CHAPTER---I

EMERGENCE OF THE STUDY

1.0 INTRODUCTION

Education is a process of complete development of individuality. It is a continuous process to adjust one self to the changeable world. So, education is intimately connected with human life. It begins at birth continuous through out the life, till death. It includes all knowledge and experience acquired during infancy, childhood, adolescence and youth. They learn in school, home, society or any agency of education. Education is the most powerful agencies in moulding the character and determining the future of the individual and the nation.

Education is the key factor in the development of human potentials. Every country gives due importance to her education system through which all types of challenges are possible to be faced. It is possible to reach all the people with the benefits of economic and technical developments through well-planned and well implemented system of education. Education is an instrument for social regeneration, economic and cultural development. It is the basic tool for the development of consciousness and reconstruction of society. It is the leading of human souls to what is best and making what is best of them. Education is essentially directed towards the modification of human behavior and bringing about desirable changes in individuals, a training of the pupils for a perfect operation of their minds and bodies and attaining true knowledge.

Education in its primary stages has been gradually given to carry a wider meaning covering just the initial education of children in the school setting but a meaning which relates it to the larger framework of functional needs of survivals, growth and development. Primary education is the basic education of human child. The term primary suggests, caters to the most fundamental needs of all men and women and it is that stage of education, without which men can not qualify themselves for a group life. Thus to provide equal opportunity to all children primary education has been made compulsory, free and universal. Regarding the nature and content of education at the primary stage, it has been decided that this education at this stage should seek to satisfy the basic universal needs of all men without any discrimination of any kind

whatsoever. Determined efforts have been made since independence towards the achievement of this goal.

1.01 GENERAL VIEW OF EDUCATION

There is old saying

"Swadesh Pujayate Raja

Vidyavan Sarvatra Pujyata"

It means, a king is respected in his own kingdom while a learned man is worshipped everywhere. Since the dawn of civilization the necessity of education had been apparently felt by people believing that the whole world could be illuminated merely by it. The human thirst for knowledge had given birth to the word 'Education' which had been used differently in different countries in different periods viz Siksha, Vidya, Education, Educare, Educere etc grabbing the same meaning. The term Education is likely so comprehensive as well as dynamic that by it a new civilization can be borne. It is a balanced convergence of several forces like social cultural, economic and civic forces and one the decisive assets that guide mankind to its destiny. The concept of Education can be realized from one's own experience which has been used as a device to enrich all forms of human intelligence. It is a divine weapon by which one's knowledge, character or personality can be progressed or a nation can be built. But on the contrary, the misuse or disregard of it any stage may bring about more constraints socially or otherwise.

According to a Sanskrit verse education sharpens the intelligence, makes our speech truthful, increase our fame, keeps us away from sin, delights us and spreads our name in all direction. Education is an important instrument of socio- cultural change and economic development. It enhances the knowledge and skills of individuals and thereby contributes to the socio-economic and cultural development of the nation .It provides opportunity to develop inborn potentials and talents of the individuals and modify their behavior for future development. It helps individuals to walk with the development of the science and technology and make them competent to adjust with ever changing world. It inculcates values in individuals and enables them to realize their highest self and goal. Schumacher said, development does not start with goods, it starts with people and their education, organization and discipline. Without these

three all resources remain latent, untapped and potential. Acording to World Bank report (1991) "By improving peoples ability to acquire and use information, education deepens their understanding of themselves and the world, enriches their mind broadening their experiences, and improves the choices, they make as consumers, producers and citizens. Education strengthens their ability to meet their wants and those of their family by increasing their productivity, and their potential to achieve a higher standard of living. By improving people's confidence and their ability to create and innovate, it multiplies their opportunities for personal and social achievement. Further more, it refines the sensitivities and perfection of an individual that contributes to the national cohesion and inculcates in them scientific temper, independence of mind and spirit that contributes to the spirit of socialism, secularism, and democracy. Education plays an important role in social change. Its impact on development is also inevitable. It improves the perception of an individual towards society. As a matter of fact socio economic development always remains one of the most important objectives of our national education system. Education provides an individual to live not only in his immediate world but also to live in the world beyond his daily experiences thus it provides national and international view point". Kothari Commission (1964-66) in its report stated that 'The destiny of a nation shaped in her classroom". Role of education in development of human faculties was explained by many Indian Scholar like M.K. Gandhi, Rabindranath Tagore and Aurobindo Ghosh. According to Gandhi, the aim of education was to draw out the best in man and, his body, mind and spirit. It brings out the best in an individual harmonizing the head, hands and heart. Redden rightly remarks, Education is the deliberate and systematic influence extended by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social, spiritual powers of the human being. In the words of Rabindra Nath Tagore, "Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love, making this truth its own and giving expression to it".

In the early days, education was not accomplished under a deliberate plan. There was no specially set up organization or institution or agencies for giving education. A child gathered experiences through participation in the society with various activities. Education comes in to present stage, Evaluation through process, Shri Aurobindo,

who first of all, in the year 1890, visualized "A National system of Education". Its main emphasis was on the nature and power of the human mind, the nature of simultaneous and successive teaching and the training of mental and logical faculty. Acording to him Education is that "which will offer the tools whereby one can live for the divine, for the country, for oneself and for others and this must be the ideal in every school which calls itself national.

Gandhiji defined education as – "By education I mean an all round drawing out of the best in child and man body, mind and spirit". Literacy is not the end of education or even the beginning. It is one of the means where man and women can be educated. Literacy in itself is no education. Gandhi's Nai Taleem (Basic education) as envisaged in the wardha scheme was another powerful indigenous efforts rooted firmly in the Indian soil. Modern educational thought is practically unanimous in commending the idea of educating children through some suitable form of productive work. This method is considered to be the most effective approach to the problem of providing in integral all sided education. The curriculum developed under the scheme aimed at the total development of child, reflecting, the Gandhian. Acording to Swami Vivekananda, Education is the manifestation of the divine perfection, already exists in man. It is a man making process.

The national policy of Education 1968 envisaged a radical transformation of the education system to realize it more closely to the life of people, provided expanded educational opportunity, imitate a sustained intensive effort to raise the quality of education at a stage, emphasis the development of science and technology and cultivate moral and social values. The National Policy of Education 1986 modified in 1992, stressed on national system of education based on a common educational structure i,e 10+2+3, a national curriculum frame work and the minimum level of learning for each type of education. For the first time, a detailed strategy of implementation accompanied by assignment of special responsible and financial organizational support was brought out in the favor of programme of Action 1992.

Lack of education creates the problem of unemployment and it generates poverty and underdevelopment. Unemployment and underdevelopment on the other hand generates several problems such as social unrest, drug abuse and insurgency and thereby create the ground for further underdevelopment. To avoid this vicious circle of problems, and to enhance the development of the nation in general and individuals

in particular an appropriate and effective education system is highly needed. The increasing trend of public expenditure in education throughout the world demonstrates the response of the nations to this truth. For instance Morocco increased their public expenditure on education from 5.5% to 5.6% during 2007—2012. Hungary increased from 5.0 to 5.8%, Australia from 5.2 to 5.4%, Brazil from 4.o to5.2% and Greece from 2.8 to 3.5%. Education also enhances the health status of the individuals, improved health status in turn, can greatly improve the learning capacities of an individual which brings more productivity and earnings.

1.02 PRIMARY EDUCATION

Primary education constitutes a very vital part in the entire structure of educational program. In this stage the child starts going to a formal institution and his formal education starts. It means that the child comes directly from home to primary school and has many adjustments to make primary education is that education which is given between 6 to 11 years age. The education which he/she receives there provides the foundation of his physical, mental, emotional, intellectual, social and the progressive development of his personality. The child gets the first lesson in discipline co – operative spirit and group feeling are developed during this period. At this stage the daily routine under goes a basic change. Primary education is often considered to be the first stage of the entire super structure of educational set up in India. It is the primary education when foundation of child's physical, mental, emotional, intellectual and social development is laid. Values and its characters are built. In India primary education means schooling of children in the age group of 6 – 11years comprising of classes from I – V. There is no denying the fact that the nation's strength rests on the sound foundation of its primary education. But it is primary education which plays the most significant role in laying that foundation. It is primary education which helps in removing mass illiteracy, thus making the most significant contribution to the efficient functioning of democratic institutions. India has entered 21st century and modernization of social structure and development of science and technology is a must.

1.03. IMPORTANCE OF PRIMARY EDUCATION

Creation of a sound primary education system appears to be a basic component of any strategy for social, political and economic development of a country. In fact it is a primary education, which develops basic innate abilities of a person to live a full personal life as an individual and as a member of a family and an economically productive as a worker and a socially useful life as a citizen (Hoque 1975). Education at this stage moves the children into a coherent moral, intellectual, and effective universe (Faure 1972), creates awareness among them about their past and helps in developing a conception of the future. Education at the primary level acquires special importance and it provides an opportunity for capturing and nurturing talents at the early stage of growth, thereby contributing to the development of a national pool of ability. (Islam1975). Many studies regarding the role of schooling in economic development have shown that primary education plays a vital role in national, economic development in developed as well as developing countries. The education at this level has a pervasive value in reducing cost and in improving the productivity of the economy, as the rate of return is higher in this stage than in any alternative investment. It would be more appropriate in the context of the situation in the developing countries to say that more and better primary schooling should be relevant to the needs and realities of life in the country, where the rate of illiteracy is very high and the per capita income is low. In a country, in which the level of economy is low if the level of schooling is raised substantially and rapidly, it becomes a substantial source of growth assuming of course, that the education provided is of the type and quality most relevant to development and growth of the nation. It is seen that primary education contribute to the productivity of the labor force, and at the same time, it creates in enlightened and responsible citizens. The value of primary education as an instrument of social change lies in its capacity to contribute towards equalization and expression of economic opportunities in promoting educational and social mobility in creating social concern and civic responsibility, inculcating cultural and moral values. Primary education is the basic foundation of all higher education. In this stage, a child first learns to read, write and do mathematical calculation. We can expect the future progress of our country only from a well planned implemented primary education. At this stage child's cultural, emotional, ethical, intellectual, moral, physical, social and spiritual development also takes place. The knowledge of primary education can

produce a literate and numerate population who can deal more or less satisfactorily with their problems encountered in daily life and serves as a basis on which a society is to be reconstructed and further education planned. It can bring a positive effect on the productive capacity of a society according to their own ability. Primary education advances human capability, economic opportunity and political participation. It fructifies multiple dimensions of freedom from fear and want, generates self-confidence and supports orientation towards future, offers coping mechanism in terms of crisis (Amartya Sen). Without a quantitative and adequate development of primary education, the process of development of the country will come to a grinding halt. It may be observed that most of the developed countries like U. K. Soviet Russia, USA, Japan have already attained a high level of schooling. It is also true that developing countries in general have not succeeded in their efforts to bring each and every child to school. However it is important to mention that most of the countries irrespective of their economic status and ideologies have taken the provision of universal primary education in the form of a constitutional guarantee.

1.04. OBJECTIVES OF PRIMARY EDUCATION

The regional meeting of representatives of Asian Members states on primary and compulsory

Education held at Karachi in December 1959 and January 1960 suggested that the objectives of primary education should be;

a) To give an adequate mastery over the basic tools of learning.

b) To bring about a harmonious development of the children' s personality by providing for his physical, intellectual, social, emotional, aesthetic, moral, and spiritual needs,

c) To prepare children for good citizenship, to develop in terms a love for their country. Its traditions and its culture and to inspire it them a sense of service and loyalty.

d) To develop international understanding and the spirit of universal brotherhood.

e) To inculcate a scientific attitude.

f) To inculcate a sense of the dignity of labor and

g) To prepare children for life through the provision of worthwhile practical activities and experiences including work experiences.

1.05. CONCEPTUAL FRAMEWORK OF PRIMARY EDUCATION --INDIAN CONTEXT

Today most of the countries of the world require students to attend school for a number of years. School learning age varies in many countries. There are numerous cultural economical, geographical, educational, social, religious and political barriers to the enactment and enforcement of compulsory education laws in many countries.

Primary schooling starts at 6 years of age in Europe and the United States, at 5 years in the United Kingdom (currently 4 + in some cases), end at 8 years, after very efficient kindergarten in the Soviet union. There is much diversity in its duration, some countries (USA, UK, France, Australia) making clear breaks in provision and organization at about puberty, when secondary or high school starts, some like Portugal until 1979/80 employing a largely single grade school system from ages 6 to 12 years.

In India, the desire for compulsory education figured in the writing and speeches of our leaders from about 1840. In 1882 witnesses before the Hunter commission vainly asked for the introduction of compulsory education and in 1912 Gokhale boldly brought a bill for compulsory education only to be thrown out. It was only after the Independence that it become possible to insert Article 45 in the Indian Constitution stating "the State shall endeavor to provide free and compulsory education for all children up to the age of fourteen years within ten years from the date on which the constitution comes into force"

Primary stage of education has been visualized in two segments with inherent internal continuity. The first segment comprises classes I and II, where children and just introduction to formal teaching and are at stages of development, which requires a smooth transition from informal and non formal environment to a formal one. The second segment consists of classes III – V where in the children get prepared to understand the environment and learn in a systematic way. The scheme of studies for these two segments is below:

A. CLASSES I & II

a) One language the mother tongue / the regional languages.

b) Mathematics

c) Art of healthy and productive living

Experiences to be provided in areas (a) & (b) will constriction an integrated whole taking into its fold, the nature and the man made environment. Teaching and learning of languages and mathematics would be woven around the environment of the learners and integrated environmental concerns as well.

Experiences to be provided for art of healthy and productive living will further contribute toward all round development of the personality of the child. These will be organized keeping child in central focus involving students in activities commensurate with their developmental stages. Activities related to health will get a prominent place so that children acquire necessary skills, attitudes and habits to kept themselves healthy and participate in games and sports suitable for their age. Children will be initiated into preliminary yogic exercises and will be exposed to various soothing experiences in the field of music, drama, drawing and painting and clay modeling. In organizing these activities local facts may be given due importance. They will be encourage to participate in creative activities such as free hand drawing and painting. Besides, this, children will be involved in the activities related to work education so as to enable them to be free from inhibitions and live to work. For value in collection stories anecdotes would play an effective role. These will also generate and strengthen the element of curiosity, imagination and a sense of wonder. All the experiences will need to be presented in an integrated manner for which themes will be identified and teachers will make use of locally available resources and harness community support whenever necessary.

B. CLASSES III TO V

a) One language – the mother tongue / the regional language.

b) Mathematics

c) Environmental Studies

d) Art of healthy and productive living

Children will be provided with experiences to help their socio-emotional and cultural development with a realistic awareness and perception of the phenomena occurring in the environment. Emphasizing observation, classification, comparison and drawing of inferences through activities conducted within and outside the classroom may accomplish this. The integrated approach would be most suitable to achieve the desired objectives. The experiences gained earlier will be further strengthened by ensuring participation of all children in the activities related to music, dance, drama, drawing and painting, health and physical education, games and sports, yoga and productive work. Integrated approach will be used. Autonomy and flexibility incorporating the locally developed curriculum and materials will be encouraged concerted efforts will be made to ensure proper value orientation among children.

