CHAPTER-1

1.1 INTRODUCTION

Before going for the State of Punjab in particular, it is necessary to know how huge is the task and goal of education and elementary education in India in general. The education sphere in India is one of the largest ones in the world. More than one million institutions with 250 million students enrolled at various levels in 2002-03 in India. The number of total students in India is equal to the population of united Germany, England and Canada taken together. Nearly six million teachers are provided their services in the schools and universities of India. According to the 2001 census, the effective literacy (of the age-group upto 7+) rate was 65 percent.

India and its states are having vast territorial and demographic size. It is a gargantuan and herculean task to educate all children through elementary education. Hence, despite all apparent follies in performance, India’s is an admirable effort in the right direction.

Table-1.1: Education in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Institutions</th>
<th>Primary</th>
<th>Upper Primary</th>
<th>Secondary &amp; Higher Secondary</th>
<th>Higher University</th>
<th>Higher Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>209,671</td>
<td>13,596</td>
<td>7,416</td>
<td>27</td>
<td>578</td>
<td></td>
</tr>
<tr>
<td>1960-61</td>
<td>330,399</td>
<td>49,663</td>
<td>17,329</td>
<td>45</td>
<td>1,819</td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
<td>408,378</td>
<td>90,621</td>
<td>37,051</td>
<td>82</td>
<td>3,277</td>
<td></td>
</tr>
<tr>
<td>1980-81</td>
<td>494,503</td>
<td>118,555</td>
<td>51,573</td>
<td>101</td>
<td>6,943</td>
<td></td>
</tr>
<tr>
<td>1990-91</td>
<td>560,965</td>
<td>151,456</td>
<td>79,796</td>
<td>184</td>
<td>5,748</td>
<td></td>
</tr>
<tr>
<td>2000-01*</td>
<td>638,738</td>
<td>206,269</td>
<td>126,047</td>
<td>254</td>
<td>10,152</td>
<td></td>
</tr>
<tr>
<td>2002-03*</td>
<td>651,382</td>
<td>245,274</td>
<td>137,207</td>
<td>304</td>
<td>15,000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment (in 10 million)</th>
<th>(in thousands)</th>
<th>Enrolment (in 10 million)</th>
<th>(in thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>1.92</td>
<td>0.15</td>
<td>174</td>
<td></td>
</tr>
<tr>
<td>1960-61</td>
<td>3.50</td>
<td>0.34</td>
<td>557</td>
<td></td>
</tr>
<tr>
<td>1970-71</td>
<td>5.70</td>
<td>0.76</td>
<td>1956</td>
<td></td>
</tr>
<tr>
<td>1980-81</td>
<td>7.38</td>
<td>1.10</td>
<td>2752</td>
<td></td>
</tr>
<tr>
<td>1990-91</td>
<td>9.74</td>
<td>1.91</td>
<td>4924</td>
<td></td>
</tr>
<tr>
<td>2000-01</td>
<td>11.38</td>
<td>2.76</td>
<td>8399</td>
<td></td>
</tr>
<tr>
<td>2002-03</td>
<td>12.24</td>
<td>3.32</td>
<td>9516</td>
<td></td>
</tr>
</tbody>
</table>

**Teachers** (in thousands)

| Year     | 1950-51 | 86 | 127 | 24 |
Building up a new socio-economic system after the end of the colonial rule required large scale manpower with varied skills. Public policy towards equality in education and recognition of education as having a significant effect on reduction in poverty and improvement in income distribution led to the expansion of education horizontally. The rise in the individual earnings created further growth in demand for education. All this led to a massive expansion of the system. The progress is not only in quantitative terms, but is also visible with respect to quality and equity aspects.

Despite huge expansion of the system, the progress achieved has not been satisfactory. Whether it is with respect to literacy, or elementary education, or secondary or higher education, and whether it is with respect to quantity, quality or equity. Paradoxically along with the remarkable educational expansion, one finds a long array of modest goals yet unaccomplished.

### 1.1.1 ELEMENTARY EDUCATION IN INDIA

There has been a spectacular growth in elementary education in India during the post-independence period. Enrolments in elementary education have increased by seven times from 1950 to 2003. Official estimates on gross enrolment ratios have increased, from 42.6 per cent in primary and 12.9 per cent in upper primary education in 1950-51 to 96 per cent in case of primary education and 56 per cent in case of upper primary education by 2002-03. The overall gross enrolment ratio in elementary education was 81 per cent in 2002-03. The net enrolment ratio is estimated to be a little less than this. All this may represent a very significant growth in elementary education. But elementary education is also associated with very serious problems like high rates of dropout, high pupil-teacher ratio, poor quality of education, and low levels of student achievement.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolments</th>
<th>Teachers</th>
<th>Enrolments</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>742</td>
<td>345</td>
<td>296</td>
<td>62</td>
</tr>
<tr>
<td>1970-71</td>
<td>1060</td>
<td>638</td>
<td>629</td>
<td>190</td>
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<tr>
<td>1980-81</td>
<td>1363</td>
<td>851</td>
<td>926</td>
<td>244</td>
</tr>
<tr>
<td>1990-91</td>
<td>1616</td>
<td>1073</td>
<td>1334</td>
<td>271</td>
</tr>
<tr>
<td>2000-01</td>
<td>1896</td>
<td>1326</td>
<td>1761</td>
<td>350</td>
</tr>
<tr>
<td>2001-02</td>
<td>1928</td>
<td>1488</td>
<td>--</td>
<td>1777</td>
</tr>
</tbody>
</table>

Not only in India but in Punjab – and in other states too, a revolutionary step in terms of Sarva Siksha Abhiyan was launched on massive national scale. It has brought special dividends to Punjab state in particular. According to data supplied by SSA, there is literacy rate of a little above 81% among males and more than 71% among females of the Punjab state now (see relevant table). In this context, education means elementary education or meaningful literacy as such. This type of education was nearly completely out of the question at the time of independence of India in 1947. (Ahuja: 2009).

Elementary education is one of the major segments of society like family, culture, religious order, political order, national economy and education. It is a social process of development of all those capacities which enable a person to adjust in the development of a country. Taking in view the importance of education, providing education to all the citizens is an important function of the state.

In India, the subject of providing education is a part of the concurrent list of the constitution. The whole formal education is divided into two parts, namely, school education, higher education. School education is further divided into subparts: Elementary education (lower primary, higher primary), Secondary education, Senior Secondary education.

For the development of any country, the basic education is very important. Elementary education is the most crucial stage of school education. The basic skills of reading, writing and arithmetic are acquired at this stage. Values are internalized and environmental consciousness sharpened at this stage. The role of universal elementary education for strengthening the fabric of democracy, through provision of equal opportunities to all for the development of their inherent individual potential, was accepted from the very inception of our Republic in Article 45 under the Directive Principles of State Policy in the Constitution, which provides for free and compulsory education to all children until they complete the age of 14 years.

