

CHAPTER -1

INTRODUCTION

INTRODUCTION

Education, In one sence or another, appears to be as old as the human race, though In course Of time Its meaning objec- tive have cerain changes. The Word " Education' is derived from the latin word' Educarum' : which means to extract out.

The root meaning of education is given as bringing up or loading out the inherent potentialities in a pupil. such a view of education will include all of life's experiences." Education is often regarded as synaymous with learning, as the acquired experience of sort intellectual emotional or sensorymotor.

"The aim of education has varied from race to race and generation to generation but the main point of emphasis has always been on the mental and physical growth of the children."

In ancient period opportunity for education was limited to a selecated class of society and too that only to boys. The teacher was the main authorlty to decide what to teach & how to teach the children . He decided this on the basis of his own Knowl- edge & skills prevailing the social values & religion.

Towards the later part of the 19th century and begining of the 20th century there was a great deal of social and political awakening in the country which led to the demand by Indian leaders for Universal Education i.e., opening the doors of the schools to all children in the country. As a result, in the earlier part of this country, there was a widerpread expansion of el- ementary education across the country .The content of educa- tion however continued to be dictated by the needs of the ad- ministration.

- * all round development of the child.
- * development of a secular national outlook.
- * Integration of and correlation between Knowledge and work.
- * Learning through experience.
- * Use of mother tongue as medium of instruction and learning.
- * emphasis on not merely acquisition of Knowledge but character building.

Following the independence of the country, Basic education was adopted as the national pattern of education. This was possibly the most appropriate decision at that time. Unfortunately, it did not get the required support in terms of suitable facilities in schools, relevant changes in teacher training and most important of all, creation of awareness in the community about its relevance & Significance. It thus failed to take off properly and got rejected as a low grade education programme.

Efforts continued in the years that followed to restructure school education in the country with a view to suit national conditions. The major issue with regard to elementary education at this time was providing education to all children in the age group of 6 to 14 years so as to be able to fulfill the Constitutional directive under article 45 which affirms "The state shall endeavour to provide within a period upto ten years from the Commencement of this institution for free and compulsory education for all children until they complete the age of 14 years". In other words, the concern shifted around this time from providing education to the 'select classes' to providing education to the " masses." This shift brought with it, its own challenges.

When the national education policy was formulated in 1968, it was envisaged that it would be followed by a five yearly review of progress and working out of new policies and

programmes. In pursuance of this, at the time of formulation of every new five years plan, a review has been undertaken to assess the shortcomings and achievements of education and decide upon the programme for the coming 5 years. While these reviews have served a useful purpose it is now felt that a more comprehensive review and minor modification of the programme presented for work will not be enough. The country now stands on the threshold of the 21st century. Those who are being born now will finish their elementary schooling at the turn of the century and enter into a world which will already clearly offer opportunities unprecedented in the history of mankind to those who are equipped to cope with the future challenge and the accelerating pace of change.

Apart from the imperative arising out of a continuing revolution in the world of technology, India is faced with challenges at home whose urgency cannot be denied whether the country can face these internal as well as external challenges successfully will decide the quality of life of the citizens of to-morrow. Education is the most effective instrument to make these challenges. Only education can imbue people with the knowledge, the sense of purpose and the confidence essential for building a dynamic, vibrant and cohesive nation capable of providing its people with the wherewithal for creating better, fuller and more purposeful life.

Before any specific tasks are assigned to education, it is necessary to look carefully at the nature and concerns of education and the role various sectors within it can play for the development of individual and society. Once such an overview has been presented it would be easier to determine the manner in which various tasks should be performed though the formulation of appropriate policies and strategies for educational restructuring.

In the history of mankind, education has formed a continuum and basic for the development of human society through development of attitude, values, Capabilities both of Knowledge and skills, education provides strength and resilience to people to response to changing situation and enable them the causes and contribute the social development. History has established beyond doubt the crucial role played by human resources in the development of nation. And the development of human resources in the main function of education.

The concept of social development included economic development for furthering material well-being of people, social and Political development for living harmoniously and promoting a democratic and just society and with cultural and aesthetic development for enrichment of the quality of life.

Change, rather than status quo, has become the watch word for successful living and education has been recognised as the tool for ushering in change in an orderly manner. While education continues to be concerned essentially with individual development in approach to this fundamental task in non-conditioned by social concerns which have acquired a new significance with a view to reducing conflict and violence. Great wealth of experience has been accumulated about the modifies by which educated can play the roles assigned to it. In this process, the concept of education itself has changed. It is no more confined to formed structure and institutions. The dynamics of the expansion of Knowledge have in the concept of life-long learning for the individual and the evolution of institution of continuing education.

In any country, the goals of social development reflect the aspiration of its people in India those goals are enshrined in the constitution which envisages a society based on " justice



social, economic and of opportunity and it engine the state to endeavour in promote among all citizen, tralesmity assuring the dignity of the individual and the unity and intergrity of the Nation. The Constitution also Underscore the Country's Commitment in socialism, secularism and democracy.

The goal of independence was achieved in india through a prolonged struggle during which, the far-sightedness of the leaders of the freedom movement resulted in the Concretisation of socioeconomic goals to be achieved after freedom. This vision envisaged the building of self-reliant nation through optimar utilization of the resource in men and materials, and the establishment of an egalitarian and tolerant society. It has been an artical of faith amongst the policy planners in india that - while economic straength and vitality delermined the scope and quility of political freedom, for millions, the quality of freedom depends on the enhanncement of production being accompanied by an equitable distribution of goods and services. Thus it is recognised, inpossible only through the expansion dispersal and diversification of employment. In human terms democratic development implies the availibility of equal opportunities to all people respective of cast, creed, sex and religion to develop their personalities. It implies acces to Knowledge & awarness of particular fields of arts. science and Humanities as also of Value & tradition. It needs to be emphasised that the indian policy has been characterized by a concern for the individual not as a mere instruments of development but more essentily as an end in himself in the indian contest the concept of national development goes for beeyond economic growth it is concerd equally with the development of a self-confident individual with a strong commetment to democratic values, concerned with the creation of a nation untied in purpose out of people speaking different language, professing, different religion and rooted in a variety of culture.

