



## Problem and expectation of elementary education in India

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### Abstract

There are many people in India who are not able to accept basic education like as writing, Reading and literacy skills. The education for all movement is a global commitment to supply quality basic education for all children, youth and adults. Education is the key to the new global economy from primary school on up to lifelong learning and it is central to development, social progress and human freedom. It is fact, education makes people educated, acquaints them with some need based skills. Education is very vital role for the development of an individual as well as that of nation. It is supposed to bring all round development of an individual through well-designed, conscious process.

**Keywords:** Expectation, elementary education

### Introduction

Education is a lifelong process. It makes people superior to other forms of living things. It develops the strength for critical thinking and enhance the strength of rationality towards life. Education is a dynamic process. It changes with the changing of socio-political and economic conditions and fast expanding knowledge over the years. The primary education has now been widely recognized by everyone involved. Policies and pledges are easy to make but implementation can be difficult and goals hard to achieve, especially in a vast and populous country such as India. Elementary education system in India is the second largest in the world but in spite of large network of educational institutions, India has already missed the gender parity target and target of covering all children aged 6-14 years in schools by 2010

### Objectives

1. To analyse the growth, problems and gaps in elementary education in India.
2. To analyse the trends in public expenditure on education particularly on elementary education in India.
3. To analyse the public relationship between public expenditure and outcome in elementary education in India.

### Research Methodology

For the study, the data has been collected from secondary sources. The secondary sources include reference to certain books, website, journals, magazines newspapers and

government circulars.

### Elementary education context and significance

Elementary education constitutes a very important part of the entire structure of education. It is the time when a way of life begins. Primary school environment provides the child with the firsthand experience of group of life outside the family. The education which he receives at school provides the foundation for his harmonious development. Sound elementary education gives a fillip to sound secondary and higher education. Moreover, primary education develops the capacity to learn, to read and to use arithmetic, to acquire information and to think critically about that information.

### Elementary education in India

The British laid the foundation of modern education in India. The educational organization that emerged from the British rule can be classified into three categories; primary, secondary school and university education. Primary education remained neglected while higher education received a fillip. The neglect of primary education remained till it became a provincial subject.

### Charter Act of 1813

Education remained a neglected affair in the early days of East India Company. It was in the Charter Act of 1813 that an education clause was inserted and the British parliament decided to spend a sum of Rupees one lakh for promoting

western sciences in India. However no initiative were undertaken to spend this amount for the next ten years and a controversy soon arose. Some wanted the money to be spent on advocating western ideas only. There were others who placed more emphasis on traditional Indian learning. Some recommended use of vernaculars as the medium of instruction others were in support of English. In this confusion people failed to notice the difference between English as a medium and English as a subject for study. The British of course decided in favour of teaching western ideas and literature through the medium of English language alone. Macaulay in his 'Minutes on Education' strongly recommended that the aim of education policy in India should be the spread of western learning though the medium of English language. He also suggested that the existing institution of oriental learning should be closed forthwith and the funds released should be used for the promotion of English education.

### **The Wood Despatch of 1854**

During the period of first forty years from 1813 no significant progress could be made in Indian education particularly in primary education. This period was mainly confined to the conquest and conciliation of the British power in India. Education was therefore a back bench subject which came up for discussion at frequent intervals and received only an inadequate portion of the total administrative expenditure. For the first time the British parliament intended seriously and perhaps also sympathetically to the development of education in India. The Wood Despatch of 1854 was first official document which outlined the company's role with regard to provision of schooling in British India. It asked the Government of India to assume responsibility for the education of the masses. Company now emphasized the importance of creating a mass schooling system with instruction in the vernacular medium. Given the high cost of building such a system, the Despatch introduced public subsidies known as 'grant-in-aids' to partially support schools under private management that came to be known as aided school. As part of the directive given by Wood Despatch Department of Education were instituted in all provinces and affiliated university were opened in Calcutta, Madras and Bombay in 1857. A few English school and college were opened instead of many elementary schools.

### **The Indian Education Commission 1882**

Subsequent reports and commissions noted this particular trend and highlighted the need to improve mass primary schooling. For example, the Indian Education Commission Report of 1883 made primary education a subject of critical importance with a declaration that 'Elementary Education of the Masses, its provision, extension, and improvements to be that part of the educational system to which the strenuous efforts of the state should now be directed in a still larger measure than heretofore. Although the British created a new system of education, public investments in education were very small. Public spending accounted for over 50 percent of total spending on education increasing to 60 percent in the 1930's as the Government of India increased grants to expand mass schooling. Despite the absolute increase, education accounted for a small share of the total budget averaging 3.5 percent in these decades. As late as 1931 the Government of education allocated less than 1 rupee

per-person to education and public spending accounted for 0.74 percent of national income.