Before independence, education system passed from many stages. Educational history in India is long and exhaustive. The total education system in India is divided into two major parts:

 ✓ Ancient Education
 ✓ Modern Education
1.1.2 ANCIENT EDUCATION

In the ancient time, there was no organized system of education. Education was for mental discipline. Patience, resignation, self-abnegation, physical abstinence, supreme respect and utmost obedience to the teachers, control of mind, spiritual thinking were some of the qualities of the pupil. From the time of Ashoka, Colleges and Universities came into existence, viz., Nalanda and Vklramasila.

In 7th and 8th centuries, with the coming of the Muslims to India as invaders, much change was experienced in the general life of the people. Due to those changes, education system was also changed. Now, the aim of education was to produce an individual, who was God-fearing, truthful and disciplined. The curriculum consisted of 3R’s, recitation of the Koran, agriculture, religious duties, prayers, stories of prophets, themes of good moral etc. Ancient period education includes the education under Vedic, Buddhist and Islamic periods.

1.1.3 VEDIC EDUCATION

India is a country with a long and rich tradition of learning and scholarship dating back to eras when many of the new developed countries were vegetating under ignorance and darkness. The civilization and culture of this country is oldest one in the world. India was first country of the world which could develop a very sound system of education during Vedic period. This system of education is known as Vedic System of Education. Vedic education emerged from the Vedas. Vedas means “to know” i.e. the knowledge of various types.

The Vedas are four in number:

- Rig Veda
- Sama Veda
- Yajur Veda
- Atharva Veda

During the Vedic period learning was transmitted orally from one generation to another. Great importance was attached to the proper accent and pronunciation in the Vedic recitation and these could be correctly learnt only from the lips of a properly qualified teacher. Books being rare, the student had to rely upon the teacher alone. The education that was thus begun is called by the significant term Brahmacharya. School was a natural formation, not artificial constituted. It was the home of teacher called “Ashram”. The education was free to all.

There were three steps in instruction:
Sravana (listening)
Manana (deliberation and reflection)
Nididhyasana

Sravana is listening to words texts as they are uttered by the teacher. It is the system of oral tradition by which India has built up its whole culture through the ages. Through this system, knowledge is conserved and transmitted from generation to generation. The book of knowledge in those days was called Sruti.

Manana is the process of deliberation or reflection of the topic taught.

Nididhyasana represents the highest stage.

The curriculum included language, grammar, simple calculations, social behaviour, religious activities and moral stories. In Vedic period, the place of Yajna is very important in human life in Vedic period. There seems to be no direct reference available to spell out the methodology followed by the Acharya to judge the adequacy of knowledge of his pupils. Yaska and Sayana, famous commentators on the Vedas, have inferred from the Rig Veda hymn (X.71.7) that the students were given three grades as under:

- Maha Prazanan grade – students of high ability.
- Madhyama Prazanan grade – students of medium ability
- Alpa Prazanan grade – students of low ability

These grades were given to the students as a result of their continuous assessment by their teacher. The language of Vedas is ancient Sanskrit.

1.1.4 BUDDHIST EDUCATION

Buddhism came into existence when several ills had crept into Vedic/Brahmanical thought or Hinduism. The founder of Buddhism was Mahatma Buddha. Buddhism does not accept the “Divinity” of the Vedas. It believes that the world was full of sorrow and that salvation could be obtained only by renouncing it. In the beginning it took to the education to the monks only. Later on when it took up the education to the masses it did not present any important point of difference from those of Hinduism. The difference was only visible in religious and social ideology, the type of schools and in the provision made for girls’ education. Development of moral character, religious and spiritual development, promotion of social efficiency and promotion of culture were the main aims of education at that time.
The injunction of Buddha was that every novice should be trained in the discipline and doctrine of religion resulted in making Buddhist monasteries centre of learning. An entrant, if he was less than eight, had to perform the “Phahajja” (going forth) ceremony. It was similar to “Upanayana” ceremony. The novitiate period was of twelve years duration. The life of a novice was like that of a “Brahmachari” of Brahmanical order. The second ceremony called the “Upasampada” was performed after the end of the novitiate period and the student at that time had to be not less than twenty years old. After this ceremony he became a full-fledged monk or Bhikshu. The period of “Upasampada” was ten years and then he became an Acharya who could himself receive pupils.

The primary education was widespread when Buddhist monasteries flourished. Even those who did not intend joining the Buddhist Sangha, attended the school up to the age of twelve and received instruction in 4R’s (reading, writing, arithmetic, religion). After finishing the first book Siddhirastu, the child was introduced to Vyakarana (Grammar), Hetu Vidya (Logic), Nyaya (Science of Reasoning), Adhyatma Vidya (Inner Science), Silpasthan Vidya (Arts and Crafts) and Chikitsa Vidya (Medicine).

The curriculum was primarily religious and philosophical as it was chiefly meant for monks and nuns. After the admission the novice was taught Pali and Sanskrit for ten years and then the study of Tripataken was undertaken. After this, works on Buddhist religion and philosophy were mastered. Sanskrit was their chief language, though not the medium of instruction. Oral instruction, Vidwat Sabha (Learned Conference), Ekant Sadhna (Solitary Meditation), Tours and discussion were the methods of instruction.

Buddhist Monasteries may be called the counterparts of Gurukuls of the Brahmanic system. A Buddhist monastery of a Vihara was a federation of individual schools, each under an Acharya. These individual schools had developed a sort of collective life and a code of discipline and regulations which was binding upon all the units. Some of them developed into great centres of learning and came to be known as Universities.

1.1.5 THE MUGHAL PERIOD

The period between 10th century A.D. to the mid of 18th century is called Medieval Period. With the incoming of the Muslims to India as invaders, much change was experienced in the general life of the people. During this period Muslim system of education was predominant system. In
this time education was imparted in the Maktabs which were attached with mosques. “Khanquahs” of the saints also at some places served as centres of primary education. Maktab ceremony or “Bismillah” was performed to indicate the beginning of education of child. “Surah –I-Iqra” a chapter from the holy Quran was recited on this occasion. There were different types of institutions:

1. Elementary schools as private institutions and High schools run in the
   (i) The mosques
   (ii) The residences of tutors
2. Mosques were the second type of agencies.
3. A public hall called ‘Salloon’ was the third agency of education.
4. The another agency was the ‘Commercial Book Shops’. The manuscript was made available there.

The Maulavis were the in charge of mosques. A special attention was given to education and Special buildings were also constructed for imparting education. Islamic schools were attached to mosques, Khanqah of the Sufis. Muslim system of education had a theological basis. The roots of the philosophy of Islamic Education were in ‘The Koran’.

