

**ASCERTAINMENT OF THE MAGNITUDE OF
IMPLIMENTATION OF NEW EDUCATION POLICY 1986 AT
ELEMENTARY LEVEL IN WESTERN REGION OF UTTAR PRADESH**

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ABSTRACT

Education is backbone of a nation in general and an individual in particular. Meaning thereby, education determines progress of a nation and individual. Quality education to maximum number of citizens and to an individual ascertains development of both. Considering this importance of education in mind constituent assembly of Indians constitution made a provision of free and compulsory education to all its children b/w age group of 6-14 years. Government of India and its states right from the enforcement of the constitution are trying to achieve this objective of Universal Elementary Education. Most of the educational commissions and committees recommended different means to achieve universal elementary education of children between 6-14 years of age. In 1986 National Policy of Education came into existence. Policy documents emphasized importance of universal elementary education, operation blackboard was a unique provision of N.P.E. concerning universal elementary education. After 1990s many schemes such as B.P.E., Jansala etc. were introduced to achieve universalization of elementary education. Even today Government of India has introduced Sarva-Siksha-abhiyaan in all states and union territories to achieve universal elementary education provision laid down in constitution and a Provision of N.P.E. 1986. The researcher being a teacher educator was curious to know the I3sent status of universal elementary education in the state of Uttar Pradesh.

Key Words- *New Education Policy-1986*

Introduction

India has a vast tradition of teaching and learning. In ancient times teaching and learning carried out in Gurukulas and Ashrams. All available evidences shows that Buddhist education carried in Mathas stressed on education of masses. During medieval period Madrassa and Maktabas were the centres of education and maintained the close connection between learning and religion.

Some of the Bruisers laid emphasis on encouragement of learned natives of India, revival of literature and promotion of knowledge. Lord Macaulay advocated promotion of English literature and European literature and science. Further Charles Wood presented a scheme of comprehensive Secular and well-articulated education. After this Hunter commission 1882, recommended for encouragement to indigenous education clear policy legislation and administration of education. In 1902 Indian University Commission suggested about re-organization of Universities. Gopal Krishna Gokhale introduced Gokhale bill in 1910 to make elementary education free and compulsory. In 1929 Hartog Committee gave valuable suggestions regarding status of teachers

Objective of the Study

The study was an attempt to achieve a single objective mentioned below:

1- To ascertain magnitude of implementation of education policy 1986, related to elementary education.

This objective of the study was divided into following sub objectives:

- a- To ascertain magnitude of universal enrolment of the children between the age group 6 to 14 years.
- b- To ascertain magnitude of retention of the enrolled children in the school.
- c- To ascertain magnitude of quality of education imparted in elementary school.
- d- To ascertain Magnitude of incentives and support services provided for girls.
- e- To ascertain magnitude of incentives and support services provided for children of economically deprived section of society.
- f- To ascertain magnitude of operation Black Board in terms of material facilities.
- g- To ascertain magnitude of operation Black Board in terms of learning equipments.
- h- To ascertain magnitude of operation Black Board in terms of availability of teachers in schools.
- i- To ascertain magnitude of involvement of voluntary organizations in mobilization of elementary education.

Delimitation of the Study

The study was delimited to the Western Region of U.P.

Research Methodology

Survey method of the research was applied in the study.

Sampling Method

Random sampling method was used to select the sample unit of the study.

Tools Used in the Study

The researcher developed a tool to assess the magnitude of implementation of the National Policy of Education 1986, in context to elementary education.

Statistical Used for Techniques for Data Analysis

Descriptive statistics i.e. bar diagram and percentage were used as tools for analyzing data of the study.

Findings of the Research

1- Objective related to universal enrolment of the children between 6-14 years age has not been achieved completely so far 10.13% children of target group were found out of schools. Similarly, 31.84% primary schools have achieved target of universal enrolment, whereas, 68.16% primary schools are striving in this direction. Children's co-operation in parent's occupation has been identified as a major factor causing hindrance in children's access to school. Some other factors restraining students away from schools are identified as Child labour, looking after younger brother and sisters, parent's illiteracy and Poor educational awareness of parents.