ROLE OF EDUCATION

To achieve the multiple but interdegraded goal of personal, economic, social political and cultural development. It is necessary to make appropriate provision for integrated programme & of education for people who happen to be living at different levels of personal and economic development possessing different linguistic social and cultural attributes. Such programmes will have and have a common core-curriculum to strengthen unity within diversity and also to facilitate from one part of the country to another.

To enable the education system to play role-effectively in the process of national development, along democratic thesis, it is essential that beside ensuring that all people get the benefit of education, it should also be arrangement that the level of educational attainment among people would not be too disparate between serve among social group and across geographical regions.

If adequate measures are not taken for the spread of education, the chances of economic disabilities, regional imbalances and social injustice will widen further, resulting in the building up of a disintegrated tensions. Through proper education the achievement of economic and social development can be facilitated and expedited. Human resource development has a multiplies effect on the utilization of all other resources. That is why the concept of education as an investment in development has been accepted, and that is why in 1966, the report of education commission (1964-66) referred to education as the only instrument of peaceful social change.

PRIORITIES IN EDUCATION DEVELOPMENT

Elementary education is the most crucial stage of education spanning the first eight years of schooling and laying the foundation for the presentally, attitude, social confidence, habits, learning skills and communicative capabilities of pupil. The basic skills of reading, writing and arithmetic are acquired at this stage, values are internalised and environmental concerns sharpened. This is the stage when physical growth can be assisted, interests in sports and advantage can be relaxed and manual dexterity can be developed.

If a child goes through good education at this stage, he never looks back in life for he has been prepared to exercise his initiative to overcome difficulties.

1.3 Many students have shown that in the field by education, investment in clean education field the high rates of return and have a significant impact on productivity and the general well being of the masses.

The crucial role of universal elementary education for strengthening the fabric of democracy through the provision of equal opportunities to all for the development of their inherent individual potential has been accepted from the very inception of our Republic in the form of article 45 under Directive Principles of State Policy in the Constitution and was reiterated in 1968 by the removal of the National Policy on Education. Removal of illiteracy has also been accepted as an imperative goal to be achieved through the implementation of broad based, functionally relevant educational programmes. This is chiefly because literacy in its wider connotation ensures

the awaking of the participant's interest in his environment and in processer and practical wich can increase his producing and greatly enrich have adopted a developmatic form of the government have devoted pointed attention to the objective of achivening universal litreacy through a mass movement involving the entire administrative and political appature and utilising the services of voluntrary orgnization and indeed, of every educated person.

Equily, quality and relevance are of perticular signifiant planning and developmment of the educat'ional system.the report of the education commission (1964-66) laid streas on this aspect in the following wards.

"Qualitatively, education can be organised to promote social justics or retarded it. Histry shows numerous instances where small social group and elites have used education as a presagative of their rules and as a tool for maintaining their hegromony and perpetuating the values upon which it has rested.

On the other hands there are cases in which a social and cultral revolution has been brought about in a system where equality of educational opportunities in provided and education in delibrately used to develop more and more Potential talent and to harness it to the solution of National problems, the same is even more true of the equility of eduction, of A system of university education which produce a high population of component professional manpower is of great assistance growth, Another system of high education proportion of indifferently educated graducate producing a large proportion of indifferently educated graducates of arts, many of how remain unemployed of even unemployable could creat social tension and retarded economic growth. It only the right type of educa-

tion, provided on an adquent scale that can lead to national development; when these conditions are satisfied the oppsite effect' may result".

LIMITATION OF THE EDUCATION SYSTEM

It seems appropriate that a discussion on the role of education in general, and various levels of education in particular should be followed by a recognition of the limitations of the education system otherwise the education system might be blamed for short coming beyond its control. An education system does not operate in a vaccum. It is greatly influenced by the characteristics of the environment . Education cannot maintan its excellence or its democratic character unless the these decision marks are convinced that education is a crucial input for future development.

Educational planing can start in a meaningful fashion only when the decision makes in a society have spent out its quantitatives qualitative, spatial and temporal objectives and also enunciated the manner in which the demands of equity and excellance would be met and the priority that would be accorded to them whithin the tight Constraint of resorces. while deciding these fundamental issues, alternative scenarios have to be Considered in the light of Contraints not only of financial resources .

But also of the political ,social, cultural and organisational miliew. Since education is cocerened with the future, its organisation has to be deliberately and purposefully for ward looking and reasonably protected from the rough and tumble of current -populist politics,this cannot be ensured by educational planners alone. The conscious the will for protecting education

has to be created by opinion makers and leaders of public life .

While the content and methodology of education can be determined on a priority basis for the development of individual personality in so far as the specific task in respect of technological, economical and society goals are concerned, education must respond to the imperatives, flowing from the nature and direction of national development.

It must be recognised that every policy game work inevitably carries a price tag with it if the cost of universalization of education as the building of institutes of excellence has an expensive price tag, a much heavier price has to be paid for the difficult option of " no change".

There is no denying that India has made considerable progress since independence in form of all types of institutions. Volumes of enrolment and the sophistication and diversification of educational programmes, it has however not been possible to meet the nation's aspiration in respect of overall coverage, equitable distribution and equality of education .

There is no gaining the fact that at its best school college and university education. In India has produced scholars, engineers technologists doctors and management personnel of a quality comparable with the very best product of the best university of the world. However it is also true that against this small majority come out of institutions of higher education, perhaps with a little more of little capacity for self study, poor language and communication skill, a highly limited world. View and hardly any sense of social or national responsibility.

Even amongst the gifted, with their sharper perceptions, who get the opportunity of studying in institutions of excellence like the IITs or IIMs or the medical colleges. at every little cost themselves there is no evidence of the expected commitment to social responsibility the same implies to the products of better quality schools. In fact this problem at the school level is ever more acute because the elite schools concern themselves with developing a sense of social obligation amongst their pupils. the result is that only an opportunity has been lost to create in the students, during their formative years university to pain and poverty but the result is a kind of snobbishness which distance the products of these schools from the realities of their environment.

No description of the contemporary educational scenario can be complete without a reference to the examination system since it decides, not only the fate of students, but also the content orientation as well as the quality of education at all levels. apart from evaluating examinees on the basis of rote learning and memorising, their annual periodicity creates an environment in which students tend to while away their time for most part of the year and themselves to work for the last three or four months. For obvious reasons lack of continuity in application results in the years which find expression in boycott of examinations leakage of question papers, mass copying, payment of bribes to evaluation and other unethical practices.