The aim of education was to produce a God-fearing, truthful, disciplined and social being individual. The moral aim of education was involved in the teaching of ethics, a science of conduct, politics, a science of governing and economics, a science of budgeting and spending. The cultural aim was to train persons as the polished, matured, cultured individuals. Technical education was another aim of Islamic Education.

The medium of instruction at that time was Persian and Arabic. The curriculum consisted of 3R’s, recitation of the Koran, agriculture, religious duties, prayers, stories of prophets, themes of good moral etc. The education was provided at free of cost and there was also provision of fixed stipends for the famous scholars from the royal treasury.

1.1.6 MODERN EDUCATION

The seeds of the present system of education can be visualized from the first half of the 19th century when India was under British rule. Most of the schools in the beginning were meant for the Christian children only, but later on, Indians belonging to various faiths were also taught in these. The modern education in India is divided in two parts: Past Independence and Post Independence Education.
1.1.7 PAST INDEPENDENCE EDUCATION:
The Portuguese were the first Europeans to reach India towards the end of the 15th century. The Roman Catholic Missionaries followed them and in the course of time, established parochial schools for elementary education. The chief objective of Portuguese education was to spread Christianity in India. In 1659, Protestant Missionaries were allowed to have a free voyage to India. It was the first time, when mission schools aimed at teaching of Indian children through the medium of vernacular languages. The seeds of the present system of education can be traced from the first half of the 19th century when India was under British rule. Most of the schools in the beginning were meant for the Christian children only, but later on, Indians belonging to various faiths were also taught in these (Sankhdher: 1999).

According to Howell, “Education in India under the British Government was first ignored, then violently and successfully opposed, then conducted in a system now universally admitted to be erroneous and finally placed on its present footing” (Howell: 1972).

At that time, different educationists gave their contribution for the Compulsory Education. The Wood’s Despatch played an important role in the history of education in India. The report of the Education Commission (1882) made notable recommendations. At that time, Dadabhai Naoroji, demand before the first education Commission of the country, that free and Universal Elementary Education should be introduced in India as soon as possible.

Since 1880 a number of Indian leaders soon began to stress the need of compulsory universal Primary education. The first organized attempt to introduced compulsory Primary education in India was made in Bombay under Sir Ibrahim Rahimtoola and Sir Chiman Lal Setalwad. As a result of their agitation in 1906, the Government of Bombay appointed a committee to examine the feasibility of introducing CompulsoryEducation in the city Bombay.

1.1.8 CHARTER ACT (1813)
The state system of education in India under British rule was begun in 1813. Clause 43 of this act stated “It shall be lawful for the Governor General-in-Council to direct that out of any surplus which may remain of the rents, revenues and profits arising from the said territorial acquisitions, after defraying the expenses of the military, civil and commercial establishment and paying the interest of the debt, in manner hereinafter provided, a sum of not less than one lac of rupees in each year shall be set apart and applied to the revival and improvement of literature and the
encouragement of the learned natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India.”

1.1.9 ADAM’S REPORT ON EDUCATION (1838):

In 1835, the Governor General of India appointed William Adams to survey the state of education in Bengal and Behar and to suggest reforms. Three reports were submitted by Adam (1835-1838). His first report was a abstract of the earlier reports on education and second and third reports were based on the results of survey conducted by Adam. The second report was a detailed report on the existing system of Education in Natlore, in the district of Rajshahi. The third report covers five districts of Bengal and Bihar and his recommendations for the improvement in indigenous schools. Adam suggested that:

1. A law should be ultimately enacted compelling every village to maintain primary school.

2. Publication of a graded series of new text books for (I-IV) in Bengali, Hindi and Urdu to be composed by Indians and Europeans in collaborations.

3. An Examiner should be appointed for each district. It was recommended that the examiner should survey his area, provide text books to teachers, examine teachers after a period of six months, distribute grants to teachers in accordance with pass percentage in school examinations and supervise the work of teachers.

4. Appointment of inspectors to inspect the work of examiners.

5. Adam suggested to convert vernacular departments of English schools into normal schools for training teachers of indigenous schools. He recommended that it should be mandatory for the teachers to study in these schools for three months in a year for four successive years.

6. To provide small groups of land to schools for their maintenance.


1.1.10 WOOD’S EDUCATIONAL DESPATCH (1854):
Wood’s Educational Despatch has a very important place in the History of Education in India. East India Company had to take orders from British Parliament after every 20 years. In each order something was written about the education in India. Therefore, in 1853, the Directors of the Company decided to lay down a definite policy in regard to educational matters in India. A Parliamentary Committee was appointed to survey the educational progress in India. Charles Wood was the Chairman of the Board of Control, so the declaration prepared by committee was called “Wood’s Educational Despatch”. This Despatch consists of 100 paragraphs. The main recommendations of report regarding Primary Education were:

- Vernacular language should be adopted as a medium of instruction.
- Establishment of graded schools.
- Existing indigenous schools should be improved with grant-in-aid system.
- Department of Public Instruction to be set up.
- Schools should be set up by government according to some set plan like ilaka bandi system.
- Teachers should be given proper training.

As the ultimate aim of the Despatch was just another well-guarded attempt to impose Western knowledge and learning and English on the Indian people, even then, the Despatch, in itself, was an important historical document in as much as it began a new era in Indian education by streaming it on a definite track. On the receipt of Wood’s report the company began to recognise education on the lines suggested by it. By 1855, the Department of Public Instruction was set up, the system of grant-in-aid was established, but there were some deficiencies, like, nothing was done to train teachers and mother tongue was neglected as medium of instruction.

**1.1.11 DADA BHAI NAROJI’S PLEA (1882):**

In September 1882 Dada Bhai Naroji demanded before the first Education Commission of the country that free and universal primary education should be introduced in India. But the plea was ejected.
1.1.12 GOKHALE’S BILL (1910-12):

Gopal Krishan Gokhale was very much concerned towards compulsory primary education in India. With the policy of the Government of India, enunciated in 1904, primary education was gaining a good ground. Between 1910 to 1913 he made strenuous efforts to force the government to accept the principal of compulsory primary education. At this time the Maharaja Sayaji Rao Gaikwad of Baroda had made primary education free and compulsory within the territories of his state in 1906. This attempt inspired Gokhale very much & as a member of Imperial Legislative Council, he moved the resolution for compulsory primary education in on March 19, 1910 in the imperial council. Resolution moved in the Legislative Council consisted the following suggestions:

- In the area where 35% boys were getting education, primary education should be free and compulsory this provision should meant to the age group of 6 to 10.
- The cost of primary education should be beard by the provincial government and local bodies in the ratio of 1:2.
- A separate department should be set up in the central government to draft the scheme for the expansion of primary education, and in the budget statement there should be a section depicting the progress of primary education.
- A secretary should be appointed to organize, supervise and look after the matters of question primary education.