It is universally accepted that primary education is the backbone of the whole educational system of a nation. That is why the provision of free and compulsory primary education for all the children until they complete the age of 14 years is a Directive principles of the Indian constitution (Article 45). Moreover universalization of primary education is a top priority program of Government of India and every effort is being made to achieve the set target.

Firstly the universalization of primary education was to achieve by 1960 but could not reach to the target. Even till today we are far away from achieving the goal of Universal primary education. (UEE) The New Policy on Education 1986 has given the emphasis on universal enrolment, universal retention and improvement in the quality of education. As there is a lot of diversity in India relating to languages, religions, castes and creeds, economic and geographical aspects. There fore the common structure of education has been suggested to maintain the balance and equality in education. The Education Commission (1964 –66) has provided the common structure of education (10+2+3). But after 1968 some of the states have adopted and the remaining states are in the process of adapting this structure. Further NPE 1986 again emphasized the common educational structure in which ten years of schooling comprises five yrs of primary, three yrs of upper primary, and two yrs of secondary education. In view of the linguistic, religious, cultural, economical, and geographical diversities. It is suggested that let there be National Curriculum Framework, which will meet up the problems of all these variations in the country. The National Curriculum Framework which will meet up the problems of all these

variations in the country. The National Curriculum Framework goes in tune with national goals of education. It is developed at the national level by keeping in mind resent and future situations of the country and the flexibility has been provided to the states to devise their own curriculum for primary stage, but the core elements of the national curriculum must be incorporated. The salient features of national curriculum for the primary stages are as under development of human resources for the realization of the national goals of development.

Broad based general education to all learners at the primary stages,

A common scheme of studies for primary stages, The common core elements are India's freedom movement, national identity, India's common cultural heritage, egalitarianism, democracy secularism, equality of sexes, protection of the environment, removal of social barriers, observance of small family norm, and inculcation of scientific temper.

Defining Minimum Learning outcomes for each area of learning at all stages of education.

Provision of flexibility in the selection of content / component and learning experiences, which will facilitate the attainment of a minimum level of learning outcomes. Child centered and activity based process transaction of the curriculum.

Recasting the examination system and introducing continuous and comprehensive system of evaluation.

In view of the above stated salient features it is marked that the national curriculum centers on certain essential learning outcome, which are common for all learners. It also provides the basic uniformity to the expected attainments of learners and standard throughout the country .This curriculum enables the learners to horizontal and vertical mobility and works with idea of flexibility in respect of content, approaches of teaching. As per the curriculum scheme of studies is as under:-

a) PRE-PRIMARY EDUCATION: - At this stage, the learners are below the age of 6years . There is no much formal teaching rather by adopting the play way techniques. Language games, number games and activities concerning to promote environmental awareness etc.

b) LOWER PRIMARY STAGE; (6—11 yrs):- This stage is mean for class—I to V and following subject are taught.

i) Languages (ii) Environmental Studies (iii) Mathematics (iv) Art education (v) Health and physical education.

There are several provisions to make the primary education effective and qualitative in nature and those are universal provisions of facilities, efforts for enrolment and retention, Operation Blackboard scheme, Non formal Education etc. in spite of all these efforts the fundamental problem of our educational system is that we are far away from the target.

1.06. SIGNIFICANCE OF PRIMARY EDUCATION

One important characteristics of democracy is that it requires an educated and enlightened society for its effective functioning. The government of India realizes that faster pace of socio-economic development, using modern means of production, transportation and communication, cannot be achieved unless common masses are able to benefit from scientific and technological advancement for which the prerequisite condition is that a common man should enlightened enough to take advantage of new discoveries and inventions. In order to achieve this goal at least two conditions are to be met. First, primary education of a reasonably good quality must be provided for all children in the age group 6-14 years. Second, the entire society must be made functionally literate for which program of liquidation of illiteracy among adults should be taken up on a priority basis. These two areas of development – compulsory primary education and full literacy, constitute the essence of Education For All (EFA) . After achieving independence in 1947, provisions for education of the masses were introduced in the constitution of India which was enforced on January 26, 1950. The erstwhile Article -45 of the constitution provided for free and compulsory education for all children in the age group of 6-14 years, which corresponds to the primary education of eight years duration from class I to VIII. The Government of India has been making continuous efforts to achieve the goal of ensuring free and compulsory education for all eligible children since independence. But the goal has remained elusive even after more than 65 years of sustained efforts, though considerable progress has been made. The purpose of this article is to

highlight some of the major problems and issues related to access, quality, equity and relevance of primary education which require immediate attention.

UNIVERSALISATION OF PRIMARY EDUCATION.

UEE means making education available to all children in the age group of 6-14 years. Universalisation of Elementary Education or compulsory primary education implies three aspects—

(a) Universalisation of provision of schools within the walking distance of the child.

(b) Universalisation of enrolment of all children in the age group 6-14yrs.

(c) Universalisation of education of all children meaning thereby that once a child joins in a primary school at the age of 6 yrs he/she should continue till he/she completes education up to class-VIII.

As per Indian constitution, the country is committed to provide free and compulsory education to all children up to the age of 14. This commitment has been reiterated in all the official documents during the past six decades. Efforts have been made to provide universal access to education including emphasis on universal enrolment and universal retention to arrest the dropout of children from schools. The initiative of Sarva Shiksha Abhiyan is an important step in this direction. All this would require the allocation of a higher portion of GDP to the education sector. The developed countries have already reached the stage where they normally allocat an 10% of their GDP as governments spending for education .

Equality of the opportunity of access to education is necessary if more women are to become the agents of change. There fore, education of women is an important key to improving health, nutrition and education in the family, and also empowering them to participate in decision making. Investment both in formal and non –formal education of young children in general and of the girl child in particular is expected to yield exceptionally high social and developmental returns. In order to achieve the mission of universal elementary education, alternative systems, besides the formal school structure, may be promoted, because the education system needs to adapt itself to the requirement of the young learner. Reaching the still un- reached, therefore, emerges as a major concern. It will require designing and developing new modules and delivery systems that would suit the needs of specific group so as to ensure relevant

and high quality basic education for every learner. Initial education meant for all, will comprise essential life skills and the potential for meeting the basic learning needs of all. It becomes an important concern of primary education, alternative systems, besides the formal school structure, may be promoted, because the education system needs to adapt itself to the requirements of the young learner. It will have implications for curriculum in terms of the identification of basic learning needs, making provision for the minimum essential facilities, and providing for competent and qualified teachers who can ensure proper transaction of the curriculum to help children grow in a multidimensional manner. While there would be some identified competencies of universal nature to be acquired by all children, there would always remain scope for some competencies identified separately for varying contexts to meet the local specific challenges of life.

Parental education and community involvement toward achieving the goals of UEE would be a matter of concern for curriculum framers, planners and administrators and for all those concerned with the quality of education at the primary stage. Since the involvement of the Panchayati Raj Institution in primary education has been ensured through a constitutional amendment, it should be desirable to get it streamlined and properly operational. Thus proper planning and its effective implementation is the soul of achieving quality education for the entire most cherished goal of UEE. Children at the primary stage need to be equipped with proper attitudes and values along with necessary skills. To help them emerge as social human beings capable of contributing for themselves and the society at large and learning through out life. While concerted efforts for this would need to be made in all academic areas, the issues of UEE will require a solid and unshakable politico administrative will to achieve this goal. Valuable experiences gained in the late eighties while pursuing UEE has let to the formulation of potentially powerful strategies with inclusive thrust and program with new dimensions. In the process of evolving effective strategies for UEE, the following factors were recognized:-

1) Target setting needs to be comprehensively specified in terms of access, participation and learners achievement.

2) National and State targets are not specific enough, and that disaggregated targets need to be set for each district, block and villages.

3) Within each area specific units of planning targets should be set separately for girls and disadvantaged groups.

4) Ideally the targets should emanate from the grassroots.

1.07. CONCEPTUALIZATION OF QUALITY

"Quality is at the heart of education, and what takes place in classrooms and other learning environments are fundamentally important to the future well- being of children". (From Education for All in South Asia).

A definition of quality has two dimensions; one is concerned with the removal of undesirable factors and dealing with problems that be set an expanding education system. The other is concerned with what we wish our education system to become, what we consider to be the purpose of quality education. Broadly quality education can be considered to be;

- Meeting individual and community needs now and later.
- Providing breadth of educational experience that is rooted in direct experience.
- Providing depth of learning that carries learners forward in to a future here new competencies and abilities will be called for allowing children the right to exercise choice in learning what they want to learn.

The achievement of these educational goals I would suggest in ultimately measured not only by the quality of educational participation but by the quality of educational experience. From the above description of educational goals quality may be defined as the totality of features that bear on its ability to satisfy stated on implied needs. To put it differently it is the extent to which, and the manner in which, aims and functions of education are achieved on realized aims are the anticipated effects of learning and functions refer to what schools are expected to accomplish apart from learning as such, for instance keeping children to the street and selection for further positions in an educational on job career. Such a preliminary definition however does not make the quality of education tangible at once. The quality of education is characterized by historically. It changes over time and different geographically due to variation of aims, functions and the means to realize them. However, a critical analysis of the description on quality so

far reveals three related variables that determines quality .In other words, quality in education can be characterized. I believe by three inter- related and interdependent strands:

- It is efficiency in meeting the sort of set goals indicated above.
- It is relevance to human environmental conditions and needs now and future and

It is generic in giving rise to the exploration of new ideas, the pursuit of excellence and encouragement of creativity.

A brief description and discussion of these variables have been presented below:

Step —I Consist of two fundamental, the goals of quality what we consider relevant education and the principles of practice and efficient education. Relevant education should;

1) Meet individual and community needs, both in respect of needs now and needs later.
2) Lay a foundation for lifelong learning and the ability to support change,
3) Provide whole and depth learning.
4) Relate to the survival and development of the human species.

Efficient education needs to be;

(a) Learner based (b) Rooted in direct experience (c) Sequential (d) Resource based.

Step —II, Contains those conditions, which need to exist if we are to transform the principles outlined above into real practice.

It suggested five conditions necessary for enabling qualitative changes to occur:

(a) Adequate information and communication ,
(b) Shared goals of relevance and desirability ,
(c) Participation at all levels,
(d) Realism in expectations and operation
(e) Flexibility in relation to both content and mode of implementation as well as timing.

Step —III Contains agents responsible for making plans for qualitative improvement

The agents are (a) The curriculum framers (b) Teacher educators (c) The administrators and supervisors (d) The community and its leaders (e) The evaluators and examiners.

Quality primary education holds key to the success of any developed or developing nation. Therefore, it is imperative for any nation to provide quality primary education. Through a lot of ambiguity still persist with the definition of quality, it has been broadly defined as the extent to which, and the manner in which, aims functions of education are achieved or realized. This definition has paved the way for a proper conceptualization of the term quality. Further taking cue from this definition and emphasizing local national level quality assessment in quality determinants have been arrived at.

1.08. DEVELOPMENT/ BACKGROUND OF PRIMARY EDUCATION

After the battle of plassey (1757), the East India Company started its campaign of expanding its empire and from that time a new chapter started in the history of Indian Education. Although by that the condition of Indian Education had become miserable because of the wide spread, discontent and anarchy. Yet there was a network of educational institution in the whole of Indian, which had become a part of social and cultural institution in Bengal only. The modern education system was started in India by the Christian Missionaries. They built up primary, secondary and higher educational institutions. In the charter Act 1813 a clauses annexed to the effect that "A sum of not less than one lack of rupees for the revival and improvement and literature and the encouragement of learned natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitant of British territories in India." The official of the East India company ignored the primary education could not make any progress. The wood's Despatch 1854 suggested that the number of primary schools should be in creased. Wood's Despatch also recommended providing Grant in Aid to the primary school.

Stanly's Despatch of 1850 recommended that the Govt. of India should take up the responsibility of primary education and advised that Govt. should impose local taxes to bear the expenditure of education consequently primary education made some

progress during this period of 1882—57, according to the recommendations of Indian Education Commission of 1882, the management of primary education was transferred to the local institutions. Lord Curzon the Governor General of India, admitted that primary education was so far ignored and disregarded by the Govt. He wrote "I am one of those who think Government has not fulfilled its duty in this respect". Lord Curzon did praise worthy works in the field of increasing the number of primary schools and training their teaching Standards, But the partition of Bengal led to wide spread discontentment and dissatisfaction among the people and his services in the field of education could not be taken into consideration by the people. At its Calcutta season in 1905, the consciousness among the Indians in regard to their rights. The primary education takes a turn this period and advances towords the stages of compulsory primary education. Many attempts have been taken to make the primary education free and compulsory in India.

The view points of different person to make the primary education compulsory is given below.

Hunter Commission of 1882 did praise worthy work for the primary education in India and it was the commission who told about the establishment of primary educational institution in India. He wanted to develop the primary education for the general masses of India. Without the primary education, we can not imagine other education. So he wanted to spread primary education and more money to be invested in this. Primary education to be access to all and there should be the provision of grant in aid on the basis of result. Those schools whose result is good they will get more grant as compare to other schools. Thus he planned to develop the primary education and requested all people to participate and co-operate in the management of primary education.

The king of Baroda, Maharaja Sayaji Rao Gaokwar had the credit of making the first successful experiment of compulsory primary education in India. He declared in November 18, 1893 that there, would be compulsory primary education is his state. Therefore primary education was made compulsory for all the children of the state by the Act of 1906. Gopal Krishna too represented a resolution in the Imperial Legislative Assembly in regard to primary education free and compulsory throughout India. He submitted a bill twice in 1910 and 1911 but his bills were strongly opposed in Imperial Legislative Assembly. Being inspired by the efforts of Gokhale another

great leader Ballav Bhai Patel presented a bill in the provincial legislative Assembly of Bombay in 1918 this bill was later called accepted the principle of compulsory primary education by the Government of a province. Consequently by the year 1930 almost all passed the act in regard to compulsory primary education.

According to this act responsibility of primary education was entrusted to the local institutions from 1931 to 1937 the development of compulsory education received a set back. There were two causes, the first was of the world wide economic depression and secondly, the Hartog committee of 1929 emphasized that instead of arising the quantitative increase in primary education, special attention should be given to the qualitative progress of primary education. At the time of provincial autonomy in 1937, Congress Ministers were formed in 6 out of 11 provinces. They established primary schools in those villages where there were no primary schools.

1.09. PRIMARY EDUCATION AFTER INDEPENDENCE

When India become independent in 1947, only 14% of the population was literate. The educational system inherited by the nation was too small to save the quantitative and qualitative needs of our country. During the post-independence period, the govt. of India accepted, basic education as a pattern suitable for children of the age group 6—14 years. The first five year plan gave priority to primary education. Education panel of the commission (1958) recommended division of elementary education into primary education of 5 years and middle school education of 3 years, universal and compulsory education at the primary state by the end of the third plan period and similar education at the middle school by the end of fifth plan period . The National Policy on Education emphasizes that enrolment alone is insufficient and that attention must be paid equally to retention and achievement. An estimated 95% of India's rural population now has access to primary schooling facilities within a walking distance of 1 km. 84% of the population is served by middle or upper primary schools within a distance of 2 km. and gross enrolment for the 6—11 year age group has crossed 85%. The NPE however, looks beyond this at the drop out rates, which indicates in class I reach class V positive discrimination is urgently required to promote retention of girls and children from rural and tribal areas who constitute the majority areas of school dropouts. After that, in all states and there was a tremendous

interest increasing number of primary schools and in the enrolment of students. Today, the educational facilities needed in the primary schools are to be decided a study of the availability of such facilities in these schools.