Consequently degrees and greads do not generally commands credibility as a whole with the public as well as employers in the public and private sectore and the whole process of higher education has become wraped, disorented and dysfunctional producting a large numeber of unemployable young man women.

Thoughtful people in all walks of life are greatly disturbed by a progressive erosion of values and the resultant polution of public life the fact that this orsis of values is as pevasive in schools colledge and univercties amingest teacher as well as students as in other walk of life is seen as a highly dangerous development. It is therefore being used and young people should be made to realise that exploritation, insecurity and violence cannot be contained more can as organised society be sutained without adhering to and enforcing some nouns of social. political and economic behaviour learning from part experience it is expected that a coherent and an operationally viable system would be inculcated though educational process bared upon rationality and a scientific and moral approach to life.

Despite the cultural cohesion which has characterised the indian sub-continent for centuries indian's political unity got establiity only through the struggle from recently been under considerable station because of devise fources arising from casts, religious an regional considerations. therefore there is a widespread demand that effective counter measures must be taken to educate



people about the freedom struggle, the value of national cohesion the danger of communal and caste presentation and the need to the composite culture of india to which people with diverse background senior and at least from now onwards, every efforts should be made to see that the generation will be immunised against sepralist tendencies.

Neither an individual nor a nation can survive without a ocense of self confidence and provide it appears that very few people know and present to justify their leaving equal part and present to justify their feeling qual to anyone in the would and striving to match their performance with very best people in the developed countries. India obviously cannot enter the twenty first century with a bowl- in hand psychology.

Immediate efforts must, therefore be must to being home to the mass of young people leaving schools, colleges and univercity continue to regard manual activity and vocational employment as something inferior to the most routinise clerical work in a society seeking to more in to the would of modern teachonology . this essentially feudal attitude can be trerible handicape developed countries have moved far away from such institution and indians to must shed such outmodle nations. this can be achived only by ensuring that no one will be able to complete his hands and imbibring the concept of dignity of labour.

It is coming clear everyday that India has to maintain even its present status amongst nations. It must in addition to cutting down drastically on the rate of growth of population arrange to ensure that a large enough section amongst the coming generation will have the capability to deal with the technological revolution already transforming not only the models of production, transportation, communication and management, but also behaviour at patterns as well as organisation systems and the cultural. The existing centres of excellence in high education must be and new ones established to take care of our critical requirements of enlightened, sophisticated and creative manpower.

But achieving universalization depends not only upon the establishment of greater relevance of educational methodology and contests about the value of education of the adults population. In the involvement of the adults population in functionally relevant education will, therefore have to be launched.

TOWARDS A NEW EDUCATIONAL POLICY

In a Constitutional structure in which the states play a crucial role in development it is necessary to demarcate the responsibilities to be borne by the central and the state Government in respect of various aspects and levels of education, this is particularly so in the Contract of education now being in the concurrent list. In

this context, the question of overall resources as well as the assignment of these for different levels of administration will have to be considered.

The initiative to review the present quantitative & qualitative status of education is essentially a reflection of a wide spread feeling that many things have changed over the last twenty years, some for the better and others for the worse, As will be seen in the subsequent section of this paper many of the changes required in education were anticipated by the earlier committees and commissions especially the education commission of 1964-66 perhaps the problems of today are more the result of tradition and it must also be ensured that the total environment is also transformed through widespread difficulties of a modern and scientific outlook. Without a qualitative change in the environment, centers of excellence will be smothered by the shrouds of a tradition-bound, slow-moving and generally passive population.

It has been noticed that the vast majority of students are not exposed to challenges which would develop their potential for activity and innovation because the whole system of education is characterised by class work and examination which emphasises rote-learning and repetitive exercises undoubtedly this will require the overall pedagogic methodology as well as the curriculum & textbook materials these, however will not be enough something will have to be done to change the orientation

work Knowledge and skills of the teachers who will have to function much more creatively in a learning rather than a teaching environment in which they will than a teaching environment in which they will have to struggle continuously with new ideas as well as new technologies.

When the Variety of taken entrusted to education are taken into consideration, it becomes obvious that Total of the massive nation building potential of our vast manpower will not be possible unless children participated massively in the educational programmes appropriate to their ages. This means that the achievement of universalization of elementary education is no longer a matter of choice. Haphazard implementation and a progressive decline in the allocation of resource. It be therefore, envisaged that the new Education policy should, articulate the educational imperatives not only in terms of objectives, concepts and priorities it should also spell out an operational strategy with the associated financial material, organisational and human requirement to achieve the long and short term objectives set fourth in the policy. If a radical equally radical instruments and Organisational structure will have to be devised to give it practical shape.

A National Policy of Education has to emerge from the reception, active participation and the involvement of all those who are likely to be involved in its implementation the status Local bodies, Voluntary management

and indeed the members of the fourth Estate will have to contribute to the process of Policy formulation.

GROWTH OF INSTITUTIONS

During the last these and a fast decads the member of educational institutions in India has increased from 2.3 lakh to 6.9 lakh a There fore increase, A large number of these institutions (5.04 Lakhs), Constituting 73% of Total educational institution are primary schools. Over the period 1950-53, they registered an increase of 2.4 times, yielding a compound growth rate of 2.8% annum However the rate of growth of primary schools has been slowing down during the recent years. Further more, the growth of primmary institutions has not been uniform in all states, some of the educationally advanced status had launched their educational programme inthe early fifties and /or the seventies. A large number of habitation in these status have already been covered by primmary schools hence the growth in number of institution has showed down.

On the other hand some late developing states Viz. Himachal Pradesh , Jammu & Kashmir Madhya Pradesh and Uttar Pradesh can be seen to have registered faster rate of growth during the seventies. In terms of the structure of elementary education in the country. while in most of the states the structure of elementary education in the country while in most of the states the

pattern of five years of primary education followed by three years of middle (5+3), in some states the Pattern is 4+3 or even 4+4.

The number of middle schools increased from 13.4 thousands in 1950-51 To 123.3 Thousands in 1982-83, thus registering an annual increase of 7.2 Percentage, where as in 1950-51, there was one middle school for every fifteen primary schools this ratio had improved to 1:4 in 1982-83 Thus during the 1950-83 period, the number of institutions. dealing with elementary education I.E. Primary and middle schools together increased from 2.3 Lakh to 6.27 Lakh, Yielding an annual growth rate of 3.3 Percent.

