

Impact of National Educational Policy 1986 on Primary Education

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ABSTRACT: The present study has been undertaken to discuss the impact of the education policy 1986 on the primary education since it brought about drastic changes in the entire education system. The present study has adopted qualitative as well as historical approaches of research. For the aim of the current study, the researcher has conferred with both primary and secondary data sources. The researcher has researched a variety of materials pertaining to India's educational history as primary sources of information. NEP 1986 recognized the stark disparities in educational access between different regions, socio-economic groups, and genders. To bridge these gaps, the policy introduced measures that aimed to ensure equitable access to quality education for all, regardless of their background. Moreover, the policy emphasized affirmative action for marginalized communities, women, and individuals with disabilities. Its goal was to provide a welcoming atmosphere where all students could get an education on an equal basis.

KEYWORD: Education Policy, Constitution, Elementary, Vocational Courses.

Introduction: The NPE was put into effect shortly after Parliament approved it in 1966. The themes of national Endeavour in the field of education as envisioned in NPE include modernizing technical education, expanding access to elementary education, equalizing educational opportunities, women's education and development, vocational zing schooling, consolidating higher education, modernizing technical education, and improving the quality of instruction at all levels. (Adam, 1986)

The emphasis in elementary education has switched from enrollment to retention and accomplishment. This change is a reflection of the growing concern for increasing investment efficiency and for programme evaluation based on results rather than just inputs like coverage and expense. The emphasis also moved from being just on education to a more comprehensive view that emphasized the importance of offering working children and girls—whom the schools are unable to serve—an alternative education system of equivalent quality. (Bora & Dutta ,1994)

Statement of the Problem: NEP 1986 marked a watershed moment in Indian education, heralding a paradigm shift in its philosophy and structure. The policy also emphasized the integration of vocational education and skill development into the mainstream curriculum. This was a response to the growing need for practical skills and employability, aligning education with the demands of the

job market. Vocational courses were designed to equip students with hands-on skills, making them job-ready upon graduation. The National Education Policy (NEP) of 1986 marked a turning point in the history of Indian education, bringing forth a comprehensive set of reforms that aimed to revamp the entire education system. This policy introduced several transformative changes that sought to address the existing challenges and align education with the evolving needs of society and the economy. Considering all these facts the researcher has stated the problem as “Impact of National Educational Policy 1986 on Primary Education”

Objectives: The present study has been undertaken to discuss the impact of the education policy 1986 on the primary education since it brought about drastic changes in the entire education system.

Method: The present study has adopted qualitative as well as historical approaches of research. For the aim of the current study, the researcher has conferred with both primary and secondary data sources. The researcher has researched a variety of materials pertaining to India's educational history as primary sources of information.

Impact On Universalisation Of Elementary Education (Uee) -

It is required by the constitution that elementary education be made universal. As a Directive Principle of State Policy, Article 45 of the Constitution mandates that the State make every effort to offer free and compulsory education for all children till the age of fourteen within 10 years after the Constitution's adoption. In fact, the States and the Centre have invested a great deal of money in supporting basic education throughout the years. The number of elementary schools has increased from around 2.34 lakh to 7.05 lakh, with enrollment rising from 22.28 million to 132.4 million children (Table 5.8). Additionally, over 94% of rural residents now have access to basic education facilities within a 1-kilometer walking distance of their homes. In response to the NPE, efforts have been undertaken during the last five years to draw attention to the high quality of education offered by this enormous, and perhaps the biggest, global educational network. A number of initiatives have been introduced to increase retention rates and lessen disparities. These include establishing Minimum Levels of Learning (MLLs), opening non-formal education centres for working children and school dropouts, decentralizing educational management, and involving the community in the operation of schools. The majority of these programmes have lofty goals and scopes, and in order to have an influence, they need consistent work and significant funding assistance. (McDonald, & Gibson, 1998)

Impact Of Operation Blackboard-

Three interrelated parts make up the Scheme of Operation Blackboard, which was initiated in 1987–1988 with the goal of significantly enhancing elementary school facilities in order to increase retention:

- Demonstration of a structure featuring a minimum of two sizable all-weather rooms, a broad veranda, and separate restrooms for men and women.
- A minimum of two educators in each school, preferably one of whom is a woman; and
- Providing necessary educational resources, such as charts, maps, and blackboards, as well as playthings and tools for work experience. The majority of the funding for school building construction comes from rural development initiatives. The Department of Education and the Ministry of Primary Schools deliver funding for the other two components gradually to all blocks and municipal regions around the nation.