### **Kothari Commission 1964-66**

The present study will let you know about the Indian Education Commission. The Commission was set up by the Government of India on 14 July 1964 under the chairman of the University Grants Commission. The Commission's aimed at examining all aspects of the educational sector across the country. Among other objectives behind setting up of this Commission also include evolution of a general pattern of education. The commission, under the chairmanship of D. S. Kothari, was the sixth commission in India post independence and the first commission with comprehensive terms of reference on education. The Commission had submitted its Report on 29 June 1966; its recommendation were accommodated in India's first National Policy on Education in 1968.

### **Major recommendation of Kothari Commissions**

1. Education and National Objectives
2. Equalization of Educational Opportunity
3. Educational Structure
4. Curricular Improvement
5. Improvement in the Methods of Teaching
6. Quality of Text Book
7. Teacher Education
8. Status of Teachers
8. Better School Buildings
9. Establishment of School Complexes
10. Development of Talent
11. Guidance and Counselling
12. Identification of Gifted Students
13. Evaluation
14. Administration and Supervision
15. Adult Education
16. Correspondence Courses
17. Education of the Handicapped
18. Pre-primary Education
19. The Indian Education Service
20. Instructional Days in Institutions
21. Academic Year to Begin on the Same Day.

### **National Policy on Education 1986**

The next major policy statement came in 1986. The national policy on Education 1986 laid a special stress on universal education for all children up to the age of 14 years, removal of disparities across gender and various social groups and teacher education. The NPE, 1986 when was modified in 1992 as a 'Program of Action (POA) made certain modifications in the earlier policy. It emphasized there aspects in relation to elementary education.

1. Universal access
2. Universal relation of children up to the 14 years of age.
3. A substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

The 1986 National Policy on Education emerged as a result of participatory process and in depth review of the Indian education System. This policy was aimed at providing a comprehensive framework to guide the development of education and to impart a sense of urgency to the long cherished

but elusive goal of UEE. The NPE also resolved that 'The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro planning to ensure children's retention at school.

#### **Operation Blackboard 1987-88**

Operation Blackboard Scheme was launched in 1987-88 for improving human and physical resources in schools and to provide all the existing primary schools with certain 'Minimum Standard of facilities. The norms set under the Operation Blackboard covered the infrastructure of primary schools, the supply of teaching aids as well as supply of teachers. There are three interdependent component of Operation Blackboard,

1. Provision of at least two reasonably large rooms that are usable in all weathers with a deep verandah along with separate toilets facilities for boys and girls.
2. Provision of at least two teachers, as far as possible one of them a women in every primary school.
3. Provision of essential teaching and learning materials including blackboard, maps, charts a small library, toys and games.

#### **District Primary Education Programme (DPEP, 1994)**

The Government of India launched the Districts Primary Education Programme (DPEP) in 1994 with the aim to attain the goal of universal elementary education through district specific planning, decentralized management and community participation, Initially DPEP was launched in 42 districts and later expanded in a phased manner to 242 (bifurcated districts) in 18 states with an aim to operationalise the strategies for achieving UEE through district specific planning. DPEP is a centrally sponsored scheme with the central government providing 85 percent of funds and the state government providing the remaining 15 percent. The share of the central government comes from external assistance from bilateral and multilateral agencies such as the World Bank.

#### **Mid-Day Meal (MDM, 1995)**

National Programme of Nutritional Support to primary education also know as Mid-Day Meal scheme was launched in 1995 to boost universalisation of primary education by increasing enrolment, retention and attendance and simultaneously impacting on nutrition of students in primary schools. The Mid-Day Meal scheme played an important role in drawing children of the deprived sections to schools. Under this programme, cooked Mid-Day Meals were to be introduced in all government aided primary schools.

#### **Suggestions**

1. Regular checking of Absentees of children.
2. Providing scholarship to the poor children.
3. Emphasizing Adult literacy.
4. Providing free Education to all children.
5. Providing combined secondary school facilities.
6. Enhancing basic facilities in school.
7. Enhancing provision of teachers training
8. Increasing total expenditure on education in terms of GDP.

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