In the Years 1950-51 there were only 7,300 Secondary/higher Secondary School in the Country where as in the Years 1982-83 The Number of such Institution had increased to 52,279. Thus the number has been growing at the rate of 6.3 percent per annum it is important to note that the growth in the secondary/higher secondary Institutions has been lesser than that in the case of middle schools where as in 1950-51 there was a secondary school for each 1.84 middle school, this ratio changed to 1:2:5 by the years 1982-83 Lesser than that in the cast of middle school.

However all the Secondary/ higher Secondary Institution are not of a uniform pattern some of these fol-

low new pattern of 10+2 (6,030), (3,473) but the bulk of these institutions are high schools (42,776) , Maharana Pratap and Andhra Pradesh alone have about 22 percentage of these institutions.

The Growth of Vocational education as a part of nation-wide uniform pattern, began with the adoption of the 10+2 Pattern. by 1976-77 the Programme had taken same shape only in three states and union territories. more than half of the sixteen hundred Vocational institutions existing in the country in 1983-84 were in Tamil Nadu which has been a pace setter in case of vocational education.

The growth rate of polytechnics has been only 6.8 Percent per-annum (from 325 in 1975 - 76 to 515 in 1982-83) The highest number of polytechnics are in Tamil Nadu, followed by Karnataka Uttar Pradesh , and Maharashtra . As compared to These institutions , engineering Colleges in the country during the same period increased at the rate of 9.2 percent Per annum (from 100 in 1975.76 to 200 in 1982-83) It is noteworthy that about one-fourth of them are located in Karnataka (48), Next to it is Andhra Pradesh with 26 institutions.

During the period 1958-53 there has been a rapid growth in the case of pre-degree colleges for general education, As of now there are 5,246 colleges and 140 universities in the country. the rate of growth of the

colleges and the universities has been more than six percentage annum.

ENROLEMENT

There has been an all round increase in the enrolment of both sexes at all the levels of education, the total students population increased from 2.8 crores in 1950-51 to 11.4 crores in 1982-83, yielding a rate of 4.5 percent per-annum during this period, girls enrolment increased at the Compound growth rate of 5.5 percent while the Comparabale rate in the case of the boys was 3.9 percent per -annum, However, The rate of the initial disparity in the enrolment. of the boys and girls the absolute managitude of girls enrolment is skill less than the boy's enrolment. In enrolment the perform-ance across the different levels education and in the Vari-ous states and union territorites has not been uniform one needs to examine enrolement by levels and sepa-rately for male and female students.

When one examine the enter-census enrolment rates from 1951 to 1981 for each decades it is found that The growth raTe for primmary education was 6.2, 5.0 and 2.5 for the fifties , sixtes and The seventies respec-tively, these are several factors which must be kept in view while examining these growth rates. firstly with each decade the base of student population has been increasing and consequently even for the same

ratio (16) was found in the state of Rajasthan, Jammu and Kashmir, Bihar & Madhya Pradesh were among the other low enrolment ratio states but by 1982-83, tremendous improvement had been registered across all the states. The states by Gujarat, Himachal Pradesh, Kerala, Maharashtra, Punjab, and Tamilnadu were notable among the pace setters, Uttar Pradesh with 49 percent gross ratio was constitunes for low enrolment of girl at Primary stage.

As the Programme of Universalization of elementary education include education up to class VIII it is important to take into account the progress made in this section. First of all, the number of students in the middle stage has increased from 0.26 Crore in 1950-51 to 1.4% crore in 1982-83 (5.5 Percent per annum), Although the rate of growth in girls enrolment has been much faster (8.6 Percent) only 30.6 Percent of girls in the relevant age. Specific Population have been so for enrolment in this stage similar percentage in the case of boys has been 56.3. It may be noted that for each boy 0.63 girls have been enrolled at the primary level. The same figure is 0.51 at the middle level.

The Position of the progress achieved in the case of secondary/higher secondary enrolment is more difficult to describe in simple terms because the pattern at education at this level Understand a structural change following the educational policy (1960).



However as for as high/higher sec. B concerned, the Total enrolment increased from 12.2 lakhs. in 1950-51 to 94.9 Lakh in 1980-81 yielding a growth rate of 7.8 percent annum, the sexwise share at this level of education also understand a substantial change during this period. The girls enrolment registered a fastern rate of growth (10.1 percent) during the period 1950-81 where as in 1950-51 these was only 0.16 girls for each at this level of education by 1980-81 this ratio had increased to 0.42.1.

The growth in higher education enrolment present on interesting picture. During the 1950-82 Period it increased at the rate of 9.7 per annum, However the decided wise enrolment indicater. that while in the fifties and 12.4 and 13.4 percent per annum respectively it only at the rate of 3.8 percent in the seventies. Thus it seems that the rate of expansion at this level is begining to slow down.

Highly education enrolments have increased in almost all facilities and specialisatios for example, while these has been same declire in enrolment for Arts,Subjects, enrolmnt in commerce faculty increased in the last decade the Cources of medicine (39.1%) and engineering, teacher and architecture(36.6%) Constitute the substantial share in the growth of the profession education. the growth in enrolment for agricultural and veterinary science has been of the order of 5.4% and 2.6% Per annum the growth in enrolment in teacher franing grew much faster, at the rate of 5.1% Rs. annum.

During the period 1960-83 enrolment in engineering courses increased from 43000 to 112,000 students I.e. 2.6 times. at though enrolment of girls increased seventeen times, its absolute magnitude continue to remain about five percent of the male enrolment. the states where male enrolment are Andhra Pradesh. Assam Karnataka and Uttar Pradesh.

In addition at several states have registered impressive increases in enrolments in polytechnics and teacher and industrial arts and crafts schools. states like Andhra Pradesh Karnataka, Rajasthan and Uttar Pradesh have leading figure of enrolment in polytechnics, as compared to this, Andhra Pradesh Gujarat Jammu & Kashmir Maharashtra and Punjab have registered tremendous improvement in enrolments in technical and industrial arts and crafts schools.