2- Objective concerning Universal enrolment of the girls between 6-14 years age of National Policy of Education has not been achieved completely so far. 10.80% girls of target group were found out of schools. Similarly, 29.29% primary schools have achieved target of universal enrolment, whereas, 70.71 % primary schools are striving in this direction.

3- Girls were cooperating with their mothers in the domestic work has been identified as a factor causing hindrance in girls' access to school. Some other factors restraining girls away from schools are identified as early marriage, conservative parents, social environment, distance between schools and residence, poor financial condition of the family and parent's illiteracy etc.

4- Objective regarding universal enrolment of the Schedule Caste students between 6-14 years age has not been achieved completely so far. 11.56% Children of target group were found out of schools. Similarly, 35.03% primary schools have achieved target of universal enrolment, whereas, 64.97% primary schools are striving in this direction. Schedule Caste students' co-operation in parent's occupation has been identified as factor causing hindrance Schedule Caste student's access to school some other factors restraining students away from schools are identified as poor financial condition of the parents, distance between residence and school and parents' illiteracy etc.

5- Class wise retention from July to April showed a rate trend i.e. right from class 1st to Vth, Student's number in each class increased in succeeding months of the year.

6- All students who appeared in class Vth examination were declared successful. Approximately 11% students achieved more than 80% marks and 31.16% students achieved between 33% to 40% marks.

7- In all primary schools midday meal facility was provided to girl students. Similarly all girl students were given scholarships. There was no facility of convenience, education of parents, school uniform and financial support given to girls in any of the schools.

8- In all primary schools facility of Schedule Caste students enjoyed full fee concession. Schedule Caste children were given primary mid-day meal and Scholarships. There was no facility of convenience, education of parents, school uniform and financial support given to Schedule Caste students in any of the schools.

Conclusion

Following conclusions were drawn-

1- Approximately 90% children between 6 to 14 years ago were enrolled in primary schools. Major cause of non-enrolment was children's participation in their parents' occupation.

2- National policy of Education 1986, through programmes has achieved universal enrolment of girls up to 89% (eighty nine percent). 11% girls were found out of school even after 19 years of implementation of education policy. Main constraints in the path

universal enrolment of girls were their of participation in domestic activities, early marriage, social-customs and parents' indifferent attitude towards girls' education.

3- National policy of education 1986, through different programmes has achieved universal enrolment of Schedule Caste students up to 88%. 12% Schedule Caste students were out of schools even after. 19 years of implementation of education policy. Main constraints in the path of universal enrolment of Schedule Caste student were their participation in domestic activities, occupational work, poor financial condition and illiteracy of their parents.

4- Student's enrolment increased in succeeding months, showed retention of the students in the class. It was from class 1st and Vth.

5- Quality of elementary education shows on improvement in terms of pass-outs. As all students appeared in class Vth were succeeded in the examination. Where as in terms of excellence only 11% students scored above 80% marks.

6- Mid-day meal facility and facility of scholarships to the girls were given in all Primary schools while facility of convenience, education.

Implications of Finding of the Study

Implications of research findings have been mentioned below-

Implication for Research Scholar

Finding of the present study served as the base or guide lines to the researchers, interested to undertake problems related to present one.

Implication for the persons and agencies working in the field of Elementary Education

Person and agencies working in the field of elementary education can be benefited by the findings of the present study. They will be able to know to what extent objection of the universal education has been achieved and what are the constraints in achieving 100% access of target group to the students. Similarly other findings will also serve persons and agencies in knowing strength and weakness of the elementary education programme.

Implication for policy makers

Policy makers of the country, region and state in particular will be benefited by the present study. They will be able to know up to what extent policy framed by them had incorporated. So that 100% realization of the objection could be ascertained.

Implication of Research study findings to the local officers responsible for policy implications

Local officers concern for implication of National Policy of education can be benefited by the findings of the present study by knowing the extent to which they succeeded will reinforce them, for more positive effect in the direction and findings of the study will also serve as feedback to the persons concerned.

Implication for Funding Agencies

Finding of the present study can be beneficial to funding agencies i.e. World Bank, I.M.F. and UNICEF, UNICEF, funding elementary education in India, in general and in U.P., in particular under different names like D.P.E.P. and Sarva Shiksha Abhiyan. These agencies can compare findings of the Present study; with the findings of the surveys they conducted to ascertain magnitude of interventions of programmes.

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