Gokhale withdrew the bill because the government of India assured that the whole will be examined. Later on, the Government accepted only last three recommendations of Shri Gokhale. The Government rejected to make primary education free and compulsory, while this was the main plank of Gokhale’s Bill.

Gokhale was not discouraged. He made further attempt to draw the attention of the people in as well as in England towards the condition of education. On March 16, 1911, Gokhale brought a bill to make provisions for the extension of compulsory primary education. On March 18, he moved the resolution that the bill be examined by a select committee of 15 members of the Viceroy’s Council. Major recommendations of the bill were:
Compulsory Primary education should be introduced in the areas where a certain percentage was fixed by the Governor General in Council.

Local Bodies were to have right to introduce compulsion in the area under their jurisdiction.

Local bodies were authorised to levy cess to meet the cost of free and compulsory primary education.

Cost of education was to be shared by the local bodies and state government in the ratio of 1:2.

The primary education should be made compulsory for male students of the age group of 6 to 10 and the defaulting parents should be penalised for non-compliance of the orders.

The primary education shall be made compulsory for girls.

Parents whose monthly income is less than Rs. 10/ should not be asked to pay any fees.

The Bill was rejected by 38 votes to 13. Although the bill was rejected, but it focused the attention of the entire country on education.

1.1.13 GOVERNMENT RESOLUTION ON EDUCATION POLICY (1913):

While discarding Gokhale’s Bill the government agreed to sanction recurring and non-recurring grants to primary education. The government could not completely neglect the growing popular demand for the expansion of primary education. The seeds sown by Gokhale came up quickly for harvest. Gokhale’s bill caused a flutter in the British Parliament also. On the eve of the discussion on the Indian budget, the Under-Secretary of State for India felt the need for giving considerable attention to Indian education. As a result the Indian government passed the resolution regarding the policy on education on February 21, 1913. Major Provisions of the Resolution Related to Primary Education:

- There should be considerable spread of lower primary schools where along with teaching of three R’s students should be taught drawing, knowledge of the village map, study of nature and physical exercise.
• Simultaneously upper primary schools should be established at suitable places and if required lower primary schools should be upgraded to the status of upper primary schools.

• Local Board’s schools should be opened in place of private-aided schools.

• Maktabas should be adequately subsidised.

• It should be compulsory for the teachers to pass vernacular middle examination and undergo one year training.

• Provisions should be made for refresher courses for the teachers of primary schools during vocations.

• The strength of students under one teacher should range between 30-40.

On account of the outburst of the First World War majority of important provisions of the resolution were postponed owing to financial stringency.

1.1.14 BOMBAY MUNICIPALITIES PRIMARY EDUCATION ACT (1919):

During British rule in 1918, the first Act on compulsory primary education was passed in Bombay moved by Shri Vithalbhai Patel. It was known as Patel Act or Bombay Municipalities Primary Education Act. It limited its scope to urban areas and instead that government should bear 2/3 of the cost. Patel Act was applicable to both boys and girls. It fixed age range from 6 to 11 years. It suggested a detailed procedure for enforcement. It authorised Municipalities to levy cess and did bind the provincial government to finance the scheme. In 1923 this Act superseded by the more detailed Act which empowered the Municipal Committees outside the city of Bombay to make primary education free and compulsory for children between the age of 6 to 11 years and levy a cess to meet the expenditure on it.

1.1.15 BENGAL PRIMARY EDUCATION ACT (1919):

This Act directed the Municipalities to prepare a complete survey of primary education within their area and report to the government on the possibility of making it free and compulsory between 6 to 10 years of age. Since this Act was applicable to urban areas, it was amended in 1921 to include rural areas.
1.1.16 PUNJAB PRIMARY EDUCATION ACT (1919):
In 1919 Punjab Primary Education Act was framed. This Act demanded that the local boards should give to the provincial government a complete picture for making primary education compulsory and free for boys of the age 6 to 11 years.

1.1.17 U.P. PRIMARY EDUCATION ACT (1919):
State of U.P. passed a Primary Education Act in 1919 ordering the Municipal Committees to make primary education compulsory and free in urban areas for children between 6 to 11 years of age. This Act further ordered that compulsion should apply to boys first and to girls later and that too with the prior sanction of the government.

1.1.18 Hartog Committee (1927-29)
British Government appointed the Simon Commission in India on Nov.8, 1927. This Commission formed an Auxiliary Committee under the Chairmanship of Sir Philip Hartog to study the problems and demands of education. Under his chairmanship this committee thoroughly studied the contemporary policies and the nature of the Indian education and submitted its report to the Simon Commission on Sep.11, 1929. The committee gave its observations on wastage in Primary Education, defects of secondary education, bad conditions of university education and need for a well-directed policy of education. It recommended for suitable checks in the administration of school by local bodies and provincial governments.

1.1.19 WARDHA SCHEME OF EDUCATION (1937):
On 22-23 Oct,1937 an education conference was held in Wardha. The top educationists of the country, thinkers and the national leaders took part in it and organised an “All India National Education Conference”. It is also called the Wardha Education Conference. The chairman of this conference was Mr. M.K.Gandhi. After an open discussion, the following proposals were passed:

1. The free and compulsory primary education should be organised for all the children between 7 to 14 years age in the country.

2. The Mother-tongue should be the medium of education.
3. The education should be imparted through some handicraft.

4. The curriculum at this level should be prepared on the basis of the needs of the children.

5. This education should be self-supporting; the salary of the teachers may be paid out from the production in the schools.

A committee was established under the chairmanship of Dr. Zakir Hussain to give the final shape to the resolutions passed in Conference. The committee submitted his report in two parts. In first part of the report that was presented in Dec. 1937; defines the principles, curriculum, administration and the supervision work of Wadha Education Scheme. The second part of report was presented in April 1938. It enumerated the correlation between the basic handicrafts and other subjects of the curriculum. The scheme is also known as Nai Talim/ Basic Education/ Basic Siksha. The fundamental features of Scheme are:

- Free and compulsory education to be organized for the children in the age group 7 to 14.
- Medium of instruction should be mother-tongue.
- Craft to be selected on the basis of the ability of the children and the need of the region.
- Goods prepared by the children should be utilized and profit so earned to meet the expenditure of the schools.
- In the education of the crafts, the economic importance as well as its social and scientific importance should be given place.
- Curriculum should include handicraft, mother-tongue, hindi, general mathematics, social subjects, general science, music, fine arts and physical education.

1.1.20 POST INDEPENDENCE EDUCATION:

In 1947, at the time of Independence, there were inadequacies and deficiencies in education system both qualitatively and quantitatively. At that time there were only 1, 85,504 primary schools in all over the country and number of pupils enrolled was 180 lakhs. The task of the newly formed Indian Government was:
(i) to reduce the evils of the system of education so as to make it an instrument of national reconstruction.

(ii) to provide free and compulsory education to all children under 14 year age.

