

The Concept of “Marginalized” In the National Policy on Education (NPE)-1986

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Abstract: Education has become a fundamental right. It gives us comfortable and dignified life .It is responsible for holistic development of individual and society .Education is a process of human enlightenment and development for the achievement of a better and higher quality of life. Every country develops its system of education to express and promote its unique socio –cultural identity and also to meet the challenges of the time .The National Policy on Education gives emphasis on giving education to the weaker sections of the community especially the Tribals, Dalits and OBCs. NPE gives prime importance for the education and development of marginalized sections of Indian population

Keywords: National Policy on Education (NPE), Education , Marginalized , Tribal people, Religions minority, Historical background, Theoretical background, Social background , Literate, Illiterate, Governmental policies , Economic background.

Date of Submission: 24-07-2018

Date of acceptance: 11-08-2018

I. INTRODUCTION

Education is essential for the development of an egalitarian society. Education is a powerful instrument in the process of overcoming inequalities accelerating social transformation and achieving economic progress. It leads us to darkness to light. Education has become a fundamental right. This means that no person should be denied education at any cost.

The educational thoughts of Dr. Manmohan Singh, the previous prime minister of India, had given special stress for the education of the weaker sections of the society. He advocates providing full equality of opportunity particularly in the education and employment of Dalits, Tribals, OBCs and Religious Minorities. He emphasized on setting free the incentive energies of our entrepreneurs, businessmen, scientists, engineers and all other professionals and productive forces of society. He states that education of the deprived sections should be paid special attention to make them economically, socially, politically and educationally powerful. He also pays special attention to women’s education and development. It is imperative for India’s development. He wishes to empower women politically, educationally, economically and legally.

Education in India stands at the cross roads today. India’s political and social life is passing through a phase which possess the change of erosion to long accepted values. The goals of secularism, socialism, democracy and professional ethics are coming under increasing strain.

Education is a unique investment in the present and future. This cardinal principle is the key to the National Policy on Education. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the time. The country has reached a stage in its economic and technical development, and now it is the duty of the government, to ensure the fruits of change to reach all sections. With this aim, the then Prime Minister of India, Mr. Rajiv Gandhi has announced in January, 1985 the plan for New Educational Policy.

National Policy on Education was evolved in 1986 after a nationwide debate on the document ‘Challenges of Education- a Policy Perspective’. The National Policy on Education was modified in May 1992 as per the recommendations of CABE committee on policy and revised programme of action was also developed in August 1992. Every individual in the society, by participating in the programmes of National Policy on Education can help in building an enlightened and human society.

II. IMPORTANCE OF EDUCATING THE MARGNIALIZED IN NPE

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the time. We read in the National Policy on Education that “there are moments in history when a new direction has to give way to an age-old process. That moment is today” .With

this aim, the government of India announced in January 1985 that a new education policy would be formulated for the country. A comprehensive appraisal of the existing educational scene was made, followed by a country wide debate. The views and suggestions received from different quarters were carefully studied.

In sum, education is a unique investment in the present and future. This cardinal principle is the key to the National Policy on Education. 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 comparable quality. The economic and political inequalities are reflected in the knowledge gap between privileged and less privileged and marginalized. Globalization and liberalization and their structural designs and mechanisms have forced open their entry into the markets of weaker nations, especially those in the Third World. Access to high technology enables the rich nations to exploit the wealth and natural resources of other countries. Such as oil, gas, metals and forest produce with the technical and skilled local workforce, in which in turn are paid only very low remuneration. This has led to a situation in which only a few nations continue to enjoy great affluence while the rest are compelled to live poverty and powerlessness. It has resulted in the present international social order that is extremely unjust, since it has created a very unequal world society with a large degree of exclusion and consequent marginalization.

In India, we notice an affluent minority, along with a growing middle class, with high aspirations and a significant percentage of the remaining 30-40% or more, who are poor, many of them are very poor. There is also a division between people who work with their minds and others who work with their hands. Decisions favoring the big industries within the country and the multinational companies from overseas, have resulted in a great deal of displacement of tribal communities and in the forced migration of the rural people to the cities in search of livelihood and the hope of better living conditions, who often find themselves in worst situations.

When we go through the real picture of Indian Education, there are some disturbing facts. 45 million children in our country, in the 6-14 year age group, do not attend school. Nearly 300 million children below 7 year age are illiterate. While we have produced the world's second largest pool of trained scientists and engineers, nearly half of our population is illiterate. If one defines an illiterate person as one who cannot 'with understanding' read and write a short simple sentence, we are ranked 147th out of 177 countries measured for literacy by UNESCO. This is no surprise, given the fact that the illiterate population of India exceeds the total combined population of the North American continent and Japan.

