrishnan commission during 1948-49 and the secondary education commission during 1952-53 had reviewed the issues relating to educational reconstruction. The importance of science, technology and scientific research in education were the main agendas in the resolution on scientific policy during 1958.

The Indian education commission, called as Kothari commission was formed during 1964-66. Based on this commission, the first national policy on education was framed by the Government of India during 1968. The national educational policy (NEP) was approved by the parliament on May 1968.

The Ramamurthy committee during 1990-92 and Janardhan Reddy committee during 1991-92 reviewed the NEP 1968 and various recommendations were suggested. After considerations by the central advisory board of education (CABE), a revised policy entitled 'National policy on education, 1986-Revised policy formulations' was submitted to the parliament in 1992. Thus, the NEP of 1986 was modified in 1992, which are illustrated in table-1.

Table -1: Education commissions of India

Year	Educational commission
1948-49	University education commission called as Radhakrishnan commission
1952-53	The secondary education commission
During 1958	scientific policy
1964-66	The Indian education commission, called as Kothari commission was formed
During 1968.	The first national policy on education was framed by the Government of India. The national educational policy (NEP) was approved by the parliament on May 1968.
During 1990-92	The Ramamurthy committee
During 1991-92	Janardhan Reddy committee
1992	Revised policy formulations were submitted to the parliament.

3. OBJECTIVES OF EARLIER NATIONAL EDUCATIONAL POLICIES [NEP]

NEP 1968 had the objectives of universalization of education, measures to ensure teachers are accorded an honored place in society, to emphasis on moral value education, to inculcate social responsibility, to train teachers for improving quality of education, to provide education to all sections equally, to provide education to girls, minorities, tribal, disadvantaged classes and for rural people. This policy encompasses manual work, experience and social service as an integral part of education. This policy emphasis on science education and research, education related to employability and agriculture. This policy also aimed development of sport, providing vocational stream of education, adult education. This NEP-1968 aim to strengthen centers for advanced studies, setting up of small number of cluster centers, development of quality in context of international standards.

The NEP 1968 aimed to promote national progress, strengthen national integration, and create sense of common citizenship and culture. It gave special attention to science and technology, moral values and to create close relationship between education and life of the people.

The NEP 1986-1992 has the objectives of universal literacy, lifelong learning, and education to house wives, industrial workers, agricultural workers and continual

learning for professionals. This policy emphasis on equalization of educational opportunities to all sections, open and distance learning, removal of women illiteracy, education to scheduled castes and tribes, minorities, disabled through adult education and non-formal education streams. This policy delineated competency and sharing responsibilities between state and union territories. This policy emphasized the holistic child development and proposed Early Childhood Care and Education (ECCE) with Integrated Child Development Services (ICS) programs.

The NEP 1986-1992 has foreseen vocational education, which was intended to make the students for identified occupations, even prior to completion of secondary education. This policy proposed to phase out affiliated colleges and intended to develop autonomous colleges. This policy foreseen the establishment of statutory council for higher education and a National body for policy making, planning and coordination in higher education.

The NEP 1986-1992 emphasized the need to raise the outlay on education to six percentage of GDP in eighth five-year plan 1992-1997 and to uniformly exceed in subsequent years. This policy is followed up by "program of action" designed by MHRD

Table -2: Objectives of earlier National Educational policies of India

National Educational Policies	Objectives
NEP 1968	<ol style="list-style-type: none"> 1. Universalization of education 2. Emphasis on moral values 3. To inculcate social responsibility 4. Education to all sections of community 5. Education to women 6. Education to minorities 7. Education to disadvantaged and rural. 8. Development of sport 9. Adult education 10. Vocational education 11. Education for employability 12. Education for agriculture. 13. Research education 14. Quality in education in context of international standards. 15. Promote national growth and integration.
NEP 1986-1992	<ol style="list-style-type: none"> 1. Universal literacy 2. Lifelong learning 3. Education to house wife, industrial workers, agricultural workers. 4. Continual learning

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| | <p>opportunities to professionals.</p> <ol style="list-style-type: none">5. Removal of women literacy6. Wholistic child development7. Integrated child services programs.8. Establishment of statutory council for higher education and a National body for policy making, planning and coordination in higher education. |
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factors have made the way for a new national policy on education, which is being framed on 2016.

Despite growth of private colleges and universities and there were masses of admissions, the infrastructure, quality of education has a wide disparity among them. This aspect needs an urgent attention.

It appears that, Governments has not considered that the minimum investment made in the education sector will be an investment for next generations. This is a crucial factor for failure of earlier national policies on education.

Due to the absence of monitoring and supervising mechanism, the quality of school education is in the declining trend. It is the high time for framing and implementing newer strategies towards quality in school education.

Uncontrolled Involvement of private participation, lack of academic research in institutions, low turnout of women in higher education, rapid growth in ICT, lack of understanding ground realities, overall failure in quality aspects, uncontrolled and unregulated commercialization of education, less accountability and external pressures played a role in the failure of earlier policies.

4. DRAWBACKS IN EARLIER NATIONAL EDUCATIONAL POLICIES

A brief survey on National educational policies adopted in 1968, 1986 and 1992 underlines that, the objectives were not full filled due to ineffective follow up on a continuing basis, little attention being given for implementation phase of the proposed policies. This survey underlined that, even the earlier policies were robust in conception and orientation, it has not delivered the desired results in terms of acceptable outcomes in the education sectors.

The clearly laid out objectives and goals have not been materialized fully or even partially. This is largely due to absence of a clear workable roadmap and continuing operational guidance.

Importantly, heavy politicization at every level of operation and increasing corruption being the adverse contributing factor for poor educational conditions at the ground level- negating the noble objectives of earlier policies.

A wide disparity between states has contributed to this present state of education.

5. NEED FOR NEW NATIONAL POLICY ON EDUCATION

The national educational policies since its formulation has been modified till 1992, has been the guiding document to the Government of India. But significant changes have taken place due to policy decisions in India and all over the world regarding education management and quality aspects. Breakthrough of technologies, communication has given a new dimension to education and learning scenario. The corpus of knowledge has vastly expanded, became multi-disciplinary and collaborative research has come to fore. These factors demand the necessity of a new national policy on education.

Though the earlier policies are the guiding documents and had laid a clear objectives and goals, many of these have not been materialized or as a part, due to absence of clear road map and continual operational guidance. These

6. CHALLENGES FOR NEP

Despite many gains, the Indian education system faces several problems, denting its credibility. The main factors include:

(i) Absence of minimum standards in the provision of schooling facilities, processes and student outcomes, and equity in educational opportunities;

(ii) Lack of professionalization in educational planning and management;

(iii) Absence of requisite disaggregated data, particularly at sub-national and institutional levels for evidence-based management of education;

(iv) Lack of competent and committed teachers, resulting in poor quality of education;

(v) Substandard quality of teacher education and training;

(vi) A curriculum which encourages rote-based learning;

(vii) Malpractices in the examination system;

(viii) Neglect of skill and vocational education, overemphasis on acquiring dead-end qualifications which do not lead to employment;

(ix) Failure to make ICT as functionally integral to the management of pedagogy of education;

(x) Mushroom growth of private coaching classes and degree shops;

(xi) Corruption and politicization of education management at all levels;

(xii) Mediocre status of most higher education institutions; and

(xiii) The pursuit of degrees and qualifications at any cost.

7. CONCLUSION

Based on this review, we can conclude that even the earlier national educational policies had clear vision and robust in nature, it has not the results as expected. This may be due to continual lack of follow-up, little attention on implementation, absence of workable road map, corruption and politization. These elements will be a great challenge while formulating new NEP of India

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