The different agencies like the Government of India, State Governments, local bodies and the voluntary educational organizations are making concerted efforts in the successful implementations of the national policies of education. The Constitution has distributed the educational responsibility between the Center Government and the State Government. The Government has taken the education reconstruction problem into their hands and is making rapid strides towards the development of a national system of education.

Government's commitment of the spreading of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principle contained under Article 45 enjoins that "the State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years".

Though education is the subject of the concurrent list of the Constitution, the State Governments play a very major role in the development of education; particularly in the primary and the secondary education sectors. This obligation remained unfulfilled; as resources were inadequate during the early years of independence. Other sectors of education, especially higher education, received more attention than the universalisation of elementary education.

The National Policy on Education (1968) was an important historical event for education in independent India because this was the first attempt to give some direction to the country’s aimless and unplanned educational system. A shift in policies, however, appeared after 1976, when more resources were made formal. This shift gained further momentum with the launching of the National Policy on Education (NPE) 1986 which has underlined the importance of elementary education. The new thrust in elementary education emphasizes two aspects:

1) Universal enrolment and universal retention of children up to 14 years of age

2) There should be a substantial improvement in the quality of education.

The NPE has been elaborated in the Programme of Action. This elaboration made the way for another policy programmes likes Operation Blackboard. Now, all the states adopt a uniform structure for school education. NPE (1986) was modified by government in 1992. This revised policy recommended that except all the facilities mentioned by NPE 1986, three reasonable
rooms will be provided in schools and at least three teachers will be appointed in each school and 50% teachers will be women.

The Central Government also took a significant decision to direct the State Government to have their own state programmes of action for implementing the thrust areas of the policy, keeping in view local conditions. A lot of efforts have been made for fulfilling the Article 45 but still we are far away from the achievement of the universalisation of elementary education. Therefore, now Central Government of India has launched “Sarva Shiksha Abhiyan” to achieve the target of universalisation of elementary education.

1.1.21 ELEMENTARY EDUCATION IN PUNJAB

Adhering the national policy, Punjab aims to achieve the goal of universalisation of elementary education. For this purpose separate Directorates have been set up for Primary Education and Secondary Education.

Education plays an important role in the development of the state. Keeping in view this fact, the Punjab Govt. has done its best for the development of Compulsory Primary Education. In 1958-59, the survey of education in Punjab State was completed. This survey highlighted the fact that to provide the facility of a Primary School in the area of one mile, there is lack of 1457 schools. In 1960-61, 1457 more schools were opened. That was an important year in Universalisation of education. Compulsory Universal Education Act has been passed in that year.

Punjab was came to its present form in 1966. At that time (1966) approximate half of its educational institutes were goes to Haryana state. But it is fact that in Punjab more emphasis is given to primary (6-11 years) education than elementary (11-14 years) education. In 1968-69 the Akali Government upgraded many primary schools.

Out of the nearly 40 lakhs school children; 80 per cent attend government schools. This figure highlights the contribution of government to the spread of education. Not less than 78 per cent of the school going children, drop out by the time they reach senior secondary level, and one-half of those who appear in the matriculation examination, as regular students, fail to pass. How to improve the quality of school education, particularly in the rural areas, is the most crucial item in the sphere of education in Punjab.
## Table: 1.2

<table>
<thead>
<tr>
<th>Five Year Plan</th>
<th>Percentage of total outlay</th>
</tr>
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<tbody>
<tr>
<td>Fourth</td>
<td>7.16</td>
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<tr>
<td>Fifth</td>
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<td>Sixth</td>
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<td>Seven</td>
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<td>Eight</td>
<td>2.62</td>
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<tr>
<td>Ninth</td>
<td>2.89</td>
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<tr>
<td>Tenth</td>
<td>6.07</td>
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The data reveal that the outlay had come down to 2.89% in the Ninth Plan that was 7.16% in the Fourth Plan and 4.21% in Fifth Plan. The main focus area in Ninth Plan was both qualitative improvement and expansion and upgradation of schools. While in the Tenth Plan the target was on providing infrastructural facilities in the existing schools by providing buildings and furniture. The number of middle schools was 1498 in 1980-81 that increased to 2544 in 2003-04. The teacher pupil ratio in Punjab is 1:26 at elementary level. The state is saturated, as far as the distribution of schools is concerned; it is quality which is in short supply. Keeping in view the improvement of quality and quantity of education, this is, for the first time that Punjab has launched its own education policy wherein the major objective is to universalize Elementary Education. Now, Punjab Government has introduced its new education policy in 2002.

First of all this policy has tried for the reconstructing of the system of school education. School education was divided into four stages namely, primary consisting of I-V classes, middle consisting of VI to VIII classes, secondary consisting of IX-X and Sr. Sec. consisting of 10+1 to 10+2. Now, the earlier four-tier system- primary, middle, high and senior secondary converted to two tiers. This policy has restructured four levels into two levels i.e. elementary and secondary level and now elementary education consists of 1-8 classes. Primary schools are merged into middle schools and called Elementary Schools. The secondary school system have high and senior secondary schools.
The policy recommended that JBT/ETT teaching centre, classical and vernacular centre and master centre will be shifted entirely to elementary schools, parent teacher association (PTA) and mother teacher association (MTA) will be consisted and strengthened in all the schools, to manage the development of each school and village educational development committees (VEDCs) or urban educational development committees (UEDCs) will be consisted in rural and urban areas respectively.

Now, the supervisory control of primary schools is handed over to the panchayats. The number of schools inspected by the District Education Officers has been fixed. There are committees formed in each village for the development of schools. A state-level committee under the minister should also make surprise inspections of schools.

1.1.22 LEVEL OF SUCCESS OF SARVA SIKSHA ABHIYAN IN PUNJAB
Punjab has evolved a quiet strong base in the spread for elementary education in the State. The year of 2001 has been a revolutionary year for the growth of such education. It is generally known fact through media reports emerging in December 2012 in the newspapers of Punjab that this State has gone to having the number three position concerning the massive drive to spread elementary education in Punjab especially via the Serva Siksha Abhiyan (SSA).

Despite relative success of progress in elementary education in Punjab, there are several other aspects to consider which are as follows.

1.1.23 STRUCTURE OF SCHOOL EDUCATION
All the States and Union Territories of India adopt a common pattern of school education. However, the states have different views regarding some issues. These issues are classes completing the different stages of school education, age at the time of admission in school, medium of instruction, examinations, teaching of languages, number of days provided for functioning of school in a year, academic session, vacation periods, fee structure, compulsory education etc.