There has been a substantial increase in the enrolment at all levels of education and in almost all the facilities. However it seems that additional enrolment at the primary education has now to come from social strata which is not in a position to take advantage of expanding educational opportunities, industrial among other things by the deceleration in the growth of enrolment, thus with the strong down of additional enrolment it seems that the first phase of educational expansion during the post independence has come to an end. further expansion would require major structural change in the educational planning and management of girls there

has been a considerable improvement in their access to education. However it has not been sufficient enough to concert the disparity further educational expansion is contingent upon narrowing down of the gap which exists in the enrolment of girls and boys .

RETENTION AND DROP-OUT

It is important to examine school retention rates as they represent the real gains made by expanding facilities. Information in this regard is not available in sufficient detail notwithstanding this , some observations are made here on the basis of whatever little evidence is available at the Primary level. The retention rate for classes I to V improved from 33.5 in the case trend is function confirmed by the data on cannot wise primary school student. However most of the gains in retention have secured since the seventies.

Alternatively the effectiveness of enrolment can be Judge by examining drop out rates. A state wise analysed of drop-outs for the period 1964-65 to 1979-80 suggests that a marginal decrease (at seven percentage Point) has been registered over the Years. In Assam, Bihar, Karnataka and Uttar Pradesh the drop out figures are on the higher side. Kerala has the least drop-out even states like Jammu & Kashmir, Himachal Pradesh and Haryana have Now a much less drop-out rate but in most of these states, Improvement Uttar Pradesh is an expansion in the

sence that the drop out rate in the state is not only on the high side but it seems to have increased during the last few years.

Low retention and high drop-out rate continue to erode the gains from educational expansion the magnitude of wastage is emasculating the educational development in the country.

NON FORMAL EDUCATION AND LITERACY

The efforts of spreading educational in the population did not get confined only formal schooling, although for understandable reasons the latter continued to be the bed-rock of educational has been called upon the non-formal education has been called upon to play an important role. It focusses on pupils in the age group 9-14 years who can either not join regular schooling or drop out prematurely.

It was during the sixth five years plan that relatively more emphasis was laid on non-formal education for elementary age -group . the data available for 1982-83 indicates that a substantial progress has been made towards the opening of non-formal centre as well as promoting enrolments there in the educationally backward states alone which were the focal point of the non-formal education programme more than sixty eight

thousand centres have been opened for this purpose it is the states of madhya pradesh and Uttar Pradesh which have most of the middle level centre for non-formal education. the distribution of non-formel education centres is concentrated in Uttar Pradesh (16.6 Thousand) and west bengal (15 Thousands), which account for more than fifty percent of the non-formal centres providing primary education.

In these centres 14.7 Lakh Students were enroled across the educationally backward states. of these ninty two percent were at the primmary level and .remaing were at the middle level. on overage each non-formal education centre for primmary education had nearly twenty students while for the middle level it was fifteen.

Uttar Pradesh had the largest number of students (4.35 Lakhs) when the non-formal programme.

The litreacy rate during the post independence are increased from 16.67 in 1951 to 36.23 in 1981 the number of thus in greases from fold from 6 Crore in 1951 to 24.8 crore in 1981 there B a glaning disparity between made and female litracy, the former being 46.9 percent and the latter 24.8 percent. this B made accen-tuated in rural areas than in areas. only 5.46% of the females in Rajsthan were literate.

Adult education, particularly in the productive age of 15-35 had been included as part of the minimum needs programme in the sixth plan. Nearly two Lakh centres have been opened all over the country with 1985. The state-wise distribution indicates that Maharashtra, Tamil Nadu, and Karnataka have registered family high rates of enrolments as compared to Bengal which has reported rather low enrolment under the adult education programme. Notwithstanding all these measures, the total enrolment. No. notwithstanding all these measures, the total enrolment under adults education programmes at the end of the sixth plan is approximately 2.3 crores, which calls for strenuous efforts to ensure enrolment of the remaining 8.7 crore illiterate in the age group of under functional literacy programmes to achieve the objective of removal of illiteracy in this age group by 1990.

According to world bank estimates, India would have the largest concentration of illiterate population in the world by the year 2000 AD, the country will have 54.8 percent of world's illiterate population in the age group 15-19. This indicates roughly and importantly that should of taking the country out of the illiteracy in the context to the Country to the two thirds of the twenty first century it is in the context that major emphasis is being laid on non-formal and adult education.

1.1 MEANING OF UNIVERSAL PRIMARY EDUCATION (UPE)

Article 45 to the constitution of India lays down "free and compulsory a education for all childern upto the age of 14 years" as ibe if tge Derective principles of State policy. The time frame for achieving the above goal was mentioned in the Constitution as 10 years (i.e. by 1960). Unfortunately, we arae still very far from reaching this goal.

In our country, schooling normally begins at six years of age. Therefore compulsory education upto the age of 14 years amounts to completion of at least 8 years (i.e the middle stage) of education, taken together, are called the Elementarystage therefore the constitutional direc-tive boils down to what is commonly called "Univer-salisation of Elementary Education (UEE)"

What exacatly does "Universalisation" of, say pri-mary Education mean in concrete terms? It means achieving three conditions viz, (i) Universal access, (ii) Universal participation, and (iii) Universal achievement. These terms are explained below :

(i) Universal Access : Is said to be achieved when every habitation has a primary schoos or Non- formal Education (NFE) Centre within reasonable walking dis-tance (commonly taken as 1KM. for primary school Childern) which imparts education in a language which the childern concerned understand, at a time when they can attend the school/ centre.



(ii) Universal Participation : Is said to be achieved when every child of the relevant age group (about 6- :1 years in the case of primary education) is enrolled in a primary school or NFE centre and attends it regularly for the period required for completing the equivalent of primary education. In other words, universal participation implies three things viz :-

- a) Universal enrolment.
- b) Universal retention, and
- c) Universal regular attendance,

(iii) Universal Achievement : Is said to be achieved when every child, by the time she or he completes a certain age say, 11 (or 14) years actually achieves the minimum levels of learning prescribed for the primary stage.

UEE is defined along similar lines.

1.2 HOW IS PROGRESS TOWARDS UPE MEASURED

The real indicator for measuring progress towards UPE is the following ratio :

No of Children completing age 11 and attaining minimum levels of learning prescribed for the primary stage in a particular year.

Total No. of children completing age 11 in that year.