MARGINALIZED & NPE

Marginalized are a group of people, who are suffering from caste, class, gender and other culture linked prejudices which prevent them from living as free persons. Part IV of the National Policy on Education gives a clean picture about the term 'Marginalized'. It says that the new policy will lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far. The people under this category are: women, scheduled castes, scheduled tribes, educationally backward sections and areas, minorities, handicapped, adults

National Policy on Education was evolved in 1986, after a nationwide debate on the document, 'Challenges of Education – A Policy Perspective'. And it has become a significant step in the history of education in post-independent India

1. HISTORICAL BACKGROUND

The National Policy on Education was evolved after a nationwide debate during the prime minister ship of Late. Mr. Rajiv Gandhi and was a continuation and improvement of the previous policy on education 1968. It was announced in 1986, after a nationwide debate on the document 'Challenges of Education-A Policy Perspective'. A programme of action also developed in the same year. The National Policy on Education gives stress for social transformation. Social transformation means standing for human rights, communal harmony protection of the environment, structural changes, and liberation of women, Dalits, Tribals and other oppressed group. The concept of National Policy on Education aims at to give education, up to a given level to all students without any discrimination and for those students who have been denied chances to have access to education of comparable quality.

2. THEORETICAL BACKGROUND

The theoretical background of the National Policy on Education is given clearly in the introductory part of the National Policy on Education 1986. "The country has reached a stage in its economic and technical development. Then a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal". With this aim in view, the government of India announced in January 1985 that a new education policy would be formulated for the country. A comprehensive appraisal of the existing education scene was made, followed by a country wide debate. The views and suggestions received from different quarters were carefully studied. And National Policy

on Education was evolved in 1986, after a nationwide debate on the document, 'Challenges of Education. – A Policy Perspective'. And it has become a significant step in the history of education.

3. SOCIAL BACKGROUND

When we go through the real picture of Indian education, there are some disturbing facts we find. 42 million children in our country in the 6-14 age groups do not attend school. Nearly 300 million children below 7 years age are illiterate. While we have produced the world's second largest pool of trained scientists and engineers, nearly half of our population is illiterate. This is no surprise in the fact that, the illiterate population of India exceeds the total combined population of the North American continent and Japan.

When we speak about the social context of our country, we should go through a particular problem in our country. There is a culturally rooted belief in our society that there is a division between people who work with their minds and others who work with their hands. The former are created superior and to rule; while the others to remain subject and be ruled. For a good measure, a divine sanction also was attributed to this socially engineered caste hierarchy so that the so called upper and lower spectrums of society internalized it as the will and design of God. There is thus a long established belief system, a profound mind set and civilization basis that people are not meant to be equal.

It is in social context, this government of India announced in January 1985, a new education policy formulated for the country and it was promulgated in 1996, every individual in the society, by participating in the programmes of National Policy on Education can help in building an enlightened and human society.

4. ECONOMIC BACKGROUND.

India is developing country and the country has reached a level of economic and mechanical development. Now it is the duty of the government to make sure that the fruits of this development reach all sections of the society. The rural areas, with poor infrastructure and social services, will not get the benefit of trained and educated youth, unless rural-urban disparities are reduced and determined measures are taken to promote diversification and dispersal of employment and opportunities. It is time for our policymakers to realize that we can never become major economic power if we fail to invest the human capital; even when the government of India stresses the importance of education in nation building India spends less than 4% GDP on education.

The National Policy on Education 1986 lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far. It is in this situation the National Policy on Education gives importance to the marginalized sections of Indian Society, especially those of economically and culturally backward.

III. CONCLUSION

The researcher has analyzed the documents of NPE 1986 in detail and studied the concept of marginalized in it with special reference to its theoretical, historical, social and economic implications.

When we discuss about the historical background of National Policy on Education it was evolved after a nationwide debate during the Prime ministership of Late Mr. Rajiv Gandhi and was a continuation and improvement of the previous policy on education 1968.

Even after the independence of the country and even after the implementation of different educational policies also, there is a gap between literate and illiterate people. Various factors such as poverty, caste, gender discrimination and lack of educational facilities are responsible for this dismal scenario, and actually saying this was the social background of thinking about NPE 1986.

The economic background of the country is still another consideration for the introduction of NEP in India, as we read in the National Policy on Education."The National Policy on Education 1986 lays special emphasis on the removal of disparities and equalizes educational opportunity by attending to the specific needs of those who have been denied equality so far. The importance of this paper may be summarized as follows.

1. The present research has tried to study the concept of marginalized in National Policy on Education, 1986.
2. The researcher aims at adopting better view points from the study and to formulate an elaborate, comprehensive and more integrated policy proposal for the education of the marginalized in India.
3. It also helps to understand about the different groups of marginalized given in NPE.
4. It helps to motivate everyone concerned, ie; in government and educational departments for a better step for education of the marginalized in India.
5. This Paper gives more importance for the need of education to schedule caste and scheduled tribe people in India.

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James Joseph The Concept of “Marginalized”In the National Policy on Education (Npe)-1986.” IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 08, 2018, pp. 26-29.