1.1.24 SCHOOL EDUCATION IN INDIA
i) Primary Education
Some states in India consider first five years of education as primary education. Whereas the states like Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe region of Pondicherry consider first four year of education as primary education.
ii) Elementary Education
Elementary education is considered as the education comprising to three year of education. The States Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Chandigarh, Delhi and Karaikal region of Pondicherry consider elementary education of three year i.e. education of class VI-VIII. In Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe region of Pondicherry the elementary education consists class VI, VII and VIII.

iii) Secondary Education
The Secondary education means the education provided by school to the students in Classes IX-X. Therefore, secondary education consists two year of school education. The states namely Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Nagaland, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Chandigarh, Delhi and Karaikal region of Pondicherry follow the same pattern of education and consider two year education as secondary education. Whereas some states viz Andhra Pradesh, Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe and Yanam regions of Pondicherry consider secondary education from class VIII. However, the two year education after completing high class considered as higher Secondary / Senior Secondary stage of school all the States.

1.1.25 CONSTITUTIONAL ARRANGEMENTS FOR UNIVERSAL ELEMENTARY EDUCATION
There are several articles in the Constitution of India regarding educational development in the country. According to Mahatma Gandhi, provision for 'basic education was one of the important goals of the freedom struggle'. The Directive Principles of State Policy (DPSP) of the Constitution enjoins that "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." (Article 45).
Article 29 (1) of the Constitution provides that “any section of the citizens residing in the
territory of India or any part thereof having a distinct language scripts or culture of its own shall have the right to conserve the same.” Article 29 (2) lays down 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) enjoins, "All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.” While Article 30 (2) lays down that "the State shall not in granting aid to educational institutions discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language".

Article 350-A laid down that "it shall be the endeavour of every State and of every local authority within the state to provide adequate facilities in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups".

As per the Article 46 "state shall promote with special care for the educational and economic interests of the weaker sections of the people. And in particular, of the scheduled tribes (ST's) and shall protect them from social injustice and all forms of exploitation"

Through 42nd Amendment to the constitution education was considered under the concurrent list, till then it was in the state list. The main reason behind listing education in the concurrent list was to facilitate the nation by elaboration of national policies prepared by government time to time to improve education.

1.1.26 POLICY PRIORITIES AND GOALS

In mid 80’s the decision was taken by government that there is need for a comprehensive review of the then existing education system and policy makers saw the need for a fresh National policy of Education (NPE). It came into effect in 1986 which was revised in 1992 and a revised Programme of Action (POA-1992) was formulated. The NEP provides a comprehensive framework for guiding the development of education. Overall, the NPE is committed to address all major aspects of education; Equity, efficiency, relevance, quality, content and progress; all those aspects dealing with linkages, culture, values, society, polity and economy, besides mobilization of resources and those dealing with management. Emphasis on organic linkages with early childhood education, primary education, non-formal education, adult education, and post literacy and lifelong continuing education was evident. NPE 1986 tried to break the
stereotyped thinking and appears to have promoted a thoughtful introspection. Thus there is a structural change in organizational aspects.

1.1.27 UEE-Goals

The national policy studied the expansion on early childhood care and development through its multiple effort for involving families, and appropriate institutions to improve the quality of education. It is visualized that private sector also have interest in attaining the provision of providing elementary education for all children up to 14 years. Moreover the policy provides the opportunities to functionally literate countrymen that they can develop their skills through formal and non-formal channels.

A broad assessment of situation reveals, “India has the largest number of illiterates and out of school children in the world which is 30% of the world's adult illiterates and 21.87% of out of school children. About 19 to 24 million children, in the age group of 6-14 are out of school of whom about 60% are girls, and more than 35 million are adult illiterates in the age group of 15-35 of whom majority are women.”

However the emphasis is made on elementary education. The benefits of investing in elementary education, both for its intrinsic value in enhancing human capabilities, as well as for its social development and economic growth, greater efficiency and better functioning of democratic institutions are often highlighted. Policy also mentioned the ability of education for empowering persons of country to acquire greater control over the circumstances that are responsible for dominating their lives. A number of works state that the socio-economic factors which strongly influence fertility behaviour include female literacy, aspects like infant mortality rate, sex ratio are related to the Universalisation of Elementary Education.

The regional and gender dimensions are very strongly effect the UEE. The Indian experience affected the entire the world experience. At one end we have states such as Kerala which have achieved universal literacy as well as UEE in terms of school participation. However on the other end there are states like, UP, Bihar, Andhra Pradesh, Orissa and MP with indicators worse conditions of education. The education of girl child is also problematic issue of UEE. There are some areas like teacher competence, motivation and performance require greater attention. To enhance universal participation and universal achievement of certain minimum levels of learning is the continuing challenge before the nation.
In Indian context, while the Union and the state governments having their full share of responsibility; it is observed that people's involvement in educational development is more important. While the challenge that confronts in this sector is formidable, studies on successful states like Kerala and Tamil Nadu provide useful lessons. The policy response ought to be individually and collectively be faced. All the policy makers i.e. public, teachers and educators; NGO's the industrial sector, the media, politicians, panchayat leaders, grass root workers and others have work collaborate to improve the education level.

1.1.28 PRIMARY EDUCATION SINCE 1986
(a) Minimum Levels of Learning (MLL)
Considering quality as the main policy instrument, the educational administrators evolved a scheme. India is one of the few developing countries, which took the initiative in 1991 to lay down norms for MLL at primary stage. The emphasis therefore is on curriculum, classroom transaction, and evaluation. 18 voluntary agencies, research institutions, and SCERT's took together the responsibility to fulfill the norms of MLL. The NCERT, Regional Institutes of Education (RIEs), SCERTs and DIETs are involved in implementing the MLL programme. More than half of the states are also associated with implementing the programme. Curriculum revision, rewriting of textbooks, training of teachers are the major initiatives that being undertaken for consideration. To take initiative of improving the quality of primary education, the DPEP has adopted MLL.

(b) Operation Black Board (OBB)
The National Policy on Education 1986 emphasized on quality improvement in primary schools. It tried to make school environment attractive. Many efforts are made to give a face lift to building and supplying additional material to schools. This initiative was symbolically called 'Operation Blackboard'.
The scheme started in 1987-88 setting the motive of providing at least two reasonably large all-weather class rooms along with two teachers of which one should be a woman; and provisioning essential teaching and learning material including blackboards, maps, charts, a small library, besides toys; and games at the school.
The Operation Blackboard emphasized that the state government should be responsible for the construction of school buildings. To begin with Ministry of Rural Areas and Employment
earmarked 48% of the funds under Jawahar Rozgar Yojana (JRY) for construction of educational infrastructure.

The Scheme has been further extended to cover upper primary schools. Some suggestions like provision at least one room for each class, a Headmaster-cum-office room, necessary toilet facilities, a contingency grant of Rs.1000 per annum, library facilities, essential equipment and at least one teacher for each class/section were provided to government. If the enrolment in a Primary school is more than 100 and there are two teachers in school; the aim now is being provided with a third teacher.