To calculate the above ratio, it is necessary to have age-wise break up of enrolled children, Unfortunately, in the present system data on age of enrolled children is not being collected, secondly, we also do not have reliable data on children attaining prescribed minimum levels. (These levels have been prescribed only recently, and passing of conventional annual exams can not be said to be a reliable indicator of attainment of these levels).

At present progress towards UPE is expressed in terms of two indicators which together in fact give a rough indication only of progress towards universal participation. These are (i) Gross enrollment Ratio, and (ii) retention Rate. Gross Enrollment Ratio (GER) is expressed as follows, for the primary stage.

$$\frac{\text{No of Children enrolled in classes I-V}}{\text{Total No of children in the age group 6-11 years}} \times 100$$

The reason why GER is not a very reliable indicator even of Universal enrolment is because its numerator (i.e the No, of children in classes I-V) includes under-age over-age children (i.e. children less than 6 and more than 11 years of age) and is therefore not, strictly speaking, comparable to the denominator this is why GER can even exceed 100%.

The Retention Rate (RR) for the Primary stage for any particular year (say, 91-92) is defined as :-

$$\frac{\text{No. of children enrolled in class V in that year (say, 91-92)}}{\text{No of children enrolled in class I, four years earlier (87-88)}} \times 100$$

At present, there are no commonly accepted indicators for universal access and achievement. One crude but relatively practical way of formulating these could be in terms of gross access Ratio (GAR) AND Gross Achievement Ratio (GAMR) which might be defined as follows :

$$\text{GAR} = \frac{\text{No. of habitations having primary school or NEF centre within 1KM}}{\text{Total no of habitation}} \times 100$$

$$\text{GAMR} = \frac{\text{No of children scoring 80\% or above in a minimum levels test for class V}}{\text{Total no of children completing 5 years of school or its equivalent through NEF}} \times 100$$

Like GER and RR, the GAR and GAMR as defined above are also far from satisfactory indicators of universal access and achievement, but have the advantage of relative ease of measurement. Taking this set of four indicators (GAR, GER, RR AND GAMR), UPE for practical purposes, may be said to be achieved if these have say, the following values for a given area:

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- GAR - 100%
- GER - 1120% (taking into account under- age over- age children)
- RR - 95 %
- GAMR- 80 % *

It is also possible and indeed necessary to look at the above indicators separately for various disadvantaged groups- (girls, SC, ST, SC girls, ST girls etc. Thus, we could fine UPE as being achieved only when GER, RR and GAMR for girls (or even for SC/ST/girls) have the values indicated above. This measuring progress towards UPE.

1.3. UPE : PRESENT STATUS IN MADHYA PRADESH.

The status of UPE and literacy in Madhya Pradesh vis-a-vis the country is given in the table below :

Indicator	Category	Sub- Category	M.P.	All - India #
1.GER for age 6-11 (30.09.91)	1. Total		86.7	102.7
	2. Male		98.7	116.6
	3. Female		73.7	88.1
	4. SC	1. Total	106.4	103.0
		2. Male	112.3	121.4
		3. Female	99.9	83.6
	5. ST	1. Total	78.1	104

See "Minimum levels of learning at primary stage NCERT, 1991, page

Indicator	Category	Sub- Category	M.P.	All-India#
		2. Male	96.6	125.6
		3. Female	59.1	82.6

Indicator	Category	Sub- Category	M.P.	All-India#	
2.Retention Rate for Classes I-V (30.9.91)	1.Total 2. Male 3. Female		65.9	N.A.	
			68.9		
			61.9		
	4.SC 5.ST	1. Total 2. Male 3. Female		60.4	N.A.
				65.8	
				51.8	
		1. Total 2. Male 3. Female		52.7	N.A. N.A.
				54.8	
				49.2	

Indicator	Category	Sub- Category	M.P.	All-India#	
3.Literacy Rate (1994) census	1.Total 2.Male 3.Female		43.5	52.1	
			57.4	63.9	
			28.4	39.4	
	4.SC 5.ST	1.Total 2.Male 3.Female		N.A.	N.A.
		1.Total 2.Male 3.Female		N.A.	N.A.

This above table brings out the following features :-

i)The State is way short of the targets both of UPE and total literacy. It is considerably behind even the All India figures.

ii)GER, Retention Rate and lleracy Rate are much lower for females then for males. They are also lower for SC/ST than for the State as a whole. SC/ST famales are the most disadvantaged.

iii) Even the crude indicator of GER is below 100% Retention Rate is only about two thirds. If it is assumed that only half the retained children actually attend school regularly and only half of those actually attain minimum levels prescribed for the primary stage, we are probably achieving no more than 20% of the UPE target at present.

1.4 REASONS FOR NON - ACHIEVEMENT OF UPE :

Some factors responsible for non -achievement of UPE are fairly universal (across the state/ country) while others may be local/ region- specific. The major universal factors are understood to be:

i) Dys functionality of the Education System : Teacher absenteeism and shortage, absence of building and basic teacher- learning materials, small number of working days in a year, etc.

ii) The primary school not being attractive enough for the children.

(iii) Low relevance of Education to the need of the Children and their parents/community.

iv) Local community having little or no say in educational planning and management, and consequently hav-

ing no sense of belonging and involvement vis-a-vis the primary Education System.

v) Low status of girls and women, and low perceived need in the community for education of the girls child.

vi) Lack of ECCE facilities resulting in :

a) Other children (especially girls) having to look after younger siblings when they ought to be in school.

b) Children not achieving school - readiness by the time they attain the school entry age, and hence not being able to cope with school when they enter it.

vii) Poverty, resulting in children :

a) having to work when they ought to be in school.

b) not being able to afford text books, stationary etc.

c) not having necessary supportive environment at home.

viii) Lack of access : School/NEF Centres being outside walking distance in remote areas, running at a time not suited to the children, and imparting instruction in a language not readily understood by them.

ix) Unsatisfactory quality of education, and inadequate arrangements for testing, evaluation, remedial instruction and monitoring, resulting in low levels of achievement.



- x) Serious weaknesses in educational planning and management: Understaffing, obsolescence, lack of mobility, high degree of centralisation etc.
- xi) Grossly inadequate investment in primary Education, compared to what is required.