1.10. EDUCATION AND NATIONAL OBJECTIVES

Regarding education and national objectives the Commission states "The destiny of India is now being shaped in the classroom". This we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. The quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction, the principal objective of which is to raise the standards of living of our people. In this context , it has become urgent to re-evaluate the role of education in the total program of national development, to identify the changes needed in the existing system of education if it is to play its proper role, and to prepare a program of educational development based on them; and to implement this program with determination and vigor.'

The National Policy was adopted in May 1986 after the country wide debate on education reform in country. It was followed by the program of action which was adopted by parliament in August 1986. The National Policy on Education could be implemented only for about three years as the than political leaders were what look warm to the national policy on education formulated by the Congress Govt. headed by Rajib Gandhi. The national policy on education were modified and announced in the parliament in the month of May 1992. Revised national policy on education will emphasis three aspects.

i. Universal access and enrollment

ii. Universal retention of children up to 14 Yrs.

iii. A substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

1.11. CONSTITUTIONAL PROVISIONS OF PRIMARY EDUCATION IN INDIA

The Indian Constitution emphasized the importance of education and enjoined on the state to provide, within a time frame 10 years free and compulsory education for all children until they complete the age of 14 years. The Directive Principle of State Policy played an important role in the development and management of education in Post Independence India. Education was a state subject when the constitution came into being and, it was only in 1976 that at the school level, it was brought into Concurrent List. In India primary education has been given special importance in several articles.

Article 15 (1) (Fundamental Right) Prohibits discrimination against any citizens on grounds of religion, race, caste, sex or place of birth or any of them.

Article 15 (4) lays down for special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled caste and scheduled tribe.

Article 29 (1) States that any section of the citizens residing in the territory of India or any part there of having a distinct language, script, or culture of its own shall have the right to conserve the same.

Similarly **Article 29** (2) states that no citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.

Article 30 (1) lays down that all minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.

Primary Education as a Fundamental Right.

The Cabinet of the Government of India, in its meeting held on May 6, 1997 approved the proposal of making right to free and compulsory primary education as a fundamental right. This step was taken on recommendations of the committee of State Ministers of Education. It involves amending the Constitution of India.

83rd CONSTITUTION (AMENDMENT) ACT –1997

There after on the basis of the reports of States Education Ministers, a proposal was made to amend the constitution of India to make primary education as fundamental

right from 6 to 14years of children in the constitution (83rd amendment) Act and was introduced in the Rajya Sabha on 18th July 1997. The bill proposed to insert following new articles into the constitution of India.

21A (1) The state shall provide free and compulsory education to all children of the age of 6 to 14 years in such manners as the state may by law determine.

21A (2) The right to free and compulsory referred to in clause (1) shall be enforced in such a manner as the state may be law determine.

Article ---35 (2) The competent legislature shall make the law for the enforcement of the right to free and compulsory education referred to in clause (1) of article 21A within one year from the commencement of constitution (83rd amendment act 1997).

Article 45 of the constitution shall be omitted from the constitution.

Clause (k) shall be inserted in article 51A of the constitution to provide opportunity for education to a child between age of 6 to 14 years of whom such citizen is a parent or guardian.

Under Article-46 the state is obliged to promote with special care the educational and economic interest of the weaker sections of the people and in particular, of the SCs and STs and protect them from social justice and all forms of exploitation.

The 83rd constitution Amendment Act was amended and reintroduced as constitution (93 rd Amendment) Bill in the parliament with the following changes.

(1) **Insertion article 21A** ---- The state shall provide free and compulsory education to all children of the age of 6 to 14 yrs in such manner as the state may by law, determine.

(2) **Revision of Article 45** --- The state shall endeavor to provide early childhood care and education for all children until they complete the age 6 yrs. The 93rd constitution amendment bill 2001 was passed in the Loksabha on November 27, 2001 and Rajyasabha on 14th May 2002.

(3) **Amendment of Article –51A** bestowing responsibility on parents or guardian: who is a parent or guardian to provide opportunities for education to his child or as the case may be, ward between the age of 6—14 years.

When should a child start his / her primary education. In this connection the Indian constitution provides that all children of 6 year age should be given free and compulsory education and that education should continue up to 14 yrs of age. The provision is embodied in Article 45.

"The state shall endeavor to provide within a period of ten years from the commencement of the constitution, free and compulsory education for all children until they complete the age of 14 yrs.

1.12. TRENDS IN FIVE YEAR PLANS TOWARDS PRIMARY EDUCATION

Since 1951 the Indian Government has been making five years plans for growth and development in different fields. The following five years plans have launched the various program for the education development of the country.

First Five years Plan (1951 – 56)

Program under the first five years plan of primary education (1951 – 56). In regard to primary education, it was planned to open new schools, reference old school and convert the existing ordinary primary schools to basic schools. The plan suggested the improvement of existing primary schools first in such a way that the conversion of primary schools into basic schools at a later stage be made possible. One primary school in each selected rural area was to be ultimately developed into a school community centre. This scheme would make village schools the nucleus of cultural and social life of the villages. In these schools, community activities were to be organized such as sports, recreational program for children and grown up lectures and talks demonstrations. After the regular school hours classes in literacy and post literacy were also to be held. For basic education, many changes were suggested in order to make it really effective and worthwhile. The pattern of this education for children in the age group 6----14 was to be accepted as a national policy. This was, however done in 1947 after achieving freedom. This very naturally necessitated changes in the methods of training teachers and production of teaching materials. To achieve this, an intensive Educational Development Scheme of the Central Government was formulated. As per this scheme, a group of experiments but closely integrated basic schools in each state were to be set up.

Second Five Years Plan (1956 – 61)

The Govt. had the two fold task before it, Firstly it wanted to expend the existing facilities, Secondly, the problem before the administration was to remove the reasons and causes that brought about the slow progress in the field of primary education. It had to stop the wastage and stagnation and to bring about the exemption of the primary education for gives and the need for trained lady teacher. The planners rightly emphasized in regard to primary education expansion of the existing facilities to convert primary education into basic education. The expansion of primary education for girls and the need for trained women teachers was fully realized and stressed upon. The number of students attending primary junior basic schools by the end of the period was 3, 42, 000 against 2, 78, 135 in 1955-56. The percentage of trained teachers rose 65% from 61.2 % in 1956. The number of pupil was also increased. This displayed that primary education improved both qualitatively and quantitatively.

Third Five Years plan (1961 – 62, 65 – 66)

The Indian China war was continuing in the country, so the Govt. took the annual plan instead of five years plan. The attention was paid before the third five year plan and it was decided to train teachers for basic education. In 1961 – 66, 70 basic training institutions were established. During this period, importance was laid upon universal primary education for the age group of 6-11 children. Primary education at the end of the third plan the enrolment was increased. But more discouraging than this was the slow expansion of primary education in the less advanced states like Bihar, Madhya Pradesh, Orissa, Uttar Pradesh, Rajasthan, and Kashmir. The target sets could not be reached. The expansion of primary education on the whole did not keep pace with the increasing population, but the expansion was heartening in Mumbai, Calcutta, Madras and Punjab.

Fourth five year plan (1969 – 74)

Emphasis was paid on education of dropouts and several measures were envisaged to gain the objective greater attention was paid to secure increase in the enrollment of gives by providing quarters to women teachers in the rural areas and correspondence course in professional training for teachers and individuals. For girls, primary education was made compulsory and importance was given to the enrolment of girls for primary education. Teachers training and method of teaching for girls were taken

seriously. The planners suggested that primary education should be expanded so as to enable children to acquire literacy, skills and proper attitude towards work. The planners struck a pessimistic note about the attitude of their rural society towards education of their children. They further stated that about 60% children in the age group of 6-14 did not attend schools in six states which are mentioned above, resulting in the non –fulfillment of the constitutional directive of free and compulsory education for all children up to 14 years of age. They further suggested that during this period, stress will be given on the deduction of dropouts and several were envisaged to secure this aim.

Fifth Five year plan

Very high poverty was given to this program under the directive principles of state policy. Free and compulsory education was to be provided for all children up to the age group of 14 years. Great stress has been laid on the universalisation and improvement of primary education in this plan. Out of total of Rs-3200 crore for the entire plan, Rs- 1575 crore was to be spent on primary education. Then this amount was cut down to Rs- 1725 crore. The following program has been proposed for the progress and improvement of primary education. The target was of providing at least primary education to every child between the ages of 6—14. In case some children of this age group are not able to attend the school for the whole time, they should be allowed to study part time and receive primary education.

Sixth Five Year plan (1980 – 85)

All round development of primary education, the target was total universalization. The target was complete universalization of primary education up to the year 1984 – 85. The number of students receiving education rose up 900 lakhs. At this time number of students enrolled in class VII to VIII was 262 lakhs. The figures revealed that the target was fully achievement in sixth Five year plan. According to Article 45 of the Indian Constitution free and compulsory education for all children up to the age of 14 is made constitutional responsibility. Education in classes I—V is free in government schools and schools run by local bodies in all parts of the country. All states except Bihar, Manipur, Meghalaya, Nagaland, Sikkim and Tripura have enacted legislations for compulsory education. It is the first time, that it stressed the universalisation of elementary education within a time frame of not more than 10

years. An important component of the strategy for universalisation is to cover about 5% of the total non-enrolled and dropout children by non- formal, part time education centre's special assistance to the tune of Rs- 25 crore is to be sanctioned to the educationally backward states.

Seventh Five Year plan (1985 – 90)

There was a rapid examination of primary education under the seventh five year plan. In order to achieve the target operation black board was launched in the year 1986 – 87. To achieve the target of universalization of primary education the programme of informal education was launched in the year 1979 – 80, but was re- organized in the year 1987 – 88. It was proposed to expand primary education it should also be made continuous through formal and non-formal agencies. Greater care should be taken to provide primary education to the children of economically and socially backward people. Within the end of this planning period, 50 million children should be admitted to the primary schools.

Eighth Five Year plan (1990 – 95)

Under the eight five year plan new schools for the universalization of primary education have been implemented. The percentage of the students from class I to V have gone up to 103 while that of students receiving education from class VI to VIII have gone up to 13 %. A huge number of formal and informal agencies are engaged in the task. During the eighth five year plan, as per the recommendations of the National Education Policy of 1986, the Government of India must be responsible to achieve the set goals. Education must be developed in the following directions-

1) There must be relationship among education, vocation and production.
2) Education of rural women.
3) Importance must be given to educate tribal people.
4) Knowledge must be used properly for the time.
5) Scholarship should be given to eligible and poor students.

During this plan, the main objectives were providing job opportunities, control of population growth and eradication of illiteracy, providing education to all, supply of drinking water, food and ensuring basic necessities of life.

Ninth Five year plan (1995-2000)

Emphasis was laid on providing all primary school with clear drinking water, sanitary facilities and better nutrition for the pupils through mid-day meal, health checkup and primary health care facilities and a network of roads for making the schools easily accessible. Its greatest attention was towards the early childhood education, Panchayati raj institutions; agreement for all this was made through District Institute of Education and training.

Tenth Five year plan (2002 – 07)

Govt. of India has also introduced a scheme Sarba Siksha Abhijan to promote elementary education in India. The SSA program is also an attempt to provide an opportunity for improving human capabilities to the poorest children through provision of committee owned quality education in a mission word. The SSA is to provide useful and relevant elementary education for all children in the 6 to 14 yrs age group by 2010. It is a program where central, state and local Govt. may be partner.

Eleventh Five year plan (2007 – 12)

The SSA is extended up to 2015 and it aimed at the support, strength and improve the quality.

A huge amount of rupees was granted for construction of school building and teaching facilities. The teachers are trained for the achieving of goal of SSA. Moreover other facilities are provided to elementary education. The constitution (Eighty-six Amendment) Act 2002 inserted Article 21A in the Constitution of India to provide free and compulsory education of all children in the age group of 6-14 years as a Fundamental Right in such a manner as the state may, by law, determine. The Right of Children to free and compulsory education (RTE) Act 2009 which represents the consequential legislation envisaged under Article 21A means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Article 21A and the RTE Act came into effect on 1 April 2010.

Twelveth Five year plan (**2012 ----- 17**)

The SSA and RTE is one the of mile stone of this plan. The children with special needs are the main issue and their education is most important. The children are given

topmost priority in the society. The passing of the Right of Children to Free and Compulsory Education (RTE) Act 2009 makes a historic moment for all the children of India. However, RTE Act, 2009 integrates gender and other social disadvantages in its concern for quality and equity. It is seen as a part of the quality agenda. Despite significant improvement in the enrolment of girls, girls from disadvantaged communities continue to form the bulk of out–of school children. Therefore access continues to be an equity issue in the case of girls which RTE tries to address. The RTE is implementing all over India. Teachers are playing important role in implementing the mission of RTE Act.

1.13. UNIVERSALIZATION OF ELEMENTARY EDUCATION:-

Universalization of Elementary Education (UEE) has been accepted as a national goal since 1950. The Directive principles of the constitution of India envisage provision of free and compulsory elementary education to all children up to the age of 14 years. The constitution was amended in December 2002 to include free and compulsory education for all children in the age group 6--14 years as a fundamental right, while expanding the provision for children up to the age of six, to include early childhood care and education within the Directive Principles. The overall goal in this regard is to provide free and compulsory education of satisfactory quality to all children. It is significant to note here that the National Policy on Education defines universal elementary education in a broad framework, changing the emphasis from enrolment to participation, retention and achievement. From a study of the development of universal elementary education in progressive countries of the world, it has been realized that the goal can be achieved through the following three stages –

1. **Universal provision:-** It mean that elementary schooling is to be provided to all children between the age group 6 – 14 in the country and that a school should be within walking distance from the home of every child. It enables the parents to send their children to school. This is possible only when we open more schools.

2. Universal enrollment: - After looking to the provisions, the next step is the universalization of enrollment. This means that all children between the age group 6 – 14 be enrolled by the primary schools. The Kothari commission felt that the problem of enrolment in class - I is homogeneous and almost all children of the prescribed age

group are there in this class. But in our country the picture is entirely different. Enrolment in class – I has always been extremely heterogeneous ie this class consist of children of different age group. It heterogeneity is being reduced very slowly.

3. Universal Retention: - India has made significant progress in terms of provision of access to basic education. Recent surveys conducted by the department of education show that more than 95% of the population has access to primary education within a distance of one km. Overall enrolment figures have also shown a massive increase. However the number of children who participate in schooling regularly and complete the first cycle of education still needs to be improved substantially. The reasons for school drop outs have inter state variations. After the enrolment of the students in a school is our, it is essential to see that they progress regularly from year to year. In other words we must see that there is no stagnation in the school. Again we must see that the child not leave the school before the completion of prescribed courses, to ensure that there is no wastage.

Improvement in Quality:-

The National policy on Education 1986 emphasized the importance of giving special attention to quality aspects of primary education for which several policy guide line have been formulated.

(a) Improved quality of school provision: - With the expansion of the school system, a systematic exercise has been carried out by the Government to determine basic norms for provision –physical, human as well as academic, in each school. These norms act as the guiding principle for creating additional schooling facilities for primary education.