The Central Government should provide the salary of additional teacher for the plan period. Rs.50,000 is provided to each school for essential teaching learning equipments including Rs.10,000 for library facilities.

(c) Orienting Primary Teachers

Another initiative for strengthening the primary education was special orientation taken up to acquaint primary teachers in teaching languages, mathematics and environmental studies. Apart from state agencies other agencies are involved in this task.

(d) Shiksha Karmi Project

With the assistance from the Swedish International Development Agency (SIDA), a project called “Siksha Karmi Project” (SKP) for achieving the universalisation of elementary education (UEE) is under implementation in Rajasthan since 1987. Though the objective of this project is qualitative improvement of primary education in remote and of inaccessible backward villages in Rajasthan. The primary target group is girls. In a report it is stated that teacher's absenteeism is one of the major reasons for low achievement of UEE.

**UEE: NEED FOR PUBLIC-PRIVATE PARTNERSHIP**

The project has been so designed to ensure that both the state government and non-governmental organizations work in partnership. This project is one of the innovative educational interventions aiming at overcoming major problems of poor enrolment and high dropout of children, particularly girls. Siksha Karmi Project runs *Prehar Pathasalas, Angan Pathasalas,* and *Mahila Prakashan Kendras* as innovative activities.

Further this project succeeded in checking teacher absenteeism, social and gender inequality in access though in a limited way and also addressed quality question. According to reports there has
been a three-fold increase in enrolment of children in schools given to this agency. Furthermore, it is gathered that “nearly one fifth of those of where project is implemented there is a 62 percent rise in retention.” A significant number of children covered by the SK schools are from scheduled caste and scheduled tribe households. The project as of 2003 covered 1785 villages in 113 blocks of Rajasthan. 4271 Shiksha Karmis provided primary education to approximately 1.50 lakhs children in day schools and prehar pathasalas. Thus the experiment in public-private partnership to a large extent met the goals.

(e) Bihar Education Project (BEP)
A number of initiatives are needed to reach the goal of UEE in Bihar. Bihar Education Programme is launched in 1991. The main objective of this project was to bring quantitative and qualitative improvement in the elementary system. It laid emphasis on the education of deprived sections such as Scheduled Castes (SCs) and Scheduled Tribes (STs) and women. Some major achievements reported are: emergence of a strong Mahila Samakya Component, organization of Village Education Committees and Community involvement in programme implementation at grass root level and offering non-formal education through NGO's.

The other objectives of the Programme include:

- Universlisation of Primary Education
- Drastic reduction in illiteracy
- Modification in the educational system to serve the objects of equality for women
- Inculcating equality and social justice in educational system.

The report said that the goal of social reconstruction does not remain a distant dream. The Bihar Education Project (BEP) went through the processes of to achieve set goals. It registered appreciable progress in the problem plaguing the primary education sector in one of the largest states in the country.

(f) Uttar Pradesh Basic Education Programme (UPBEP)
In June, 1993 the World Bank approved fund for a Project 'Education for all' prepared by the government of UP. The progress of implementation for the last decade is reported to be satisfactory. Nearly 10 years after implementation, the Uttar Pradesh Basic Education Programme appears to be showing remarkable results. A major increase has been shown in enrollment at both sic the primary as well as upper primary school levels in the Uttar Pradesh. At the primary level enrollment increased 66.8% and at the upper primary level 64 percent. The
girl's enrollment in project and non-project districts in UP, the increase is reported to be nearly 67% and 33.11% respectively. Improvements have also been recorded in the mid-term learning assessment conducted in 1996.

Classroom activities also reflect a variety of changes. About 60% - 90% of teachers report constructing and using teaching aids as compared to 25-60% in the baseline survey. The project has also built capacity with the support of the state institute of Educational Management and Training which will serve as a training and resource institution for the northern region. Thus the special intervention programmes intended for improving access, equity, retention, and quality-major goals of these programmes seem to be showing good results in major states.

(g) National Programme of Nutritional Support

One of the problems identified by policy planners is failure to retain children in schools is lack of nutritional meals. Union and states try to find remedy to this situation. Mid-day meal scheme was launched on August 15, 1995. The ultimate aim of scheme is to provide wholesome cooked / processed food having a calorific value equivalent to 100gm of wheat / rice per student. People's participation is ensured at every level like school location, micro-planning, training of core teams. The correlation studies linking this programme with the broad objective of the universalisation though available are not many.

(h) Lok Jumbish Project

Lok Jumbish, a well known civil society initiative in Rajasthan has succeeded in setting up several new schools, non-formal education centers through systematic school mapping exercise with the help of local communities. In about a decade, 246 new primary schools, 185 child labour schools and 1016 NFE centers have been opened by the agency in the state Rajasthan. The woman education is a priority area of these agencies. The agency has the initiative to set Mahila Shikshan Vihars for providing quality education to rural women. There are 6078 women members in 1611 core teams are reported.

It has also initiated several innovative programmes activities like school health programme to generate awareness among the school children on health issues. Measures such as enrolling minorities to mainstream education, supply of the uniforms , free text books to schools seem to have resulted in better enrolment and retention of children in the schools.
1.1.29 THE ROLE OF WORLD BANK

According to a report of World Bank confined to primary Education in India, “Absence of a sound institutional arrangement for imparting primary education is reported to be preventing India from rapid growth.” In one of the reports it is stated that “the country is not able to catch up with economies of the so-called Asian Tigers because of poor educational foundation.” It is also stated as one of the reasons for low standard of living and high gender inequalities. While our country is at the top in the number of doctors, engineers and other high-tech personnel capable of competing with the best in the World, it may be shocking to note that average education of Indian worker is just around 2-4 years only in the schools.

The World Bank study stresses upon making primary education compulsory. The Ministry of Human Resource Development, Government of India, in a collaborative research programme with the World Bank, brought out the report. It is stated in this report that “the country has the second largest education system after China with 67 million children aged 6-10 in schools.” However the report noted that 32 million primary school children are not going in upper schools. According to the report, “India's average level of educational attainment has not yet reached the critical threshold where benefits are greatest and high economic growth rates are sustainable.” What is required is policy response to reform the system to improve the educational attainment to reach an average of four to five years by the middle of next century.

It is widely known that primary education leads to better family health lowers fertility, and put brakes on population growth. It helps workers to take advantage of technological change which raises their productivity and learning.

To accommodate all eligible children in 6 to 10 age groups that the country requires at least 1.3 million classrooms. The World Bank report is optimistic that the 80 per cent of the financial resources required will be available in the next decade. If fiscal discipline is observed by India, the study says that 80 per cent of six-year-old children will be in schools. Banks interest in India's education raises suspicions as many hold the view that Indian nation can raise resources to meet its domestic compulsions like education for all.
1.2 SIGNIFICANCE of THE PROBLEM:
The education has been conceived for ages as a means of transmitting to the child all that is required to equip him in skills and competencies to enable him to function in a society in the best possible manner. This has always been the main objective of education and relevant to all ages and societies. The principles of education not only involve imparting knowledge to the child, but it also involves development of the child’s critical awareness, cultural integration, aesthetic appreciation and moral and religious responsibilities. Education, therefore, focuses its attention on the child’s individual needs in all respects.

