



PRIMARY EDUCATION PROGRAMME IN UPLIFTMENT OF PRIMARY EDUCATION IN INDIA

Ganapaka Kranthi Kumar

Research Scholar (Ph.D.) Department of Public Administration & HRM

Kakatiya University, Warangal – 506 009

ABSTRACT

Education is one of the largest human enterprises undertaken by modern Government. The objectives, procedures and machinery together constitute educational administration. Now-a-days, the term 'Educational Administration' comprehensively used. Like administration of other affairs administration of education also consists of all those activities which are concerned with planning, organising, directing, co-ordinating and controlling of activities related to education. India is more illiterate than it was fifty or hundred years ago. The socio-economic conditions in rural India have decayed, declined and deprived the primary education system. Equally the social and economical inequalities of caste, class and gender have been identified as the major causes of education deprivation among the children majorly in rural India. Enrolling all boys and girls in school by 2015 is one of the most important millennium development goals of India. And India will do that probably earlier than the UN target date through non-formal, formal and inclusive education. Thus to achieve this Right to Education Act has been enacted across the nation. The term 'Education' now has to be accepted with much greater responsibilities than before. Until now the focus has been only on producing Quantity that is large number of doctors, engineer, etc. But with the moving trends of surplus employment opportunities in any sector, it'll definitely shift from Quantity to the Quality part within the learning generations.

Keywords: Administration, primary education, students, system

Introduction

In each society the Nation, the City, the Business or the University some one must make rules to govern and the conduct of the relations among those who are banded together thus each maintain order and certainty among the groups and facilitates the achievement of whatever it is established to do. But like other Governments, neither can afford order if a certainty of it is achieved at the cost of the freedom of those who are governed (Corson, J. J.1960).

Education in this country has a definite legal structure, or a body of laws. The law of any phase of Government is found in constitution, statutes, and judicial proceeding. School law in no exception. It is through constitution, statutes and the courts that the people have attempted to set up the rules by what "we play the game'. These rules became one basis for determining what can and cannot be sanctioned in order for the culture to survive. The rules, the regulations, the statutes and the courts are the tools of social control which dictate what human behaviour ought to be. But the extent to which the law can control human behaviour depends upon how willing the people are to accept the laws.

Laws, court decisions, statutes, rules and regulations make-up a large part of the formal structure of a social organisation. Although this codified apparatus does not describe the informal structure, the student must understand the legal structure which sets the formal dimensions of the organisations as well as many informal forces which are at play within the organisation. Because the administrator must spend much of his time in making reports and checking on laws and legal procedures in order to administer the school system, it is appropriate to briefly review the legal and Governmental controies on education and their history. The historical development of our legal body of rules provides insight into many of the issues and beliefs held in educational administration today (Willard et al., 1967).

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Act has been enacted across the nation. The term 'Education' now has to be accepted with much greater responsibilities than before. Until now the focus has been only on producing Quantity that is large number of doctors, engineer, etc. But with the moving trends of surplus employment opportunities in any sector, it'll definitely shift from Quantity to the Quality part within the learning generations. Thus, the main focus will be on producing better human beings rather than incompetent beings. And this can only be achieved by providing the education sector with the right blend of opportunities, amending education as an exercise in quality with quantity matched to what our economy can imbibe.

Meaning of Educational Administration

Education is one of the largest human enterprises undertaken by modern Government. The objectives, procedures and machinery together constitute educational administration, in the words of Kandel,

"Fundamentally the purpose of educational administration is to bring pupils and teachers together under such conditions as well as successfully promote the end of education".

Now-a-days, the term "Educational Administration' comprehensively used. Like administration of other affairs administration of education also consists of all those activities which are concerned with planning, organising, directing, co-ordinating and controlling of activities related to education. Further, as in another fields, administration of education also demands a high degree of natural ability, training, knowledge and experience on the part of those who are associated with it (Gai.D.N.1979).

Educational administration is a new field of study in India. During the pre-British days, schools were run by private individuals or organisations, and there were no paid servants in schools. Teachers were independent, and adopted that profession because of love for teaching and not so much for earning money. School inspection was introduced in the country for the first time in 1843, and the first Department of Education was set up in 1855 (Mukharji, S.N. 1981).

Review of Literature

Kumar Niraj (2005) stated in his article primary education in India (initiative and prospects) that universal primary education goes beyond economic consideration. Noble Laureate Amartya Sen has called for enhancement of human capabilities- the essential and individual power to reflect, make better choice, seek a voice and enjoy a better life. Primary

Education is also a gateway to higher education. Micro economic research has revealed that education improves individual income. Research also indicate the contribution of primary education to better natural resources management and more rapid technological adaptation and innovation.