(b) **Focus on learning outcomes-** Alongside provision of improved facilities in school; policy makers have also focused their attention on the learning levels attained by children who attend schools. A National Committee of experts set up by the Government of India in the early 1990 evolved a framework of minimum levels of learning' attained by every student undergoing primary education.

Teacher capacity building:-

The critical role of teachers in ensuring quality education has also come into sharper focus. As in the case of infrastructure, massive expansion of the system has also

influenced the quality of teachers and the support system available for guiding them in their work. One of the major policy interventions in the last decade has been to make institutional arrangements at district and sub divisional levels for in-service training of primary teachers. The emphasis is on decentralizing the training arrangements and providing guidance and support to teachers on a continuous basis. Besides the stages stated above, there are two other stages of universalization. They are as follows:-

Universalization of participation

Education, like most human decisions, is a problem of priorities in every community, in assessing their various responsibilities, not enough schools and administration and school boards have recognized and importance of community of universalization of elementary education. In order to materialize this, decisions should be decentralized, in order to utilize community participation in the programme of universalization of elementary education.

Universalization of Achievement

Universalization of enrolment alone can not help in the success of universalization of elementary education. To make this program a success it is important to assess the achievement of students. This can be possible only by the program of continuous and comprehensive evaluation. If we can introduce this evaluation program both in formal and non formal settings, our objectives of elementary for all can achieve its success.

1.14. PROBLEMS AND ISSUES OF UNIVERSALIZATION OF PRIMARY EDUCATION:-

After the attainment of Independence, the administration of country came in the hands of the people. Due to the adoption of a democratic system the responsibility of reconstruction and all round development of the country came in the hands of the new administration. The leaders of the nation realized that the success of democracy is only possible when the entire population is educated and understand their rights and responsibilities. Therefore the national government under article 45 of the constitution declared the principle of universalization of elementary education. Even then we have not yet achieved the target. The progress is slow due to the following problems.

1. Political problem: - India was exploited by the British for centuries together. Therefore with the attainment of independence, the condition of the country become very pathetic. The last blow inflicted on the country by the British Government was their policy of divide and rule. This policy influenced communal passions in this subcontinent. Since the first day of independence, the leaders of India were pre-occupied with the problems like abolition of Zamindaries (Feudalism) the problem of linguistic stares, Kashmir and China rehabilitation of evacueses, integration of native provinces etc. The country had to mobiles its energy and all its resources to tackle the above problems, as a result of which, it was not possible to undertake so gigantic a task as providing for free universal education in this country.

2. Social problem: - The traditions and practices over influence the people of this country due to its heterogeneous nature. Among these tradition and practices, some like racial discrimination and child marriage, obstructed and expansion and development of elementary education. Through some lands have been enacted to eradicate these social evils, the social practices prove more force full than laws. Child marriage which has common features in India till recently, was responsible in drawing away boys and girls from schools. Recently it was banned by law but is still practice to a considerable extent. In the situation the child neither gets an opportunity to pursue studies nor any interest is left in him for the same, under such diverse conditions, the progress of universal elementary education in India is obstructed.

3. Economic problem :- But all the defects in the way of universalization of elementary education are nothing when compared with the one great obstacle the poverty of the people and the consequent poverty of the people and consequent poverty of the state. Even today, the financial condition of the country is not such as to provide full meals and adequate clothing to each and everyone. It is a common feature that a family of as many as ten members depend for their maintenance on one of its members, even when the entire family is not in a position to get two meals a day, they never allow the women folk to earn money. These people, who struggle for the bare needs of life fail to send their half starved and ill clad children to school. Even though they are not able to pay the tuition fees for their children, the price of books and other educational materials are beyond their capacity. Thus the poor economic conditions of the people make it possible to reach the target of universalization of elementary education.

4. Geographical Problem: - If we see the topographical conditions of India through the relief camp, we will find that the spread of education, in the hilly areas, the villages are small and scattered at a great distance from each other. It becomes difficult to establish an adequate number of schools there and also making arrangement for proper inspection. The parents do not like to send their children to distant schools walking over ice and hills. The same difficulty is faced in crossing rivers and forests. Under such circumstances, it becomes difficult to implement universal compulsory education through out the length and breadth of our country successfully.

5. Administrative Problem: - Universalization of elementary education is also an administrative problem. The burden of elementary education in almost every state rests on local bodies are the representative of the people. Therefore they hesitate to collect further taxes for fear of losing their votes. As such these bodies fail to expend compulsory education though to some extent the primary schools have increased in number. There still continues a lack of good administration, shortage of reading materials and necessary school equipments. Thus for want of effective educational administrative machinery, the universalization of elementary education has not made the desired progress.

6. Linguistic Problem: - The linguistic situation in India is another problem for any scheme of universal elementary education. India is a multi lingual state. There are 14 major languages belonging to different linguistic families, the Indo – Aryan and Dravidian. Though Hindi has been accepted as the national language of the country, it becomes difficult to make it practical. The linguistic minorities in each region make the situation more complicated. It has been guaranteed by our constitution that all children shall receive elementary education in their own mother tongue as such any scheme of universal elementary education has to be planned in such a way as to provide schools in every region with regional language as the medium of instruction as well as a school for linguistic minorities, teaching the children of each minority through its own mother tongue. Besides this, there is also the problem of educating the tribal people. For them scripts will have to be devised and books to be prepared.

WASTAGE AND STAGNATION

All allied problem which obstructs the efforts to universalize primary education is the double problem of wastage and stagnation. Let us first understand the meaning of these terms.

Wastage: - In the past the term wastage was used to denote all kinds of waste in the field of education. But now it is used in a restricted and technical sense. At present it denotes the causes where a child leaves the school without acquiring a fairly stable literacy which is the goal of primary education. For example, a child who has passed third class of a primary school and spent about a year in the fourth class generally a acquires a stable literacy, Consequently every child who leaves school before completing his course is termed as wastage because he is not likely to receive any lasting benefit from such schooling.

Stagnation: - The second important evil to the present system of primary education is stagnation. The students at every stage of education are expected to pass the examination. But it has been found in general practice that many students are not able to pass the examination in one class or in more than one class within the prescribed period.

Causes of wastage and stagnation

India is traditionally a conservative country, even in this modernized society, Indians trying to keep their tradition intact. In spite of continuous efforts made by the social reformers and some legislation the practice of child marriage, indifference and contempt towards girls, dowry system etc still prevail in some sections of the Indian society. As a result of these evil practices, either the girl remains uneducated or the money spent on their education is wasted. The boys face the same situation after marriage. Besides this, the Indians don't consider the education of the girl to be economically profitable. They put the responsibility of earning on the boys and feeding the family on the girls. The orders of social evils like the problem of untouchable, prejudices like purdah etc cause wastage and stagnation.

Economic cause: - India is economically backward country. Therefore the people can not allow their children to continue their studies. When a particular child grows up to be seven or eight, he is considered as an economic asset and is taken away from the school to be so used as many children come to school from very poor family. A

school means certain standard of dress and cleanliness. It means some timely expenditure or books and materials. It means reasonably well fed and physically comfortable children. But the poor economic standards of the people don't satisfy these conditions, as a result of which rivers and forest the number of dropouts, increases in school. The child is consequently is with drown from school long before the completion of his elementary education.

Educational Causes: - The shortcomings of our educational system are other important causes of wastage and stagnation. These short comings includes:-

a) Heavy and un- interesting curriculum.

b) Defective methods of teaching.

c) Inefficient teachers.

d) Physical weakness of the students.

e) Defective educational system.

f) Over crowded classes.

g) Language difficulties.

h) In adequate women teachers.

i) Large number of single teacher schools.

Programme for over coming wastage and stagnation:-

a) Provision of suitable curriculum.

b) Supply of reading and writing materials.

c) Teaching through the distinct method.

d) Making elementary education interesting.

e) Seeking parental co – operation.

f) Providing mid – day meal regularly.

g) Appointing qualified and efficient teachers.

h) Special coaching for slow learners.

1.15. PRIMARY EDUCATION AND HUMAN RESOURCE DEVELOPMENT:-

Man is born as a human being. The role of education is to convert the human being into human resources. Education can influence the structured elements of the society and living mode of the individuals. It has also a bearing on the thought and behavior patterns and the personality structure of an individual. For example, education widens people's choices. It expands their perceptions and capabilities for leading a better quality of life. Adequate and good quality food (nutrition), access to safe drinking water, better health care services, relevant and quality education for children and youth constitute the core elements of one's life. Education provides us knowledge and information which in turn bring about desirable changes in the way we think, feel and act. It also built in us a strong sense of self-esteem and self-confidence. It contributes very effectively to the realization of our potential. Education can therefore be considered as a social instrument for developing human resources and for human capital formation. In India, primary education is the foundation for the development of every citizen. Primary Education is also important for the overall improvement and development of human resources. There is overwhelming evidences that education generates important benefit of human development. It is associated with more rapid and more equitable growth, it contributes to reduction in child mortality, and it enhances public health. Many of the gains result from the fact that education empowers people, enabling them to exercise greater choice and to exert more control over the events that shape their lives.

Human Resource Development (HRD) is a framework for the expansion of human capital within an organization. It is a combination of Training and Education that ensures the continual improvement and growth of both the individual and organization. Adam Smith states, "The capacities of individuals depended on their access to education". (Kelly 2001), Human Resource Development is the medium that derives the process between training and learning. It is not defined object, but a series of objectives. (Nadler 1984), Human Resource Development is the structure that allows for individual development potentially satisfying the organization's goals. Human Development at the level of individuals involve a process of learning and applying what is learned to better the quality life. With more learning, both individual and groups are better able to derive sustenance from their environment, to participate effectively in society, to meet challenges, to create new solution and to transform the

world in a positive way. Learning is a catalyst for all development processes where as a lack of learning opportunities constraints the individual and societal ability to produce, or to benefit from development. Human resource is perhaps the most important asset which makes country or for that matter in any organization great and strong. It is in fact, key to the development. All other material resources can be better utilized by motivating human resources. This can be possible only by imparting primary education to each and every sector of population of the country. There is scientific evidence for the contributions of education to social and economic development. For instance primary education is known to improve the productivity to workers in the factory and in the field and to provide the necessary skills for self-employment. It can help families earn higher income and make better use of their earnings through informed consumption house hold management.

Every individual is born with a collection of abilities and talent. Education in it many forms, has the potential to develop, fulfill and apply them. Education and human resource development are the two facets of a single coin. In the development and growth of human lies the nation's growth and progress. Primary education empowers entire nations because educated citizens and workers have the skills to make democratic institutions functions effectively, to meet the demands for a more sophisticated workforce, to work for a cleaner environment, and to meet their obligations as parents and citizens. Poverty and illiteracy are closely linked and go together every where in the world. Both poverty and illiteracy are part of the complex system of deprivation and discrimination. When literacy programs are linked with schemes aimed at the eradication of poverty, the poor develop a genuine interest in literacy. They are assured of a better life. A large body of research has established a strong correlation between literacy and social development indicators, such as health and nutrition, life expectancy and fertility in developing countries. Wide spread primary education is also a pre-requisite for economic growth.

Education and knowledge has been regarded as the highest virtues in the Indian society since the immemorial. Ancient Sanskrit scriptures considered an uneducated persons more like an animal without a tail. Primary education plays a great role in the development of human resources. The economic function of schooling in some societies is regarded as minor since the cultivation of the mind and the spirit, curiosity, contemplation and reasoning have more than economic purposes and

justification. But in the context, it is the role of education in overcoming poverty-increasing incomes improving health and nutrition, reducing family size that receives most attention.

Universal literacy was a political objective in many countries, but money spent on primary schooling was often regarded as diverted from activities that would have contributed more to economic growth.

Role played by primary education in the development of human resources of a country interlink leads to its economic development. Close relationship between primary education and economic development has been emphasized even by classical economist like Adam Smith and Alfred Marshall, VKRV Rao pointed out "He (Marshall) repeatedly emphasized the role of skills in increasing production and specifically identified education not only as a target but also an instrument of economic development. We can not think of making our country self sufficient in food unless we educate our farmers in a technology based agriculture, mechanical farming and in high yielding cultivation techniques. Jagannath Mohanty has gone even farther when says, thus, besides economic significance, education has a great cultural importance which can not be estimated in terms of money or tangible results. Thus a nation is built by the individuals comprising it, when each individual in the society or nation put forth in the direction indicated in the scriptures and reconstitutes his personality then that society or nation grows dynamically, permeating peace and glory to one and all that can be possible only through the process of strengthening primary education and desirable changes in human resources can bring about socio-economic growth and development.

1.16. IMPORTANT GOVERNMENT INITIATIVE IN PRIMARY EDUCATION:-

A large number of initiatives were attempted by the central and state government as well as by several NGO in the area of elementary education since 1986. Some of these were centrally sponsored scheme (CSS), while some others were partially funded by external agencies. These initiatives resulted in substantial improvement in access enrollment, retention and participation of children in elementary education. Some of the important initiatives under taken under access and retention are discussed here.

Central Government Initiatives

Some of the major Central Govt. initiatives profiled in this section are –

(i) Operation BlackBoard (OBB).

(ii) District Primary Education Programme (DPEP).

(iii) District Information System for Education (DISE).

(iv) Mid- Day Meal Scheme (MDMS).

(v) The Mahila Samakhya (MS).

(vi) Minimum levels of Learning (MLL).

vii) Sarba Shiksha Abhiyan (SSA).

(viii) Right To Education Act 2009.

i) Operation Black Board

The operation black board scheme was introduced as a sequel to the National policy on Education 1986. It attempt to define basic norms at the national level for a primary school. As a Centrally sponsored scheme, it was launched to equip every primary school with central basic infrastructure and human resources. In addition to the efforts of the state Govt. the OBB was meant to augment infrastructure and human resources in primary schools. Small schools located in remote areas and serving mainly the marginalized section of population had suffered from severe inadequacies like lack of adequate infrastructure, the single teacher handling multigrade classes etc. Through this scheme, the Govt. of India specified that every primary school will have a minimum of two classroom and two teachers irrespective of the member of children. The package included provision of certain basic set of instructional material. This measure helped to improve the infrastructure position of schools in rural areas in the country. Based on the fifth all India Educational Survey (1986) the scheme provided for a second teacher in all the 1.53 lakh identified single teacher schools and a one time teaching learning equipment worth Rs 10,000 per school for all the 5.23 lakh primary schools. It also provided for two rooms and a verandah from the funds of the Ministry of Rural Development. In turn the state had to commit to setting up new schools a bit with these minimum provisions. In 1993, the scheme was expanded to provide a third teacher in primary school with enrollment more than 100 an additional

teacher in upper primary schools and teaching learning equipment for all the upper primary schools at the rate of Rs 50,000 per school in tribal areas and Rs 40,000 per school in other areas. The National Policy on Education 1986 has recommended a number of schemes and programmes for the quantitative and qualitative improvement of primary education. The scheme has outlined the concept of a National System of Education. It gives emphasis on elimination of inequality in the educational and on improvement in the quality of school environment. Operation Blackboard scheme also lays down the minimum level of facilities to be provided in all primary schools.

The Operation Blackboard has three main components;

a) Provision of at least two reasonably large rooms that are usable in all weathers with a deep verandah along with separate toilet facilities for boys and girls.

b) Provision of at least two teachers as far as possible one of them is woman in every primary school.

c) Provision of essential teaching and learning materials.

