



A study about National System of Education

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Introduction: The National Policy on Education (NPE), 1986 has explained: “The concept of a ‘National System of Education’ implies that, up to a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality. To achieve this end, the government will initiate funded programmes. Effective measures will be taken in the direction of the common school system recommended in 1968 policy”.

Key words: Education, National system, Kothari commission

Common Educational structure:

It envisages a common educational structure i.e. 10 + 2 + 3 which was recommended by Kothari Commission (1964-66). This structure has now been accepted in all parts of the country. Regarding the further break-up of first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary followed by 2 years of High School.

National Curricular Framework with a Common Core:

The national system of education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India’s freedom movement, the constitutional obligations and other content essential to nurture national identity.

The following common scheme of studies has been suggested in the national curriculum framework:

- (i) One language at primary level and three languages at the upper primary and secondary level
- (ii) Mathematics
- (iii) Environmental studies—science and social sciences
- (iv) Work-experience/S.U.P.W., pre-vocational courses
- (v) Art education
- (vi) Health and physical education

Equality of Opportunity of Education:

To promote equality it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the spectrum of core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident by birth.

Minimum Levels of Learning:

It will be laid down for each stage of education. This will ensure a comparable standard of education for each area of learning in the curriculum. This will serve as a reference in the development of instructional





materials, selection of suitable teaching learning strategies and evaluating learner's progress. It would also help maintaining a reasonable standard of education throughout the country.

Understanding of Cultural and Social Systems:

The NPE 1986 states, "steps will be taken to foster among students an understanding of diverse cultural and social system of the people living in different parts of the country. To promote this objective, the link language has to be developed and programmes of translating books from one language to another and publishing multi-lingual dictionaries and glossaries should be implemented." The Policy stated, "The young will be encouraged to undertake the rediscovery of India, each in his own image and perception".

International Understanding:

True to the hoary tradition of India following the principle of amity and co-operation among nations, education has to strengthen peace and understanding between nations, treating the whole world as one family and motivate the younger generations for international co-operation and peaceful co-existence. This aspect cannot be neglected.

Inter-regional Mobility:

NPE suggests that in higher education in general and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit regardless of his origins. The universal character of universities and other institution; of higher education is to be understood for promoting a sense of national identity and mobility.

Pooling of Resources:

In the areas of research and development and education in science and technology, special measures will be taken to establish network arrangement between different institutions in the country' to pool their resources and participate in projects of national importance.

Priorities of Educational Reforms:

The nation, as a whole, assumes the responsibility of providing research support for implementing programmes of educational transformation, reducing disparities, universalization of elementary education, adult literacy, scientific and technological research, etc.

Life-long Education:

Life-long education is a cherished goal of educational process. It pre-supposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at their own pace. The future thrust will be in the direction of open and distance learning.

Conclusion: The NPE 1986 recommends that the institutions of national importance like UGC, NCERT, NIEPA, AICTE, ICAR, IMC etc. will be strengthened to enable them to give shape to national system of education and to cope with the emerging demands of the nation. Integrated planning will be instituted among all these premier bodies so as to establish functional linkages and reinforce programmes of research and post-graduate education.

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