Panner Selvam (2004) in his article "Mother tongue is essential for full fledged Primary Education" discussed that the skill to use the language without errors should be developed among the primary education children by adopting a quotable methodology for teaching the language. If the language is given primary importance the involvement of the children will be enhanced and their education will become complete.

Dabir and Loitam (1999) Conducted a study aimed at studying the status of primary education facilities in the schools of Imphal Districts of Manipur. A sample of 30 schools with equal number of private and govt. schools was selected. The study revealed that the private schools were having better infrastructure, training aids and other activities. The govt. schools had more number of trained teachers and a very low teacher students ratio. Salaries of teacher were much higher in govt. schools. The facilities in both type of schools need to be improved in order to achieve the goal of universilization of primary education.

Devi, Rajpati (1985) Evaluated the barriers in the primary education of Scheduled caste students and stated the poor pupil teacher ratio, just minimum qualification, poor training of teachers and their defective methods of teaching are the main causes due to which students of primary classes could not gain good achievement level. The study further revealed that although there was no any discriminatory behavior towards the scheduled caste students but no more efforts have been done to include them for their better achievement It has also been noticed that home and family background conditions were also responsible for the low achievement of students.

Objectives of Study

1. To enable the students to learn the basic concept of educational administration.
2. To acquaint the students with the elements of the process of educational administration.
3. To develop an understanding and an appreciation of the role of different agencies in educational administrations.

4. To develop understanding of the problems of educational administration in India.
5. To enable the students to comprehend the significance of educational administration at different levels.

Methodology

The study is based on secondary sources of information and data. Secondary data was collected from reports, journals, articles and unpublished works of scholars.

Types of Education in India

Broadly speaking, education is divided into three branches viz., formal, informal and non-formal education. Formal education is deliberately and consciously planned and its curriculum is pro-designed and goals also predetermined. It comprises direct schooling and tuition intended for pupils of particular age group. For example, schools and colleges impart formal education. Informal education is predominant in developing and under-developed countries and also in advanced countries. This is also called incidental education which is received by living with others. But it is not provided consciously and deliberately. Finally, non-formal education is offered at any convenient place, time and level of understanding or psychological growth of children or adults. Education in India can be divided into the following sub-heads.

- a) Pre-Primary Education
- b) Primary Education
- c) Secondary Education
- d) Social Education
- e) Special School Education
- f) Rural Higher Education
- g) Urban Education
- h) Physical Education
- i) Technical Education
- j) College Education
- k) University Education and
- l) Research and Training.

Primary Education before Freedom

In the year of 1954 board of directors issued a charter education and Charles wood

was chief of the charter dispatch, and it gave the new direction to education in India. Woods dispatch placed the responsibility of education for Indian people's entries to the company. Dispatch recommended the knowledge of Sanskrit, Arabic and Persian should be included in curriculum along with English and western literature and science. Dispatch also recommended that along with English, Indian Languages should also be accepted as media of Instruction. Dispatch has an important issue that, it was centered to the universal education of masses which could be possible only through Indian languages and that English was necessary for acquiring high order of knowledge.

Wood dispatch was remarkable for thinking of the education to all. Before it company had planned to give education only to higher classes only. Thus it was the first time when any authority proposed the universal education for Indian people.

Primary Education after Independence

After Independence the Govt. setup various committees and commissions to go through the area of primary education at every level from primary to higher education. The recommendations of Kothari commission report got the important place as such. The main recommendations of Kothari commission for primary education are mentioned as-

Kothari commission recommended that schools should be opened as such that no child has to walk a distance of more than 3 km. for attending a school.

The state govt. should give grant for the compulsory and free primary education and the wastage should be checked at this stage.

Commission also recommended three years pre-primary education to strengthen primary education.

Girls should be given special facilities for free and compulsory primary education.

National Policy on Education 1986 and primary education

National policy on education 1986 viewed the dimensions of primary education. Policy also put stress on free and compulsory education. It recommended to encourage the governmental and non governmental efforts for wiping out literacy and to emphasize the necessity of adult education, formal education and non formal education etc.

National policy on education 1986 focused on learning by experiences and joyful learning. It strongly advocated the compulsory education for weaker society like scheduled caste, scheduled tribes, other backward classes, minorities and girls.

Policy on education 1986, recommended that every school must have minimum facilities needed for quality learning. For facilitating quality learning at district level it recommends to establish DIET at District level institution which will provide academic support to elementary education.