The central government has expanded Operation Blackboard to stamp out the illiteracy of the people of the country. The scheme also aim at covering Upper Primary schools and providing third teacher, under the expanded scheme, girls school would be given first priority and the SC, ST the first preference .

According to NPE, 1986, the basic objectives of OBB should emphasis to;

(a) Understand the concept and implementation strategies of the scheme Operation Blackboard.

(b) Know the role of central / state government in the implementation of scheme.

(c) Understand the role of the local community in making the scheme effective.

(d) Appreciation of the roles we can play in making the scheme a success.

According to the scheme of OBB, the following essential facilities must be available at all the primary schools.

(1) Teacher's equipment – like syllabus, textbooks and teachers guide.

(2) Classroom teaching materials such as maps of district, state, country and world. There should be a plastic globe and educational charts.

(3) Play materials and toys like wisdom blocks, birds and animal puzzles and toys.

(4) Games equipment like skipping rope, football, volleyball of two each, air pump, ring and swing rope with tire .

(5) There must be at least one each of primary science kit (NCERT), mini tool kit and mathematics kit.

(6) Books for library- reference books like dictionaries and encyclopedias, children's book at least 200, magazines, journals, newspapers for teachers and children.

(7) Every school must have one school bell minimum.

(8) Musical instruments like dholak or tabla, harmonium must be provided to all primary schools.

(9) At least a chair and table for one teacher with large boxes and mats and furniture for students should made available in all primary schools.

(10) The teaching materials like blackboard, pin- up board, chalks and dusters must be provided. Water facilities with pitches, glasses and ladle must be made available in all primary schools.

In India, efforts towards universalization of elementary education were stepped up especially after independence when the education of children in the age group of 6 — 14 years was accepted as their constitutional right. This obligation remained unfulfilled, as resources were inadequate during the early years of independence.

The OBB scheme was implemented in eight phases from 1987 – 88 to 1994 – 95, with four extension phases from 1994 – 95 to 1999 – 2000. The first six phases covered lower primary schools while the seventh and eighth phases covered the upper primary schools. The scheme financed construction of additional classroom and supply of TLMS. Salary grant for the additional teachers appointed under OBB was 100 % till the end of Ninth plan. In addition to the amounts released under OBB, ZP utilized their own funds as well as those under "Jawahar Rojgar Jojna" for the construction of classrooms. Between 1990 and 2000 Govt. of India spent on an average Rs 40 crores per year under the scheme. More than 1.82 lakh class rooms were built and 1.49 lakh teachers were recruited. Besides 42000 parts having more than 100 enrolled children.

The OBB scheme was evaluated during 1998 – 2000 in all the states by reputed institutions with the co - ordination NIEPA. The evaluation studies pointed out that,

a) Utilization of resources had been unsatisfactory in many states as it took years for the same to reach schools.

b) Many of the identified single teacher schools continued to remain so, an account of redeployment of the teaching staff.

c) The quality of class rooms was unsatisfactory also; there was no provision for maintenance and repair.

d) No attention was given to the learning needs while designing school building.

e) Centralized procurement of teaching learning equipment had got mired in vigilance inquiries.

f) Teacher recruitment through OBB had been the only step taken towards adding teacher posts due to lack of initiative on the part of many states to create posts on their own.

On the positive side, however, the assessment pointed out to

- Large scale teacher's recruitment which happened due to OBB.
- Teaching learning equipment reaching a large number of schools for the first time and
- Facilities in schools showing a marginal improvement. All in all it was found that many states utilized the OBB scheme reasonably well.

(ii) District Primary Education Programme (DPEP)

The DPEP was launched in 1994 with assistance from the world bank. It targeted universalization of primary education (UPE) through decentralized planning and management, community mobilization and district and population specific planning. The districts selected were those where female literacy was below the national average and where TLC had been successful, leading to greater demand for primary education. Besides providing access to primary education, the DPEP aimed at reducing dropout rates to below 10 %. It was designed to augment the states effort at achieving UPE by providing access to all children through formal and non formal systems, universal participation of children and improving the quality of teaching

learning transactions at the lower primary stage. The focus was also on mainstreaming children belonging to marginalized groups, particularly girls and SC / ST. Started in 42 districts of seven states the program eventually expended to 273 districts in 18 states. States which were receptive to change (Like Gujrat, MP. AP, Kerala and TN) Gained immensely from it. DPEP ended in 2002.

The main objectives of DPEP were

- Universalization of access (For primary education)
- Universalization of retention.
- Universalization of learning achievement to increase the learning levels by at least 25 % over a measured base line achievement level.

  The World Bank assisted District primary Education Programme (DPEP), has made considerable progress in Assam since 1994. DPEP Assam has developed a three tier system. Ist the state level, the district level and block level with the existing main stream department. Formation of Village Education Committee (VEC) in the revenue villages has also been launched. Block Resource Centres (BRC) at the block level and cluster resource centres (CRC) at the cluster level has been set up to look after the day today activities of DPEP. Formation of Mahila Samakhya (Samata) programme for women education. Teacher training for school teachers have resulted in positive changes in teaching methods and achievement of objectives through joyful classroom transactions.
- Capacity Building: - To increase the capacity of teachers and other administrative personal through training.
- Reduction of gap in achievement levels between the general category, female children and other socially backward groups (SC / ST) to less than 5% over the measured base line achievement.

In the first four years there was progress in many areas. This included strategies and activities for people mobilization and their participation in the education process through a variety of programmes such as kalajathas, chinnera Melas, VEC males and micro planning. These programmes aimed at enlisting the services of the community for universalizing primary education in their area.

DPEP implemented the following: -

a. School surveys and district plans.

b. House hold surveys to track out of school children.

c. Alternative schooling facilities in un-served habitations.

d. Residential and non residential bridge courses.

e. District level information system EMIS data base.

f. Teacher and school grants.

g. Quality community led development of school facilities using new technologies and local material.

h. Establishment of Block and cluster Resource centre.

i. Development and availability of attractive text books for children.

DPEP had some significant achieve to its credit:-

1) Project districts were able to tackle the problem of access more effectively by opening schools in less habitations and upgrading lower primary to higher primary schools whenever required.

2) Awareness program boosted the enrollment of children in schools.

3) The participatory mode of teacher training program and improvement in curriculum transaction skills helped teacher to tackle multigrade situations with confidence.

4) The concept of MLLS helped improve learning levels among children competency and activity based text books and work book created a conducive learning for quality of class room transactions.

5) Some states like Karnataka conducted radio lessons which were very popular as they provided academic support to rural teachers.

6) Education resource materials, teacher guides and TLM contributed to the quality and effectiveness of classroom transactions as the teacher had previously depended solely on the text book for teaching.

7) Efforts to involve the community in school management brought both parties closer to each other with the community contributing substantially towards improvement of the school infrastructure.

8) DPEP constructed additional classrooms that helped the states to over come the shortage to some extent.

9) Creation of BRC and CRC enabled regular and periodical teacher training a part from providing teacher support and motivation.

10) Holding of the regulator VEC meetings ensured community participation in enrollment drives, providing additional facilities in the school monitoring progress of learning.

11) There was a reduction in drop out and repetition rates through enrollment drivers, Kalajathas and other program.

12) States that under institutional reforms while implementing holistic program like DPEP gained significantly from it was DPEP become the harbinger of change that was to bring about a much needed improvement in the system.

Deficiencies noticed in DPEP

DPEP suffered from several deficiencies. The progress in implementation of DPEP was un- even across districts and states. NFE systems for out of school children never really took off in several districts, some of the issues that remained ever after DPEP effort were:-

- ❖ Large number of out of school children.
- ❖ Quality concerns in achievement levels of children.
- ❖ Issues in providing continuous resource support to teachers.
- ❖ Neglect of issues at upper primary stage.
- ❖ Lack of consolidated efforts to tackle the problems faced multigrade system that existed in a majority of schools in the country.

With the completion of DPEP in many states the on going program under it in the remaining nine states were merged with SSA.

(iii) District Information System for Education (DISE)

The DPEP was initiated in the late 1994 as a unique and innovative effort towards achieving the objectives of UPE in educationally backward districts of India. At the project inception stage, it was realized that a sound information base for planning and monitoring of project intervention was an almost non – negotiable requirement. There were many challenges to establish and sustain such a system. This was particularly so as the prevailing system had completely lost its credibility with the data users. The educational statistics collected by the states under the guidance of the MHRD were not only inadequate to meet the growing needs of the decentralized planning but were characterized by inordinate delays , highly aggregative and were not amenable to validation and reliability tests. Since school statistics formed the core of educational statistics, it was rightly recognized that major reforms in school statistics both in terms of their scope and coverage as well as availability and use have to be carried out. Accordingly, NIEPA took up this as a challenge and accepted the responsibility for designing and implementing such a system for primary education. The task of developing a school based statistical system was initiated by NIEPA during 1995 with the financial assistance from UNICEF in tune with the spirit of DPEP, the district was selected as a nodal point for collection, computerization, analysis and use of school level data. The system was later on extended to state and the national level. The state level EMIS cells coordinate the activities of the districts.

NIEPA professionals with the involvement of other experts designed and developed the core data capture formats. Accordingly NIEPA designed software for implementation at the district level and provided the necessary technical and professional support to DPEP districts. A first version of the software named as District Information System for Education (DISE) was released during the middle of 1995. The district level professionals were assisted in the establishment of EMIS units, trained in the data collection, computerization and analysis using DISE. A major emphasis was on user orientation in the use of educational and allied data for planning, management, monitoring and feedback on the DPEP interventions. DISE is presently operational in more than 200 districts covering 18 DPEP states. Recently Government of India has decided that the DISE, 2001 will be extended to all the SSA districts with immediate effect and to all the remaining districts of the country by the year 2003 – 04 data collection. DISE is also being developed in regional languages so

that the users find it convenient to interpret the data and analyze various types of trends in regional / local language .The distribution of school summary reports in regional languages would be very useful for the school headmasters and the member of the Village Education Committee to understand the progress of their school over the years. Many states are also approaching the MHRD to extend the DISE to cover the whole of school sector.

(**iv**) **Mid-Day Meal Scheme** (**MDMS**): - For universalisation of primary education the importance of health in the well-being of an individual can never be underestimated. A healthy child is not only a better learner. A healthy child has the potential to find work and engage in an economic activity thus ensuring for him of a better quality of life. For keeping health better nutrition food is essential. School feeding helps create literate, educated societies. School feeding programs often double enrolment within a year and can produce 40% improvement in academic performance within two years. Children who can take part in such program stay in school longer. And the expense is minimal (World Food Program-2002). Several independent studies have highlighted the impact of the mid-day meal scheme. It is perceived as to be an indispensable component of food security initiative for children's health and their right to nutrition throughout the world. The school mid-day meal facilitates enrolment and attendance in school. Apart from this it has an important social value in that it fosters equality. As children learn to sit together and share a common meal, there is bound to be some erosion of caste prejudices and class inequalities. Cultural traditions and social structures often impact girls more than boys. However by encouraging female school attendance, the scheme reduces the gender gap in education. Involvement of parents in school governance is also another beneficial offshoot of the program. With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Education (NPNE) was launched as a Centrally Sponsored Scheme on 15th August, 1995, initially in 2408 blocks in the country. By the year 1997-88 the NPNE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I—V of government, government aided and local body schools , but also children studying in Education Guarantee Scheme (EGS) and Alternatives and Innovative Education (AIE) s centre. Central Assistance under the scheme consisted of free supply of food grains @ 100

grams per child per school day and subsidy for transportation of food grains up to a maximum of Rs 50 per quintal.

Objectives:-

The objectives of the mid- day meal scheme are:-

a) Improving the nutritional status of children in Classes I—V in Government, Local Body and Government aided schools and EGS and AIE centre.

b) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them.

c) Providing nutritional support to children of primary stage in drought affected areas during summer vacation.

Studies have shown that MDMS has helped in preventing classroom hunger, promoting school participation, fostering social equality and enhancing gender equity thereby facilitating overall healthy growth of children.

Table 1.01 Cooking cost under the MDM Scheme for year 2010-11

Stage	Total cost per meal	Non NER State75:25		NER State90:10	
Primary	2. 89	2.17	0.72	2.60	0.29
Upper primary	4.33	3.25	1.08	3.90	0.43

Source:- Report to the People on Education 2010- 11 MHRD , GOI.

Table—1.02: Achievement during the period 2005—06 to 2010—11.

Component	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Children covered (in crores)	11.94	10.68	11.37	11.74	11.04	10.46
Food grain allocated (MT in lakh)	22.51	21.60	24.79	29.30	29.49	32.03
Budget allocation (in crores)	3345.26	5348.00	6678.00	8000.00	7359.15	9440.00
Total Expenditure* (in crores)	3186.33	5233.47	5835.44	6688.02	6937.79	9124.52

Source:- Report to the people on Education 2010—11 MHRD, GOI

The achievement made in implementing the scheme during 2005-06 to 2010- 11 is shown in Table-2. It shows that a sum of Rs. 9124 crores was spent on the scheme in the year 2010-11 while the outlay made for the programme in 2011-12 was Rs. 10,380crores for 8.41 crores Primary Students and 3.36 crores Upper primary students (a total of 11.77 crores students) are estimated to benefit from MDM scheme during 2009—10.

Present Nutrition Value of MDMS

Table- 1.03 Items of MDMS

Sl.No	Primary Level				Upper Primary Level		
1.	2	3	4	5	6	7	8
2.	Food item	Quality in grams	Calories	Protein content in grams	Quality	Calories	Protein
3.	Food grains (rice)	100	340	8	150	510	12
4.	Pulses	20	70	5	40	140	9.36
5.	Vegetables	50	25	-----	80	46	------
6.	Oil & fat	5	45	------	8	54	-----
7.	Soil & condiments	As per need	------	------	As per need	-----	------
8.	Fuel	-----	------	-----	------	------	------
9.	Any other item	-----	------	--------	--------	------	-----
10.	Total	175	480	13	278	750	21.36

Source:- Office of the State Nodal Officer MDMS, SSA Assam, Kahilipara, Guwahati—19.

Cooking Cost per child per day---

Lower Primary--- Rs. 3.59 Upper Primary-- Rs. 5.38

Rice--- 100 gm ” ” 150 gm.

Honorium to cook and helper --- 1000.00 per month (for 10 month)

Payment to FCI for cost of food grains Rs- 565.00 per quintal

Transportation -- 136.00 per quintal from FCI Godown to school campus.

MDM is being served 210 days at lower primary and 220 days at upper primary.

Mid-Day Meal can play following role for the primary education:-

Enrolment: - Before starting the mid-day meal scheme in the primary school, the enrolment was very less. But after introduction of mid-day meal in primary school, the enrolment is increasing gradually. The poor and needy guardian sends their children to the primary school. The street child and who engaged in factory enrolled their name in primary school. They are getting sufficient nutritious and calorie food from the primary school.

Retention: - Retention means retaining children through out the primary stage. With the provision of incentives such as hot cooked mid-day meals, the children retained for the school hour.