Each of these factors in turn has its own causes. For example, low motivation of teachers arises from poor working conditions, non-redressal of grievances, non-involvement in consultations and decision making process, absence of an effective system of incentives and dis-incentives for good and bad performance, etc. Similarly, low investment is due to overall lack of resources, as well as due to low priority accorded by decision makers to primary education.

Not merely proximate but ultimate hurdles have to be identified and tackled, if UPE is to be achieved.

1.5 REVIEW OF MAJOR EFFORTS TOWARDS ACHIEVEMENT OF UPE DURING THE EIGHTIES.

1.5.1 Initiatives taken by Govt. of India after NPE, 1986.

In May, 1986, a new National policy on Education (NPE) was adopted by parliament. The policy accorded unqualified priority to UPE. Pursuant to the new policy, Govt. of India initiated the following Centrally sponsored schemes in the area of Elementary Educa-

tion for whose implementation it provides financial and other assistance to the State Govt.

i)Operation Black Board : When aimed to provide to every primary school :-

a)A pucca building with atleast two classrooms and a verandah,

b)atleast two teachers, and

c)Essential teaching-learning materials worth approx. Rs. 7215/- , so as to make learning more activity based and joyful. Approx so % of the States primary schools have received materials under the scheme till 1992.

ii)Non formal Education : In which centres are established where children who can not attend school can pursue their education at timings and pace suited to them. About 31, 230 NFE centres were running in the state in 1992, of these, 28840 centres were running in the rural areas vis-a-vis a total of 71350 villages in the state. Remaining 2390 centres were running in urban areas.

iii)Teacher Education : District Institutes of Education and Training (DIETS) for imparting pre-service and in-service training to elementary school teachers and Adult Education (AE)/NEF workers, and generally for providing resource support to EE/AE systems, have been sanctioned for all the 45 districts, of the state. Besides about one lakh of the total 1,83,000 primary school teachers to the state were imparted ten-day training under a programme of mass orientation of school teachers during 1986-89.

iv) Educational Technology : This scheme aims to provide Radio-cum-cassete players (RCCPs) to all and colour TV (CTV) set to selected primary schools, so as to enrich teaching- learning in schools. Unfortunately, for a variety of reasons, the scheme has had very limited coverage so far in Madhya Pradesh. RCCP and CTV have so far been sanctioned for only 6000 and 3360 primary schools respectively.

MINIMUM LEVELS OF LEARNING (MLLS)

The minimum levels of learning have been a very major influence on primary education curriculum across the country as a whole in the last few years. It has certainly drawn the attention of all associated with primary education, particularly the teacher, towards the need to ensure that all children learn whatever is specified for a particular grade.

The MLL scheme laid emphasis on what was termed as 'mastery level'. Mastery referred to the level at which MLL is to be acquired. According to this scheme, MLL was considered 'attained'/'mastered' only when a child had acquired 80 percent of the specified competencies and at least 80 percent of the class was able to achieve this level.

The idea of 'mastery' also did not fit in well with all categories of identified levels of learning. For example, one could say that a particular child had 'mastered' the competency in mathematics related to addition of two digit numerals or the competency of 'recognition of

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alphabet;. But there are many competencies or learning outcomes which do not lend themselves to the idea of mastery, particularly those related to the affective domain e.g., 'to be able to respect the rights of others or those related to 'creativity', since these are often not 'measurable' in quantitative. And these may well be more important ultimately in terms of the overall goals of education.

Inadequate teaching- learning time available . The curriculum is planned according to the national curriculum for 210-220 teaching days whereas across the country teachers in government schools particularly do not manage to get even 150 days of teaching time due to many extra duties like election duty, surveys etc. As a result they rush through the syllabus and are not able to devote enough time for handling children's difficulties. In schools in the country facing situations i.e. each teacher has to handle more than one grade at a time . The curriculum is planned for single- grade situations and does not therefore provide for this large majority of schools. The teachers time is therefore divided even further for handling a particular class.

Large class sizes : with the existing thrust on enrolling all children into school the number of children in school is gradually getting larger and still larger. The recently introduced mid day meal scheme has resulted in many schools literally overflowing with children, with teacher- pupil ratios like 1,60,80 or even 100 at times the possibilities of the teacher ensuring understanding by every child and still completing the syllabus are very remote.



Multi- level nature of a class : Any given class of children in a typical school will necessarily be multi-level in nature since it will have children with varying experiences and ability levels. This situation becomes even more so with the current efforts to bring children from many different backgrounds into school together. There is need therefore to review the curriculum from this point of view for which again it is very necessary to first have an understanding of child development particularly the capabilities and limitations of children at different stages of development.

The issue of medium of instruction is also of importance here. A large number of children in our country study in medium which is not their home language. The curriculum study in a medium which is not their home language. The curriculum, however assumes that all children are learning in their mother tongue ! While undoubtedly children in the early years can pick up many languages, using a language as the medium of instruction requires a much higher level of language competency . In the absence of this competence, communication and understanding both get affected and the problem of 'load' occurs. Recent research studies carried out by NCERT on Readability of its own and some state textbooks at the primary stage highlight a major problem with the mathematics and Environmental studies textbooks whose language readability is low for children and therefore affects their performance.

vi) National literacy Mission/Total Literacy Campaigns : Govt of India launched a National Lit-

eracy Mission (NLM) in may, 1983 for achieving in the 15-35 age group. Soon, the principal modlity of the NLM became the Total Literacy compaign (LTC), which aims to achieve total literacy in the target age group to a well difined area - a district, a cluster of blocks, a single block, a city ,etc,- within a specific time frame (usually, is months) n Madhya Pradesh as in March- 1992, TLCS have been sanctioned dto cover 6 districts fully, and another 67 districts partially, as follows:-

Districts being covered fully	Narsinghpur (alread de clared fully lliterate), Durg, Indore, Ratlam, Chhatarpur and Rajnandgoan.
Distracts baing covered partially	Raipur and Raigarh (8 blocks each), Bilaspur (6 blocks each). and Ujjain and Betul (1black each)

In addition, State Govt's proposals to cover 7 more district fully (Gwalior, Datia, Bhind, Sagar, Tikamgarh, Panna and Raisen were under consideration of the National Literacy Mission Authority.