Acharya Ram Moorti Committee (1990) examined the status of education in India and provided several recommendations regarding primary education. He advocated establishing early childhood care and Education center for providing compulsory education to girls who can not go regularly in school as they have to look after their younger at home. The committee also recommended for universal enrolment, qualitative improvement in elementary education, better relationship between school and community and Decentralization of educational planning and Management.

Janardan Reddy committee 1992, made its observations on universalization of primary education in the country. Committee strongly stresses on the compulsory enrolment of Girls of scheduled caste and scheduled tribes. One of the remarkable recommendations of committee was that there must be a primary school with in the radius of one kilometer and special provisions must be made for transport of children of primary school because of existence of hills, dense forest, River and other type of impediment. The committee also suggested adopts measures to increase enrolment and decrease drop outside in primary education.

Current status of primary education in India

About 20% of Indian children between the ages of six and 14 are not enrolled in school. Even among enrolled children, attendance rates are low and 26% of pupils enrolled in primary school drop out before Grade 5. The situation is worse in certain sectors of the population: the poor, those living in rural areas, girls, and those living in some states, such as Bihar and Rajasthan.

Barriers to universal primary education in India

The reasons for the situation are many and complex.

- India is a developing country with a population of over one billion. A significant portion of that population lives in poverty: 26% live on less than US \$1 a day and 35% are considered illiterate.
- In a large country, physical distance can be an issue. In rural areas, some communities do not have a school nearby. In urban settings, unsafe travel conditions, such as traveling alone or crossing busy roads and train lines, may prevent parents from sending their children to school.
- Social distance can be an even greater hurdle. Some communities do not see the value of school education they feel the things learned at school are not relevant to their lives. In some cases, the school may be in another community of a different socio-economic class, caste, or religion, making it difficult for the child to cross that invisible but effective barrier. While discrimination on the basis of caste is now illegal, attitudes of thousands of years are difficult to change quickly.
- Gender gaps exist. Literacy rates are 21% lower for females than for males. Among those children aged six to 14 not enrolled in school, more than 60% are girls. Some communities do not see the need to educate daughters because they will be married off at an early age and live and work with their in-laws, mostly doing housework and raising children.
- Child labour is prevalent. Many children need to work and earn in order to supplement a meager family income and therefore do not attend school.
- Schools often lack facilities and teaching aids including classroom space, toilets, drinking water, blackboards, and chalk.
- Teachers lack training and motivation.

Improving primary education in India

Realizing the importance and the critical state of primary education in India today, many organizations on many levels are focusing on this issue. International agencies, such as UNESCO and UNICEF, are deeply involved. UNESCO has pledged to work with national governments and development partners to achieve universal free primary education by 2015, as was agreed upon at the World Education Forum in Dakar. UNICEF also has

primary education as part of its mission. Both are supporting the Government of India in its task with funds and expertise.

The Government of India began a program for improving the status of primary education with the following areas of focus:

1. Increase in teacher appointments and training
2. Improvement in elementary education content and techniques
3. Provision of teaching materials
4. Improvements in infrastructure
5. Education for disadvantaged groups: girls, disadvantaged castes, and the disabled

The Indian national government is hoping to achieve universal primary education by 2010, five years earlier than the goal set in Dakar. This is an ambitious goal, and much depends on the will to make it happen at the national and international level, and on the thousands of NGOs involved in education.

Many NGOs in India run schools for poor children. Some organizations, such as Katha, Pratham, and Prayas, have made universal primary education their focus and operate education centers for children in slum areas. Others NGOs are niche players that target particular segments of the child population with innovative programs. For example, Ruchika School Social Service runs 20 schools in the eastern state of Orissa on train platforms so that the many homeless children who live in the train stations, begging and working, can learn something as well. Hole-in-the-Wall Education has set up computers in slums and rural areas throughout India. These computers are easily accessible to children and are loaded with simple children's education software. There is little supervision or intervention and the children learn at their own speed and in their own way. The program has been so successful that there are plans to try it in Cambodia and some African countries.

Some Administrative Problems of Primary Education

- (1) Universalisation
- (2) Lack of Physical Facilities
- (3) Mid-Day Meal
- (4) Wastage and Stagnation
- (5) One Teacher School

The future of primary education in India

The importance of universal primary education has now been widely recognized by everyone involved. Policies and pledges are easy to make but implementation can be difficult and goals hard to achieve, especially in a vast and populous country such as India. International agencies, the government of India, and the numerous NGOs will have to work together with will, wisdom and tremendous energy to make their desire for universal primary education by 2015 a reality in India.

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