Decrease in dropouts: - A variety of reasons cause a significant number of children to exit the mainstream education system over time after enrolment in class –I. A child may be reported as enrolled in certain class but he/ she may not be attending school regularly. Even if attending, he/ she may drop out by the end of the year. The overall dropout rates have been consistently witnessing a declining trend over the year. The mid-day meal has decreased the dropouts of primary schools. Once enrolled in the primary school, they complete the primary education.

Attendance: - Irregular student attendance is a major issue, especially in several educationally backward districts in a number of states. It is noticed that though students are enrolled in schools through various enrolment program, the daily average attendance in most schools in several states rarely exceeds 80%. Poor student attendance is due to lack of awareness among parents and community, seasonal migration of agricultural labor, sibling care by elder children, entrusting house hold duties to elder children, specially girls and social customs, like not sending girls to school after they reach puberty, under parental pressure, teachers often resort to fake attendance which has however been minimized after the introduction of the hot cooked mid-day meal program. Nutrition is important contributors to educational outcomes. There is close relationship between nutrition and successful completion of primary education. Mid-day meal can play a vital role in the universalisation of primary education. With the nutritious mid-day meal some essential changes may occur in the field of teaching learning behaviors and expectations in primary education. It is observed that mid-day meal scheme has helped in preventing

classroom hunger, promoting school participation, fostering social equality and enhancing gender equity there by facilitating overall healthy growth of children. There is close relationship between the nutrition and universalisation of primary education.

Early Childhood Care and Education (ECCE)

Early childhood education (ECE) is considered a significant input to compensate for early educational deprivation at home, by providing a stimulating environment to the children. While on the one hand, it is expected to provide the necessary maturational and experiential to the child for meeting the demands of the primary curriculum, it also affects positively on the other hand, the enrolment and retention of girls in primary schools by providing substitute care facility for younger siblings. Envisaged as a holistic input fostering health, psychological and nutritional development, the policy emphasized the significance of making it play based while cautioning against the danger of reducing it to merely teaching of three R's i.e., reading, writing and arithmetic. The holistic and integrated concept of ECCE clearly represent this spirit. Though program of early childhood care have been under implementation on a large scale through the program of Integrated Child Development Services (ICDS), efforts to integrate early childhood education into activities of these centre and to extend institutionalized educational facilities for children in the pre-school age group have begun only during recent years. Pre- school education in urban areas, which is fairly widespread, and is continuously expanding, is largely in the hands of the private sector without much supervision or support from the government. Considering the magnitude of resources needed to reach out to all children in this age group, the target set for the sector has been modest. It is envisaged that the network of early childhood education centre would expand to two million centres and cover about 70% children in the pre-school age group by the year 2007.

(v) **Mahila Samakhya (M.S.)**

Consequent to NPE 1986, a need was felt to redress traditional gender imbalances in educational access and achievement. The M.S. Program designed for education and empowerment of women in rural areas (particularly women from socially and economically marginalized groups) was launched as a Dutch assisted project in 1987 – 89. The program recognized the centrality of education in empowering women to

achieve equality. The M.S. program did not set any targets as it adopted an innovative approach that emphasized the importance of process rather than mechanical fulfillment of targets. The effectives of the M.S. strategy in mobilizing women for education resulted in its being adopted by other basic education projects. The program revolved round village level women collectives, which raised a number of issues relevant to livelihood education, health and other societal concerns. The initial focus was on enabling greater access to and generating a demand for education, building capacities and strengthening women's abilities in order to get them to effectively participate in the village level process for educational development. Mahila Sanghas endeavored to create an environment for women to learn at their own pace, set their own priorities and seek knowledge and information to make formed choice. This involved enabling women to dead with problems of isolation, lack of confidence, appressive social customs, struggle for existence, all of which inhibit their learning. The focus was also on forming gender based social attitudes, beliefs and roles. The program emphasized the crucial link between women empowerment and their education. From 2004 – 05, it was funded through Govt. of India resources and was implemented in nine states A.P. Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujrat, UP and Uttarakhand. In 2006 – 07, it covered 5.76 lakh women members in 19.979 villages spread over 63 districts. It was further extended to M.P. and Chhattisgarh in 2006 – 07 while the tenth plan outlay for the program was Rs. 98.48 crore, it was envisaged to cover more than half the country by the middle of the Eleventh plan. Successive evaluations of the program including one at the national level in 2004 – 05 pointed to its success in empowering women at the grassroots level through the Mahila Sanghas.

Some of the achievements of M.S. were:-

1) Generating a demand for literacy and education.
2) Increasing recognition and visibility of women within the family and the community.
3) Increasing women participation in PRI.
4) Mainstreaming girls who had dropped out of school.
5) Increasing the economic empowerment of women through varied vocational training.

Dakar Conference:-

Education for All (EFA) is an international initiative first launched in Jomtin, Thailand in 1990 to bring the benefits of education to "every citizen in every society". In order to realize this aim, a broad coalition of national government, civil society group, and development agencies such as UNESCO and the World Bank committed to achieving six specific goals: - (1) Expand and improve comprehensive early childhood care and education, specially for the most vulnerable and disadvantaged children. (2) Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality. (3) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs. (4) Achieve a 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults. (5) Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality. (6) Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. The World Education Forum (WEF) held in Dakar Senegal in April 2000, marked a global initiative to evaluate the progress of national efforts over the previous decade to further the goals of education for all.

At the dawn of new millennium participating countries were provided an international forum for assessing progress, evaluating strategies and taking stock of the extent of their commitment, both in physical and financial terms. The assessment process provided the world community with a unique opportunity for examining how much nearer it was to achieve its goal of Education for all and for refocusing attention on basic education and reinvigorating efforts to meet basic learning needs. More than 1100 delegates from 164 countries re – affirmed their commitment to the objective of ensuring Education for All. The forums noted that despite significant made in many countries, the situation was for from acceptable. At the most fundamental level, the lesson of experience pointed to two essential considerations that needed to be address in a country specific manner. These are achieving Education for all goals means addressing the inequitable distribution of educational opportunities in country.

Education for all goals will not be achieved by simply accelerating program to expend access. If the expansion of education systems to meet access goals undermines learning out comes then even this achievement will be fleeting.

The forum recognized that the last decade had witness profound changes in the social, political, economic and cultural forces which in turn, have helped to shape the educational process in almost all the developing countries. Consequently education of systems are being subjected to a plethora of reforms, innovation and remedial measures in an attempt to make them more viable and responsive to changing needs and demands of society. Given this type of changing environment in education many issues have emerged and many problems have been faced and have to be resolved. Some of these are common institutions, no matter where they are, others are specific to countries or regions and have to be resolved within their own context.

(vi) Minimum Levels of learning (MLL)

With the direction of National Policy on Education, the initiative was taken in India in 1991 to lay down minimum level of learning to be achieved at the primary stage. The concept of Minimum Levels of Learning implies well-defined standards of learning by children. This was done on the basis of the recommendation of the committee on minimum levels of learning (1990). All the children irrespective of their background are expected to reach a minimum level of learning before they finish primary education.

(vii) **Sarba Shiksha Abhijan (SSA)**

Sarva Shiksha Abhiyan is an effort to universalize primary education by community – ownership to the school system. It is a response to the demand for quality elementary education all over the country. The SSA program is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community- owned quality education in a mission mode. Sarva Shiksha Abhiyan has been operational since 2000---01 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in primary education and improving the quality of learning. The SSA is Government of India's flagship program for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86 th amendment to the constitution of India making free and compulsory Education to the Children of 6—14 years age

groups, a Fundamental Right. SSA is being implemented in partnership with State Governments to cover the entire country. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide. It was designed programs including DPEP, Shiksha Karmi and Lok jumbish. It incorporated several kinds of intervention in the elementary education sector and was intended to be an umbrella program.

Some main features of SSA is **as under**:

Promotion of Girl's Education: - SSA promotes girl's education to equalize educational opportunities and eliminate gender disparities. A two pronged strategy is adopted for the promotion of girls education, namely to make education system responsive to the needs of girls and simultaneously to generate a community demand for girls education. Special effort is also made to bring out of school girls, especially girls from the disadvantaged sections to school. Girl education has received primacy.

Convergence: - The SSA is conceived as an umbrella program which subsumed all the on going projects, program and schemes aimed at developing basic education. A convergent approach helped overcome the problems of coordination between intra-sectors and inter sector program initiative and at the same time facilitated effective planning, implementation, monitoring and evaluation of the program.

Accountability to community: - The SSA envisages cooperation between teachers, parents and PRI as well as accountability and transparency.

Focus on Quality and Relevance: - The SSA lays special thrust on making education at elementary level useful and relevant for children through curriculum revision; introduction of child-centric teaching –learning methods, empowerment and value education.

Special Focus Groups:--SSA lays a special focus on the children of disadvantaged special groups (SC, ST, OBC & Minority communities). SSA targets geographical areas in districts and blocks with predominance of SC, ST, OBC and Minority population in the matter of allocation of funds and school infrastructure to promote education of those who have been deprived of educational facilities so far, 399 such districts have been identified as special focus districts for targeted interventions under SSA, which include 61 districts with high SC population, 109 districts with high ST population, 88 districts with high Muslim population and over 3000 blocks with low female literacy and highest gender gap called Educationally Backward Blocks have also been identified to focus on girl's education.

Inclusive Education:- The key objective of SSA is Universalisation of Elementary Education (UEE) . Three important aspect of UEE are access, enrolment and retention of all children in 6—14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education.

Improving quality:- The program aims to bring a broad shift towards schools and systems that are child friendly and inclusive, responsive to each child's needs and able to ensure their learning. Across the country, States are being supported to design and implement comprehensive Quality Improvement Programs to bring about overall changes in their teachers, curricula, learning materials, learning processes, learning outcomes, assessment and monitoring systems, in order to ensure that the quality of students learning is improved. With the passage of the RTE Act changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach to primary education, guided by the following principles:-

- Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systematic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management .
- Equity, to mean not only equal opportunity , but also creation of conditions in which the disadvantaged sections of the children of SC, ST, Muslim minority , landless agricultural workers and children with special needs, etc, can avail of the opportunity.

- Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general and children with special needs.
- Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 a decisive intervention to bring about a basic change in the status of women.
- Centrality of teacher, to motivate them to innovate and create a culture in the classroom and beyond the classroom that might produce an inclusive environment for children, especially for girls from oppressed and marginalized background.
- Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive process.
- Convergent and integrated system of educational management is pre- requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible.

Emerging direction for Sarva Shiksha Abhiyan

On the basis of the recommendations of the Committee on Implementation of RTE Act and the Resultant Revamp of SSA under the chairmanship of Shri Anil Bordia, former Union Education Secretary, the norms under SSA have been modified in line with the requirement of RTE Act. The norms were comprehensive and covered all aspects such as new schools, teachers, additional classrooms, a special training for out of school children, uniforms and transportation. There has been an additional 1073 KGBV which was sanctioned in educationally backward blocks. The Central Government has also approved an outlay of Rs. 2,31,233 crores for implementation of the combined RTE- SSA program for five year period of 2010—11 to 2014—15. After having adjusted for grants- in-aid of Rs 24,068 crores recommended by 13th Finance Commission to the states, the entire balance would be share between the Centre and the States. SSA encourage local specific and promoted local need because

planning through a district level decentralized management frame work involving PRIs, VECs and women groups. Each state and district had to set target for the goals of SSA to be achieved in their specific context. SSA was also used for channelize all central govt. initiatives in school education through a single agency in order to achieve concurrence at the field level. It was funded first on an 85.15 sharing basis between the centre and states during (Ninth plan) than on a 75.25 basis till the end of the tenth plan and on a 50.50 basis there after, 33% of the expenditure was earmarked for civil works and the program management cost was fixed at 6%.

Goals and objectives of SSA.

SSA originally sought to achieve the following goals:-

a) Provision of access to all children in the age group of 6 – 14 years through formal primary school or alternatives delivery means by 2003.

b) Completion of primary education of all children by 2007.

c) Completion of eight years of elementary education of all children by 2010.

d) Provision of education of satisfactory quality for all by 2010.

e) Universal retention by 2010.

Since some of these objectives could not be achieved within the prescribed time frame, the state revised them from time to time.

Focus areas of SSA

The focus of the SSA program is as follow:-

a) Out of school children.

b) SC, ST, minorities and other deprived classes.

c) Education of girls and children with disability.

d) Ensuring smooth transition from primary to upper primary stage.

e) Ensuring adequate learning achievement.

f) Improving the performance of the school system through a community owned approach with specific focus on the provision of quality education.

g) Bridging gender and social gaps by 2010.

Coverage

SSA covered the entire country. It tried to refine and fine tune the process of identifying educationally backward districts and blocks through the construction of an index that incorporated educational indicators related to inputs, equity and out comes. This innovative approach also supported decentralized planning by the states. In recent years, SSA has tried to target districts with specific problems and issues. In 2006 – 07, 314 districts were selected, 48 with more than 50,000 out of school children, 113 with more than 25 % SC or 50 % ST, 99 with significant by higher minority populations and 105 special focus districts. Preferential allocation of funds followed such identification with 76% of the 2006 – 07 out lays being allocated to district with a high percentage of out of school and SC / ST / minority groups.

Mode of Implementation

The program was so planned as to pave the way for NGOS, and private sector significantly contributed towards the achievement of these goals and lead towards a community owned initiative for UEE. New schools have opened, strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water maintenance grant and school improvement grant. Existing schools with inadequate teacher strength were to be provided additional teachers, capacity building of teachers development of new TLM and academic support were part of the overall plan. SSA adopted a community based approach with the habitation as a unit of planning and monitoring. In order to create a sense of ownership among stake holders, the planning process was expected to be participatory in nature. Thus education plans at the village level were supported to form the basis for elementary education plans at the district level. The EMIS correlated school level data with community based information obtained from micro planning and surveys. Every school was encouraged to share all information with the community, including the grants received.

Programmes under SSA

In order to realized the objectives of SSA, 10 major interventions and 104 programme activities within these interventions were designed. Some of the important interventions are detailed below.

In – Service Teacher Training

A 20 day in – service training for all teachers every year, a 60 day refresher course for / untrained teachers already employed as teachers, a 30 day orientation for freshly recruited teachers were SSA norms for teacher training. On an average 77 % of teachers receive the in service training every year. A few states like Tripura and Chhattishgarh collaborated with IGNOU to develop distance education modules to clear the backlog of untrained teachers.

Computer Aided Learning (CAL)

The SSA focused on the use of ICT and CAL to enhance the quality of class room transaction several states which adopted them received partial coverage under the programme lead innovations that had a budget of Rs. 15 Lakhs per year per district. 14 states developed their own strategies following the national guide lines of the SSA.

Inclusive Education for children with special Needs

SSA aimed at ensuring that all children with special needs were provided education in an appropriate environment. Accordingly it adopted a zero rejection policy and implemented a multi option model for them. This included main streaming in regular schools, provision of AIE / EGS centers or home based education. Flexibility was also accorded for adopting suitable alternative approaches wherever necessary. This was done through NGOs or through resource teachers. Some states like TN and Haryana had special model schools innovated extensively through idea like play parks at the BRC. As of 2006, about three million children had been identified and 183 million were enrolled. The states showed a variety response to the multi option model. AP and UP focused on innovation residential bridge courses in oder to prepare the children for school. Other form of support included provision of assistive devices and barrier – free access. Many states like Himachal Pradesh, Kerala, Andhra Pradesh and Gujrat converged their activities with district Disability Rehabilitation centre like Red Cross and Governmental corporations. The artificial limb manufacturing corporation of India (ALIMCo) which functions under the ministry of social justice and Empowerment, net 60 % cost of assistive devices and the balance was borne by the respective states.