1.5.3.3. Hoshangabad Science Teaching programme (HSTP) the state Education Department and 'Eklavya. a veluntery agency have been collaborating since 1983 to make science learning in Middle Schools activity- based and interestiing for the child, through teacher training and use of low cost aios. The programme originated in

1973, and now covers about 450 schools, including all Middle schools of Hoshangabad Distt. The HSTP methodology is now being applied in a few selected schools to Social Science and primary -level teaching also.

1.5.3.4. Computerised planning of Education (cope) Programme to computerise data relating to primary Schools and NEF centres with a view to helping in planning, managements and decision- making has been taken up in selected districts of the State. It began in 1989 with support from Ministry of HRD and NIEPA, and now covers 26 educational districts as follows:

1) Durg , 2) Bemetra, 3) Rajnandgaon, 4) Kawardha, 5) Jabalpur, 6) Balaghat, 7) Seoni, 8) Mandla, 9) Indore, 10) Dewas, 11) Dhar, 12) Khergone, 13) Jhabalpur, 14) Bhopal, 15) Sehore, 16) Rajarh 17) Raisen 18) Vidisha, 19) Raipur, 20) Mahasamund, 21) Chhindwara, 22) Narsinghpur, 23) Ujjain, 24) Shajapur, 25) Datia, 26) Ramanujganj.

Until 1992, the programme was being run with hardware borrowed from higher Secondary Schools running vocational courses in computers. In 1992-93, unicef has agreed to supply full hardware for 19 districts to begin with (i.e. all districts except those at S.No. 17, 20, and 22-26 above).

1.5.3.5. Shikshak Samakhya : To improve competence of primary school teachers and to enhance their sense of professional pride, this project has been launched during 1992-93 in Govt Districts (Raisen, Jabalpur,

Tikamgarh, Rajgarh and Dhar) of the State with Unicef support, under this project, teacher centres are to be established for clusters of primary schools situated within a radius of about 4-5 Kms. Teachers will meet once a month at these centers to share experiences, develop materials leaning resource persons, etc, Block level Resource (Centers would also be established to provide backup to the Teacher Centres.

1.5.3.6 UPE Projects in kesla, Shahpur and Ghoradongri Block with Unicef assistance : The SC,ST,BC welfare Deptt. has taken up with unicef assistance pilot project for universalization of primary Education in three tribal Blocks viz kesla (of District Hoshangabad) and shahpur and Ghoradongi (of District Betul). These projects are at present in their initial stage.

1.6 Revision of National Policy on Education, 1992

1.6.1 Despite the substantial efforts enumerated in section 1.5, most of the maladies enumerated para-1.4 still para Ist Taking note of this, NPE, 1986, was modified in May, 1992 and programme of action (POA) was presented to parliament in August 1992. The revised Poling and POA envisage the following major changes in the area of elementary education :-

i.NPE, 1986 had fixed target year for achieving UPE as 1990 and for UEE, 1995. The revised NPE fixes target year for achieving USE as the Year 2000.

ii. There is much greater stress on achievement of essential levels of learning as the real indicator of Universalisation rather than mere access and enrolment/retention.

iii) A National Mission is proposed to be launched for achieving UEE by 2000.

iv) District would now be the basic unit for planning and implementation of various programmes for UEE.

1.6.2. One other major development in recent years has been the decision to receive foreign assistance for implementing projects for achieving UEE/Education for ALL (EFA). (EFA means UEE plus universal literacy among adults). Thus Unicef is assisting a project in Bihar, the World Bank in UP and the Swedish International Dev. Agency (SIDA) in Rajasthan. Similarly, the European Community (EC) is likely to assist a project in Madhya Pradesh. These donor agencies are also keen on preparation of District-specific plans and projects for UEE/EFA. There is thus a convergence between their approach and that of two revised POA.

RESPONDING TO THE NEEDS OF THE GIRL CHILD

A major concern today in the area of Primary education is not only ensuring that all girls come into school but also catering to their specific needs in framing the

curriculum. This is particularly so at the primary stage since this stage is very important from the point of view of attitude formation and development of a child's self esteem. The existing curriculum has been often found to be gender insensitive in terms of the roles and experiences reflected in it which tend to only further strengthen certain traditional ideas or stereotypes like girls cannot do well in mathematics, girls have to grow up and get married only and so on. Much of this gets reflected in the learning materials as well as in the classroom interactions with the teachers.

There is a need therefore to pay attention to this aspect in developing the curriculum by ensuring that it provides for girls some appropriate role models which they can follow or pattern their behaviour on. There is also the need to do away with stereotypes like the ones mentioned above and thus help girls develop a sense of competence and self esteem and to achieve to their fullest potential.

WHY IS EDUCATION AT THE PRIMARY STAGE IMPORTANT ?

The Primary stage of education coincides with the childhood years that are the most important years in any person's life. This is so, as these lay the foundation for the development of the individual's overall personality. It therefore becomes necessary to provide the child through a good primary education programme in these years, the right kind of opportunities and experiences in

a favourable environment. If these are given child has greater chances of forming desirable habits, developing desirable attitudes and values which will tend to stay with him/her for all time to come.

WHO IS PRIMARY EDUCATION FOR ?

Primary Education is must for every Indian girl and boy

- *Who is living way out in an remote tribal belt.
- *Who is living in a rural environment.
- *Who is living in an urban environment.
- *Who may need to work to supplement the family incomes.
- *Who may have special educational needs.
- *Who is deprived of a home and forced to live on the street .
- *Who is growing up in a middle/upper class family environment.

Infact, primary education is for every child in the age rang *4-11 Years, no matter where s/he lives or what her/his social or cultural context is like.

WHAT ARE THE AIMS OF PRIMARY EDUCATION?

In terms of both the gains, developing 'competences' in the child is talked about. How do we define the term competence? By competence we mean developing in the child the necessary confidence to handle the demands of the present in ways that will enable him/her to face

the challenges of the future. This confidence can be developed by equipping the child with the appropriate knowledge, skills, attitudes and values.

In the present context what needs to be understood by all of us is that the goal of primary education, that is all of us is that the goal of primary education that is all round personality development, has not changed.

Let us now examine what is it that is required from the child, growing up in such a world.

To begin with, every child will be expected to take advantage of and adjust to the continuous flow of a variety of information/knowledge, from sources both inside and outside the school. How the information reaches children may be different, for example. A rural child may be exposed to information through listening to conversation, radio, through viewing cardings poster, TV, Cinema.