It has been suggested to extend Operation Blackboard during the Eighth Plan to supply a third teacher and a third class room to every primary school where enrollment merits it, with the goal of moving towards a situation where every class has a class room and a teacher. The third teacher will get central help, and the State Government is anticipated to obtain funds from the Jawahar Rozgar Yojana and State Plan budgets to build classrooms.

Universalisation Of Elementary Education-

Following the NPE's creation in 1992, significant initiatives have been launched to fulfil the goals of universalizing elementary education.

- Primary Education District Projection.
- ✓ The Sarva Shiksha Abhiyan.
- The Midday Meals or Nutritional Support to Primary Education national scheme.
- The Alternative and Innovative Education Programme and the Education Guarantee Scheme.
- The Elementary School Education Programme for Girls National Programme.
- The Katrina Gandhi Balika Vidyalaya Programme.
- Shiksha Kosh Prathmik.

Impact Of district Primary Education Programme-

A centrally sponsored scheme for the comprehensive improvement of primary education including Classes I through V, the District Primary Education Programme was introduced in 1993. The District Primary Education Program's three main goals are to:

Bring down dropout rates to around 10%

- Bring down the differences between gender and socioeconomic groupings in terms of learning attainment, enrollment, etc. to less than 5 percent and
- Raise the learning accomplishment level in comparison to the baseline surveys.

Building classrooms and new schools, opening Alternative Schooling Centres, hiring new teachers, establishing Early Childhood Education Centres, fortifying state councils of Educational Research and Training/District Institutes of Educational Training, establishing Block Resource Centers/Cluster Resource Centres, developing teaching-learning materials, preparing teachers, and implementing special interventions for the education of girls, SC/ST, and working children are just a few of the componen The District Primary Education Programme now includes initiatives to provide integrated education to children who are able to learn as well as distant learning for teacher preparation. (Gay, & Peter ,2000)

Additional Factor of District Primary Education Programme-

The District Primary Education Programme is designed to bridge any gaps in the current primary education system by providing extra resources beyond those provided by the Central and State Sector Schemes. It is founded on the additional principle.

District Selection Criteria-

- Districts with inadequate educational standards and lower than normal rates of female literacy
- Districts where successful Total Literacy Campaigns have increased demand for primary schooling.

Funding of the Project-

The District Primary Education Programme is a scheme that receives outside funding. The Indian government pays for 85% of the project's costs, with the relevant State governments sharing the remaining 15%. Resources for the Government of India are provided by outside aid.

Coverage of District Primary Education Programme-

The District Primary Education Programme is now in place in 129 districts across 9 states. At its height, 273 districts across 18 states were participating in the District Primary Education Programme. Nevertheless, the plan is now only in 129 districts due to the gradual closing of its several stages.

Monitoring and Evaluation of District Primary Education Programme-

Through the Joint Review Missions, Project Management Information System, Educational Management System, programme effect studies, etc., the programme is evaluated on a regular basis. The Joint Review Missions conducted midterm in-depth evaluations of the District Primary Education Programme Phases I, II, and III in the following states: 1997–1998; 1999–2000; and 2003–2004. The curriculum has significantly boosted enrollment, improved learning success, decreased repeat rates and dropout rates with enhanced community participation, and improved classroom procedures, according to review and assessment studies.

Conclusion: To enhance the quality of education, the policy advocated for a learner-centered approach, encouraging critical thinking, creativity, and holistic development. The focus shifted from rote memorization to understanding and application. Additionally, measures were taken to improve teacher training and professional development to enhance their effectiveness in the classroom. A fundamental objective of the National Education Policy (NEP) of 1986 was to address the issues of quality, access, and equity in education, with the aim of creating a more inclusive and effective education system. This commitment was driven by the understanding that education is not only a tool for individual empowerment but also a catalyst for social progress and national development.

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