Education of Girls

The SSA approach in making the education system responsive to the needs of girls had two components. The pull strategy that involves creating platforms that help people to reach out, find and access appropriate resources included better access to school including toilets for girls free uniforms and text book, back to school camps and bridge courses for out of school girls, residential facilities and the NPEGEL in 3427 blocks and urban slums, recruitment of more women teachers, teacher training that focused on gender sensitivity, appropriate TLM and interventions like ECCE centre. The community dimension included creating conditions fostering women participations, providing women with a specific role in the management of school related activities and strengthening the linkages between the school and communities.

National programme for Education of Girls at Elementary level

NPEGEL is an important sub component of SSA was launched in September 2003 to enhance the education of girls at the elementary stage. The objective was to provide additional support to girl's education over and above the investments for the same through normal SSA interventions. It focused on promoting schooling for girls through a range of strategic interventions It was also implemented in urban slum areas. It provided additional components through an intense community mobilization and through development of model cluster schools. It also provided for teacher training development of gender sensitivity and support material. NPEGEL provided for development of one model girls school in each cluster and included incentives such as stationery, additional interventions like awards, remedial teaching and bridge courses, The supplementary teaching material included stories on women achievers and lesson on nutrition, Sanitation, environment, gender and legal aid.

Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme

This scheme launched in July 2004, this scheme was designed to encourage greater participation of girls at the upper primary level. Attempts were made to reach girls living in hard to reach, small and scattered habitations that day at a considerable distance from the nearest school. The scheme was implemented in educationally back ward district of the country where the female rural literacy was below the national average and gender gap in literacy was above it.

Distance Education

The country's first satellite dedicated exclusively for education EDUSAT was launched in September 2001. It revolutionized the way in which distance education was carried out in the country. The initial focus was on teacher training at the BRC. The SSA supported distance education initiatives in seven states M.P, Chhattishgarh, Bihar, UP, TN, Karnataka and Haryana, Karnataka was the first state in the country to use the EDUSAT facility for teacher training and classroom support. Under the pilot phase of the project one district in each state was taken up for creation of infrastructure in schools and academic support structures to receive satellite signal and for the development of educational content.

Impact of SSA

The implementation of SSA leads to significant achievement in the field of elementary children who were left out of the schooling process. School infrastructure improved. There was qualitative enhancement of teaching methods and in learning out comes. As per published reports of Government of India, there is significant achievement in areas i.e. the number of out of school children dropped from 23 million in 2003 – 04 to 9.5 million by 2005 - 06. Dropout rates at the primary level stood at about 12 % and 190 out of the 400 districts showed declining drop out trends. The gender gap in enrollment stood at 4.2 % at the primary level and 8.8 % at the upper primary level. In 2005 – 06 there were only 22 districts with a gender gap of more than 10 %. At the upper primary stage, however there were 82 districts with a gap of more then 15 % and 50 with a gap of more than 20 %. The percentage level (2004 – 05) was also greater than that of proportion of their population, while the SC constituted 20.73 % against a total population share 16.2 %. The ST stood at 10.69 % against a population share of 8.2 %. Over 400,000 additional teachers were recruited across the country under SSA till oct 2005. More than 73000 academic resource centers established at the block and cluster levels to provide academic support to primary and upper primary teachers. All teachers were provided grants for developing TLM, leading to improved teaching learning methods and learning out comes. A majority of teachers received in service training, free text books were distributed to all girls and children belonging to SC and ST. In addition to maintenance grants, annual grants to improve infrastructure were provided to schools leading to visible and concrete benefits. However, Achievement levels continued to be low as per NCERT

and ASER survey assessment. Quality of education, provided by the non formal systems, especially in disadvantages regions, remained a big question mark.

Never the less, the trend of out comes except in the area of learning achievement were indeed encouraging. A part from the significant impact of national policies and guidelines, individual states made their own choice of activities that needed to be introduced. Another positive feature of these interventions was that they were fairly large in scale and were implemented quite effectively. They also revealed a high degree of involvement of the SSA functionaries at the sub – district levels.

Joint Review Missions conducted by Govt. of India, world bank found that

a) SSA generated considerable interest and commitment in all the state and helped bring elementary education closer to the centre stage of the development agenda. Different states adopted the national frame but adopted it to suit their individual contexts.

b) SSA generated an intense school community interface that would serve as the foundation for sustained progress towards UEE. While participation in school development visibly improved, enrolment went up as did the attendance of students and teachers. There was better maintenance of school building and accountability in the system was markedly enhanced.

c) SSA significantly improved across to schooling by opening schools and setting UP EGS centres in remote areas and for inaccessible populations. The natural out come was that the member of out of school children reduced drastically.

d) As a result of recruitment of additional teachers PTR came down to 40:1 in several states.

e) Effective and appropriate TLM were developed, schools become more child friendly and teachers were trained in child center activity based pedagogy. As a part of capacity building and sustaining reforms teacher training become an integral part of the planning process.

f) Several interventions to reduce gender and social gaps like remedial instruction, residential schools, vocational skills development, uniforms and mid – day meals were introduced in almost all states.

g) SSA brought in greater convergence between various program, states began to review schemes like ICDS, total sanitation and water supply as crucial inputs.

h) An increasing number of NGOs and civil society partners were brought in to a collaborative relationship.

(viii) RIGHT TO EDUCATION ACT 2009

HISTORY OF THE RTE ACT, 2009

Attempts to make the right to free and compulsory education available to the Indian child began a little more than a century ago. Many changes had taken place in the 18th century. This was the period of emergence of the middle class of the rationalistic and individualistic philosophies and of the nation state. With these new ideas emerged new concepts regarding education as a right of all the citizens and as a duty of the state. In the later half of the 19th century, the educated Indian in their travel abroad, noticed these changes on the continent as well as in Great Britain. They noticed in particular, the in the entitlement of citizens in England and in British India. When in 1870, England passed legislation to make education free and compulsory a demand was raised in India, to provide similar facilities in its colonies. A number of educated Indians deposed before the Indian Education Commission in 1882 and asked for laws to be made to make education compulsory and to wean children away from labor in factories and other kinds of unsuitable work (Desai,1953). From this point onwards began the struggle for making available this same right to every child in India. To show to the British that such ideas were not too utopian in the Indian context, a number of princely states such as Baroda, Travancore, Manipur etc. introduced legislation in their states to make education compulsory (Saiyidain,1966). Instead of going into the details of this political battle, a brief overview of the major historical events in chronological order is presented below;-

1870--- Compulsory Education Acts passed in Britain, demand for similar treatment for Indians.

1882--- Indian Education Commission – Indian leaders demand provision for mass education and Compulsory Education Acts.

1893—Maharaja of Baroda introduces Compulsory Education for boys in Amreli Taluk.

1906—Maharaja of Baroda extends Compulsory Education to rest of the state.

1910-- Gopal Krishna Gokhale makes a plea to imperial legislative council for introduction of free and compulsory education.

1911--- Gokhale proposes Private Member's Bill (Rejected).

1917-- Sh. Vithalbai Patel succeeds in getting Bill passed. First Law on Compulsory Education passed. (popularly known as Patel Act)

1918-- Every Province in British India gets Compulsory Education Act.

1930—Statute Book was written.

1930--- Hartog Committee Recommendation for better quality hinders spread and development of primary education.

1937--Mahatma Gandhi gave a stirring call for Universal Education. He solved what he called the Educational Puzzle by proposing Self funded education, in what came to be Nai-Talim or Basic education.

1944--- Post War Plan for Educational Development in India (Sargent Plan) proposes scheme for India to achieve universal elementary education by 1984 (40 years).

1947--Ways and Means (Kher) committee set up to explore ways and means of achieving UEE within ten years at lesser cost.

1947—Constituent Assembly Sub- committee on Fundamental Rights places free and compulsory education on list of Fundamental Rights.

1947(April) Advisory Committee of the Constituent Assembly rejects free and compulsory education as a fundamental right.

1949 (November) Debate in Constituent Assembly removes the first line of this clause (36 Article now).

1950-- On 26th January, when India was declared a Republic, the Article 45 of Directive Principles of State Policy was finally accepted; the state shall endeavor to provide within a period of ten years from the commencement of the constitution, for free and compulsory education for all children until they complete the age of 14 years. This denied a justifiable right and K.T. Shah (1947) mentioned it in his note of dissent.

M. C. Chagla, The Education Minister of India, spoke in volume in 1964 about the failure of the intention of UEE as envisaged in Article 45 and suggested few measures. The Universal Elementary Education has been a salient feature since independence.

The constitution (Eighty – sixth Amendment) Act 2002 inserted Article 21A in the constitution of India to provide free and compulsory education of all children in the age group of 6 to 14 yrs as a Fundamental Right in such manner as the state may by law determine. The Right of children to Free and Compulsory Education (RTE ACT 2009) which represents the consequential legislation envisaged under Article 21A means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfied certain essential norms and standards. Compulsory education casts an obligation on the appropriate Government to provide and ensure admission attendance and completion of elementary education. Free education means that no child, other than a child who has been admitted by his or her parents to a school who is not supported by the appropriate Government shall be liable to pay any kind of fee or charges or expenses which may prevent him or her pursuing and completing elementary education. The RTE, Act 2009 has become a reality, and guarantees every child the most basic fundamental right--- the right to education. The RTE Act along with Article 21A inserted in the Fundamental Right of the constitution of India became operational on 1st April 2010. The right of children to free and compulsory education provides for compulsory primary education in a neighborhood school. The compulsory education means obligation of the appropriate government to provide free primary education and ensure compulsory admission, attendance and completion from pursuing and completing primary education. It makes provisions for a non admitted child to be admitted to an age appropriate class. It specifies the duties and responsibilities of appropriate Government, local authority and parents and other responsibilities between the central and state Governments. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school and for prohibition of deployment of teachers for non – educational work other than decennial census, elections to the local authority, state legislatures and parliament, and disaster relief. The act prohibits – (i) physical punishment and mental harassment, (ii) screening procedures for admission of children, (iii) capitation fees (iv) private tuition by teachers (v) running of schools

without recognition. It provides for development of curriculum in consonance with the values enshrined in the constitution, and which would ensure the all round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centre learning. It provides for protection and monitoring of the child's right to free and compulsory education and redress of grievances by the National and State Commissions for Protection of Child Rights, which shall have the powers of a civil court.

OBJECTIVES OF RTE ACT- 2009 :- Though the main objective of the RTE Act, 2009 is completion of 8 years of schooling in the elementary level, the following objects may be jotted down :-

1) The objective of the act is to enable every children to get free and compulsory admission, attendance and completion of elementary education in a neighborhood school.

2) The act is to provide for a stress- free environment and anxiety –free education with prohibition of corporal punishment and any sort of mental harassment.

3) The scope of the act is limited to elementary, from class I—VIII.

4) The act is to acknowledge the duties and responsibilities that teachers are to follow, establishing a system of accountability ensuring that students get maximum benefits from the teaching – learning process.

5) The act makes provisions for a non admitted child within age group 6 to 14 years to be admitted to an age appropriate class along with getting special training.

6) The act prohibits for children in 6—14 age group – screening procedure for admission, capitation fees, private tuition by teachers, running of schools without recognition.

7) It specifies the duties and responsibilities of appropriate governments, local authority and parents in providing free and compulsory education and sharing of financial and other responsibilities between the central and state governments.

8) The act lays down the norms and standards relating to Pupil Teacher Ratios (PTR), building infrastructure, school working days, teacher working hours.

9) The act provides for rational deployment of teachers ensuring that there is practically no urban- rural imbalance in teacher postings. It also prohibits deployment of teachers for non- educational work, other than decennial census, elections to local authority, state legislature and parliament and disaster relief.

10) The act provides for appointment of appropriately trained teacher.

11) The act provides for development of curriculum in consonance with the values enshrined in the constitution and age and learning levels of the children.

12) The act contains provisions for establishing School Management Committees and ensuring management and supervision of schools community support.

13) It aims at eradicating the issue of child labor in the country. It provides for protection and monitoring of the child's right to free and compulsory education and redress of grievances by the National and State Commissions for protection of Child Rights, which shall quasi- judicial powers and can as a civil court.

14) It mandates a system of evaluation to be done throughout the year and not be based on an annual examination. There will be no failure till completion of elementary cycle and evaluation should reflect all facts, talents including music, theatre, leadership skills etc.

15) All private schools are required to admit in their incoming class 25% children from weaker sections and socially disadvantaged groups from their neighborhood.

16) The RTE in different sections makes reference to gender equity both explicitly and implicitly. Some of the relevant provisions are – discrimination against children from disadvantaged groups and weaker sections on any ground whatsoever, inclusion of women in school monitoring committees, provision of equity issues etc.

17) It is the obligation of the Government to ensure not just enrollment but attendance and completion of primary education. It implies that the govt. must

identify all children those are out of school or dropped out and ensure that they complete the primary cycle of education.

18) The Central as well as state government will have the concurrent responsibility for providing funds necessary to meet the expenses under the act.

19) No admitted child can be held back in a class or expelled until completion of elementary education.

20) Several penal provisions are also prescribed in the act towards non-compliance.

21) The Act makes it compulsory for the parents of the children in the given age range to admit their children in the schools.

22) The Act makes it mandatory for all schools to follow the guidelines of the act to be eligible for continuity of operation or for start of a new school. Three year moratorium period has been provided to school to implement all that is required of them.

SSA has been operational since 2001 –02. With the passage of the RTE Act changes need to be incorporated into the SSA approach, strategies and norms. With the recommendation of the committee on implementation of RTE Act and the resultant revamp of SSA (2010) under the chairperson of Shri Anil Bordia, former Union Education Secretary, the SSA's Framework of implementation has been revised and its norms have been modified to align them with the requirement of RTE Act 2009. The fund sharing pattern between the centre and state has been revised with a new funding pattern of 65: 35 (90: 10 for North Eastern States) applicable for a period of 5 years with effect from 2010—11. The revised SSA framework for implementation is also based on child centric assumptions, emerging from the National Policy on Education 1986 / 92 and the National Curriculum Framework (NCF), 2005. The revised SSA Framework for implementation provides a broad outline of approaches and implementation strategies within which states can frame more detailed guidelines keeping in view their specific social, economic and institutional context.

Important provision of RTE- 2009

The important provisions of the RTE Act-2009 are given below:-

Right to Free and Compulsory Education:-

a) Every child from 6—14 years of age shall have the right to free and compulsory education in a neighborhood school till the completion of elementary education.

b) The government shall ensure that all children including those with disabilities including mental illness, mental retardation, blindness and hearing loss, shall enjoy this right.

c) Special provisions to be made for children not admitted to or who have not completed elementary education for direct admission to a class appropriate to their age, special training to be given to such children.

d) Elementary education shall be free for such children until completion.

Duties of Government and Local Authority:-

i. The Act demarcates the functions of the central and appropriate governments as well as the local authority.

ii. The appropriate government and local authority shall establish within such area or limits of neighborhood, a school within a period of three years.

iii. Both the centre and the states shall have concurrent responsibility for providing funds for the implementation of the act. However, the centre shall prepare the estimates of expenditure and provide a certain percentage of funds to the states for carrying out the provisions of the act.

iv. Apart from ensuring availability of a neighborhood school, every local authority should ensure that children belonging to weaker sections are not discriminated against or prevented from pursuing and completing primary education on any grounds.

v. These authority are expected to not only maintain records up to the age of 14 years of children residing within their jurisdiction but also ensure and monitor their admission, attendance and completion of primary education.

vi. The act has made it mandatory for the authorities to provide infrastructure including school building, teaching staff and TLM, provide special training facility for teachers and decide on the academic calendar.

vii. It is also the responsibility of the states / local authority to provide good quality elementary education conforming to certain standards and norms.

Duties of parents / Guardian:--

It should be the duty of every parent and guardian to admit or cause to admit his or her child in a neighborhood school for elementary education.

Responsibilities of the school and Teachers:--

a) The Act requires all schools to comply with pupil teacher ratio norms. Additionally, all private schools must comply with infrastructure norms failing which they shall lose their recognition.

b) A school providing compulsory elementary education shall be reimbursed to the extent of per- child – expenditure incurred by the state or the actual amount charged from the child, whichever is less.

c) Schools shall constitute SMC which shall monitor their running and utilization of governments grants, prepare a school development plan etc.

d) A child shall not be denied admission. A child required to move shall have the right to transfer to any state or local government or aided school.

e) No child admitted to a school shall be held back in any class or expelled from school till the completion of elementary education.

f) No child shall be subjected to physical punishment or mental harassment.

No capitation & Screening procedure for Admission:--

1) No school or person shall, while admitting the child, collect any capitation fee and subject the child or his parents or guardian to any screening procedure. Any contravention of this provision shall be punishable with fine which may extend to 10 times the capitation fee charged.

2) Any school or person subjecting a child to a screening procedure shall be punishable with fine which may be extended to Rs. 25000 for the first contravention and Rs 50000 for each subsequent contravention.

3) Penalty has also been prescribed for any person who establishes or runs a school without obtaining certificate of recognition or, continues to run the school after withdrawal of recognition.

School Management Committees:--

The school shall constitute a SMC consisting of elected representatives of the local authority, parents/ guardians of children admitted in such school and teachers. Three-fourth members of such committee shall be parents/ guardians.

The SMC shall perform the following functions:

a) Monitor the working of the school,

b) Prepare and recommend the school development plan,

c) Monitor the utilization of grants received from appropriate authorities and

d) Perform such other functions as may be prescribed.

Prohibition of Deployment of Teachers for Non – educational Purposes:--

a) No teacher shall be deployed for any non educational purpose other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the state legislatives or parliament as the case may be.

b) No teacher shall engage in private tuition.

Curriculum and Examination:--

a) The curriculum and evaluation procedure shall be laid down by an academic authority specified by the appropriate government.

b) No child shall be required to pass any board examination till completion of elementary education.

c) Every child completing elementary education shall be awarded a certificate.

Protection of Rights of children:--

a) The responsibility of monitoring the Right to Education has been vested with the National Commission for protection of Child Rights (NCPCR). But NCPR at present has only three members including the chairperson.

b) The Appellate authority under the act is the State Commission for Protection of child Rights which is non- existent till date.

Constitution of National Advisory Council:--

The central governments constitute a National Advisory council consisting of a maximum of 15 members to advise the centre on implementation of the provisions of the act in an effective manner.

Constitution for child rights

The National Commission for Protection of Child Rights (NCPCR) was set-up in March 2007 under the Commission for Protection of Child Rights Act, 2005, an Act of Parliament (December, 2005). The Commission's Mandate is to ensure that all laws, policies, program and administrative mechanisms are in consonance with the Child Rights perspective as enshrined in the constitution of India and also the UN convention on the Rights of the child.

Who is a child?

According to international law, a child means every human being below the age of 18 years. This is a universally accepted definition of a child and comes from the United Nations Convention on the Rights of the child (UNCRC), an international legal instrument accepted and ratified by most countries. India has always recognized the category of persons below the age of 18 years as distinct legal entity. All people under the age of 18 years are entitled to the standards and rights guaranteed by the laws that govern out country and the international legal instrument we have accepted by ratifying them.

Constitutional provisions for protecting child rights

In the Indian Constitution, prior to the 86th Amendment Act, 2002 three Articles in the Constitution had the child as their specific focus. These were Articles 24, 39, and 45 dealing with prohibition of children from being employed in factories, mines or in other hazardous employment, development and protection of the tender age of children, and free and compulsory education.

ARTICLE -24:- No child below the age of 14 yrs shall be employed to work in any factory or mine or engaged in hazardous employment.

ARTICLE- 39: The state shall direct its policy toward securing that the tender age of children is not abused and that citizens are not forced by economic necessity to enter avocation unsuited to their age or strength and that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.

ARTICLE- 45:- The state shall endeavor to provide within a period of 10 yrs from the commencement of the constitution for free and compulsory education for all children until they complete the age of 14 yrs. Apart from these, the 1993 judgement of the Supreme Court in the case of J. P. Unni Krishan and others vs. State of Andhra Pradesh and others (1993) had declared: 'The passage of 44 years – more than four times the period stipulated in Article 45 has converted the obligation created by the Article into an enforceable right. At least now the state must honor the command of Article 45 and make it a right''. According to this verdict "Right to Education is implicit in and flows from right to life guaranteed under Article 21 and Every child of this country has a right to free education until the age of 14, thereafter his rights are circumscribed by the economic capacity and development of the state''. Besides these they also have rights as equal citizens of India, just as any other adult male or female.

Right to equality (**Article -14**)

Right against discrimination (Article -15)

Right to personal liberty and due process of law (Article- 21)

Right to being protected from being trafficked and forced into bonded labor (Article - 23)

Right of weaker sections of the people to be protected from social injustice and all forms of exploitation. (Article 46)

Research, documentation and interventions by Government and the civil society groups in the past have clearly brought forth some of the child protection issues and categories of children that deserve special protection, these are gender discrimination, caste discrimination, disability, female foeticide, domestic violence, child sexual abuse, child marriage, child labor, child prostitution, child sacrifice, corporal punishment in schools, examination pressure and student suicides, natural disasters, war and conflict, HIV / AIDS etc. In the efforts to improve the implementation of the

Juvenile Justice System in the country UNICEF is also supporting the Government with the development of training materials for the Judiciary and various other functionaries of the system.

Recommendations of the Parliamentary Committee

The Parliamentary Standing Committee on Human Resource Development presented its report on the Bill in 2009. Some of the important observations of the committee were:--

a) The experiences of the states in implementing the legislations already existing are not very encouraging and to a large extent, they have remained unimplemented.

b) Problem areas and shortcomings in the implementation of the state laws should take into account so that they are ameliorated in the present legislation.

c) Community involvement and participation is an essential ingredient for the successful implementation of the provisions of the act.

d) A formula for sharing of funds between centre and states should be finalized and reflected in the financial memorandum attached to the act as many states have expressed their inability to bear the huge financial burden estimated for the implementation of the act.

e) Mass awareness is to be created about this social legislation and regular monitoring of its implementation should be ensured.

f) The mechanism for ensuring the admission eligible students to private schools under this provision has to be adequate and appropriate.

g) Expenditure incurred on 25% of under privileged children should not be passed on to the remaining 75% of the children.

h) Aided and unaided schools should give 25% of their admissions from the nursery class to under- privileged children.

i) A fool- proof monitoring mechanism must be in place to ensure effective implementation of penalties so that no school denies admission to any child.

j) In case age proof is not available, there should be provision for parents to produce an affidavit or an age certificate from the chief of Village Panchayat/ local counselor.

k) A minimum level of grading should be fixed for the child for promotion to the next class instead of blanket promotion.

l) In the matter of awarding a certificate to a child for completion of elementary education, a standardized assessment of that child should be done periodically to enable the child to know his own level and improve accordingly.

m) A provision must be made enabling appeal against orders passed by the NCPR.

However the Act was passed by Parliament in July, 2009 without any major changes. The Central and State governments have the concurrent responsibility for providing funds for carrying out the provisions of the Act. The states have made it clear that they do not have the needed resources to implement the provisions of the Act. Hence, there is apprehension that the good intention of the law would get entangled in financial wrangles between the centre and the states. With the passage of the Act. (we.f .1.4.2010) education has become a fundamental right as well as a legally enforceable duty on the part of the centre and the states to provide free and compulsory education to all children aged between 6—14 . But will this Act secure elementary education of a satisfactory quality, for every child and help him/ her to complete it successfully, time alone will tell".

1.17. RATIONALE OF THE STUDY

Education has always been considered as the key instrument for the development of human being and nation. Education, in its broadest sense is the most important input for empowering people with skills, knowledge, attitude and efficiency that leading to overall qualitative development of life. Primary education is the basic foundation of all higher levels of education and development. It is the stage where children formally start to learn reading, writing and arithmetic. This education continues to play a fundamental role in enhancing their skills and knowledge that helps in overall and development of children in particular and nation in general. The primary education should be compulsory to the child between the age group 6 to 10 years. It is the first

stage of formal education. Primary educations constitute a very important part of the entire structure of education. The education which he receives and to provide the foundation of physical, mental, emotional, intellectual and social development of learners. Sound elementary education given a fill up to sound secondary and higher education. Elementary Education deserves the highest priority not only on ground of social justice and democracy but also for raising the competence of the overage worker and for increasing national producing. A part from being a constitutional obligation, the provision of universal elementary education is crucial for spreading mass literacy which is a basic requirement for economic social and political development. Making primary education accessible, universal and relevant has been a goal of India since Independence. In article 45 of the Indian constitution it clearly states "The state shall endeavor to provide within a period of ten years from the commencement of this constitution for free and compulsory education for the children until they complete the age of 14years. It means that enrolment of children should be universal up to completion of primary stage. Many attempts have been made to fulfill the constitutional obligation enshrined in Article 45 of the Directive principles of the state policy. A nation wide policy named National Policy of Education 1986 has been formulated which has fixed revised time targets for achieving universal Free Education up to age 14. To achieve the targeted goal the Govt. of India launched various schemes ranging from OBB to SSA but still not be able to achieve the targeted goal.

In Assam several acts were passed like Assam Primary Education Act 1926, Assam Primary Education 1947, Assam Basic Education Act 1954, Assam Elementary Education 1962, Assam Elementary Education 1968, and Assam Elementary Education (Provincialisation) Act 1974 are notable. Still in Assam the literacy rate is only 73.18% (census 2011). Hence another ambitious project known as Sarva Siksha Abhiyan (2001) was taken up nationwide to achieve the goals of universal enrolment, universal access and universal retention. It has set 2007 as the deadline for providing primary education in India and 2010 as deadline for providing useful and relevant elementary education to all children in the 6 to 14 years of age group. The Sarva Siksha Abhiyan is also focus to improve the quality of education with regard to various measures in terms of providing physical facilities, training of teachers, modernizing teaching learning practices etc. So it is an urgent need to conduct an in –

depth study of the present existing primary education system of India to ensure 'Education for All'. It is observed from the review of related literature that various studies have been conducted on primary education taking different areas with different objectives. It is unfortunate that no research work has been carried out on any aspects of primary education in Bongaigaon district. Thus considering all aspects it is felt a need to carry out a research on primary education in Bongaigaon district. That is why the present investigation, "**Primary Education in Assam with special reference to Bongaigaon District**:- **A Case Study"** is designed. It is an attempt to answer certain questions relating to primary education. How is the development of primary education in Bongaigaon district? What is the status of primary education in Bongaigaon district with respect to physical facilities, in respect of teacher and student, in respect of teaching aids and materials, in respect of method of teaching, in respect of text books, in respect of co- curricular activities, in respect of time table and in respect of evaluation. What are the problems of primary education in Bongaigaon district? The present study is conducted with a view to answering the above questions. It is hoped that the outcomes of the study will throws light on many areas of primary education in Bongaigaon district, which are yet to explore and helps in policy making to bring significant improvement in the field of primary education . However in-depth study of such a large number of populations is not possible. Therefore the researcher delimited the present study to the Bongaigaon District of Assam. Moreover the literacy rate of Bongaigaon District is 70.44% (census 2011) Bongaigaon district is situated in the western part of Assam and it the second largest town in lower Assam. The district is mainly dominated by Koch- Rajbonshi community. They are known as the ethnic people.

Keeping the above view, different educationist and education commissions have given valuable suggestions and recommendations for the progress and development of primary education. But till today, no effective progress has taken place in the implementation of the educational program due to various problems. Though the primary education has made a progress in Bongaigaon district, but it can not be said to be encouraging and satisfactory and have yet to achieve its goal. The investigator would like to find reasons and draw backs of primary education in the said district.

1.18. STATEMENT OF THE PROBLEM

The investigator took the present study as **"Primary education in Assam with special reference to Bongaigaon District: A case study."**

1.19. OBJECTIVES OF THE STUDY:- The researcher has formulated the following objectives:

1) To study the growth and development of primary education in Bongaigaon district.
2) To investigate the enrollment and retention at primary level in Bongaigaon district of Assam.
3) To study the academic achievement of learners at the primary school stage.
4) To study the assessment procedure of learners at the primary school stage.
5) To find out the problems at primary school stage of Bongaigaon district.
6) To explore the suggestions for the improvement of primary education in Bongaigaon district.

1.20. OPERATIONAL DEFINITION OF THE TERMS:-

1. **Primary Education:-** Primary Education refers to education imparted in Class I to V.
2. **Primary School: -** Primary School refers to Lower Primary i e Class I—V.
3. **Primary School Teacher: -** Primary School teacher here mean teachers teaching in Class I- V.
4. Participation of education means enrolment of students in lower primary schools.
5. **Char: -** Chars are nothing but geological formations in the river Brahmaputra and some sub rivers like Iye, Manah of the district Bongaigaon which are formed due to abrupt differences in slope and gradient of the river.

1.21. HYPOTHESES:-

In view of the objectives of the study the investigator formulated the following hypotheses:

1. There is no significant difference in the development of primary school stage in Bongaigaon district of Assam.
2. There is no significant difference in the enrolment of learners at primary school stage in Bongaigaon district of Assam.
3. There is no significant difference between the enrolment of rural and urban background learners at primary school stage in Bongaigaon district of Assam.
4. There is significant difference between the enrolment of rural and urban background learners at primary school stage in Bongaigaon district of Assam.
5. There is no significant difference in the retention of learners at primary school stage in Bongaigaon district of Assam.
6. There is no significant difference between the retention of male and female learners at primary school stage in Bongaigaon district of Assam.
7. There is no significant difference between the retention of rural and urban background learners at primary school stage in Bongaigaon district of Assam.
8. There is no significant difference in the academic performance of V grade learners in Bongaigaon district of Assam.
9. There is no significant difference in the academic performance of V grade male and female learners in Bongaigaon district of Assam.
10. The primary education of Bongaigaon district faces so many problems.

1.22. DELIMITATION:-

a) The study is confined only to 84 numbers of provincialised primary school.

b) The study is delimited to the problem of primary school.

c) The study is confined only to the four educational block of Bongaigaon district.

d) The investigator delimits his study to Class I to V standard of Bongaigaon district.

e) The study is restricted to a sample of 239 teachers of selected primary schools.