The society is always undergoing change in various aspects. The society expects the school to provide the people skills and strategies to match the changing situations. There is, therefore a continuing need for education to do internal evaluation of its processes to render it relevant to the society. There must be a desirability of relevant flexibility to make education possible to meet the peculiar needs of every society, every school, and every child. Education direct and change the people and enables them to change the society in the relevant ways so as to conquer its environment for the benefit of mankind.

But have we been able to impart this type of education so as to bring the desirable change in the outlook of society? What kind of education do we need in the given context and what sort of educational facilities do we get? And what kind of education would be ideal for a society of the future?

There are many problems to be solved, many challenges to be met, and still many constraints that we may be compelled to submit to or ignore. Education is not a cure for all the ills, it is also not the cause of the ills of the world, it is nevertheless is regarded as a key source of hope for a solution to the ills of society. This is essentially because education’s major concern is the creation of the right kind of man in the society. To achieve this objective, education will need all the help it can get from the Government, the domestic sector and the business and financial sectors. Then question arises- How do we fair in our task? Have we been able to give the kind of education we wanted? But, aptly one may ask that have we been able to provide education to all children of age 6-14 year since independence?

There are as many as 32 Articles and 28 entries in the Sixth and Seventh Schedules of the constitution which pertains to Education. But still after 55 years of compulsory education in India the state of Elementary Education is deplorable. In developing countries universalization of
elementary education is the most crucial problem. The major areas of educational problem are wastage, stagnation, non-attendance and non-enrolment. According to Directorate of Education; Punjab “one-half of those who appear in the matriculation examination, as regular students, fail to pass”.

In November 1966, the state Punjab was reorganized. This political change affected the Punjab education system very much. Education plays very important role in the development of the State. Out of 40 lakhs school children, only 80% attend government schools. This figure is sufficient for highlighting the role of government to the spread of education. Many efforts are being made to develop the education system, still there are many shortcomings in planning and efforts. As a result there are so many drop outs in schools. Out of 100 children enrolled in class I, only 22 students are successful to reach senior secondary level. According to Directorate of Education, Punjab (2001) 2.97 lakhs children (6-14 yr.) are out of school.

The Punjab, which ranks third in per capita income, is stand 12th among Indian States in terms of literacy. According to 2001 Census, 70 per cent of Punjab’s seven-plus population was recorded as literate as compared to 91 per cent in Kerala and 77 per cent in Himachal Pradesh. The all-India figure was 65 per cent. The state outlay for education was 7.2 per cent of the total under the Fourth Plan (1969-74) which declined to 2.9 per cent in the Ninth Plan (1997-2002). In an effort to redress this aggravating situation, the Tenth Plan (2002-2007) proposals provide an outlay of 6.1 per cent for education. The cause of the problem is both area-specific and policy-specific. More measures are required to improve the situation.

The present study has been taken up so that progress of Elementary Education may be found out concerning the teachers, enrolment, curriculum, administrative set-up and the financial implications in Punjab.

1.3 STATEMENT OF THE PROBLEM

The statement of the problem to study is apparent from the title of the present study which is: “A Progress Of Elementary Education In Punjab From 1966 To 2008”
1.4 DEFINITION OF IMPORTANT TERMS

**Progress:** The continual progression from one stage to the next.

**Elementary Education:** Education in common words is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Elementary education consists first 8 years of formal and structured education; starting at the age of five or six. The period of elementary education begin in childhood, usually at the age of 6 years and end with adolescence; defined as including grades 1st standard to 8th standard. It consists five years of primary schooling and 3 years of upper primary schooling.

**Punjab:** A state of republic India. Punjab is land of five rivers (Beas, Satluj, Ravi, Chenab and Jhelum). Punj means five and aab means water, so Punjab means land of five waters. Punjab (India) is divided into three parts: Majha, Malwa and Doaba. Majha is the area between Beas and Chenab; this part includes Lahore, Amritsar, Gurdaspur, Sialkote, Kasur, Lyallpur (Faisalabad). Area of Malwa is southern Punjab; cities included in this area are Ludhiana, Patiala, Faridkot, Ferozepur, Ambala, Karnal, Sangrur, Malerkotla, Shahabad, and Abohar. Area of Punjab that is between rivers of Beas and Satluj is called Doaba, major cities in this part of Punjab are Jalandhar, Hoshiarpur, Kapurthala and Nawan Shahr.

1.5 OBJECTIVES OF THE STUDY

For fulfilling the target of universalisation of elementary education, the Central Government has launched new policy of education ‘SARVA SHIKSHA ABHIYAN’. This Abhiyan set up the following targets-

1. By the year 2003, to make sure the attendance of the children of 6-14 age group in schools.
2. By the year 2007, to enable the students of 6-14 age group to complete their five-year school education.
3. Upto 2010, to enable the students of the 6-14 age group to complete their eight year schooling.
4. To remove the drop outs from the 1st to 8th class school education.
5. And to remove all kind of discriminations as girls-boys, rural-urban and upper and lower caste and provide equal rights of education to all children without any discrimination.

Keeping in view the objectives of “SSA”, the main Objectives of the present study will be:
1) To study the progress of elementary education in Punjab.
2) To trace the changes in the curriculum.
3) To find out number of teachers (sex wise) in elementary schools of Doaba area.
4) To find out enrolment in primary and middle schools of Doaba area.
5) To find out number of students (sex wise) in elementary schools.
6) To find out number of drop outs (year wise) in elementary schools.
7) To assess the pupil teacher ratio in Punjab.
8) To ascertain the progress of elementary education, it is also necessary to trace the amount spent by Punjab government on elementary education for providing facilities like furniture, library and physical education.
9) On the basis of data and its interpretation, it will be analyzed and discussed that how elementary education program can be effectively carried on for elimination of illiteracy from Punjab?

1.6 HYPOTHESES:
(a) The enrollment of girls is low as compared to the boys in schools.
(b) The rate of drop outs is very high in Punjab at elementary level.
(c) Government policies are sufficient for progress of education in Punjab.
(d) The number of elementary schools in the State is less as compared to increasing population.

1.7 DELIMITATIONS
- Time: the time span of Forty two years (1966-2008).
- The study is delimited to elementary level school education.
- The study is delimited to Government schools.
- The study is delimited to Punjab State.
- The study is delimited to Doaba Region of Punjab with special reference to number of teacher and enrolment in Doaba.

Every effort is being made in this research work for understanding the various aspects involved in the evolution and progress of elementary education in India in general and Punjab State in particular. It is a data based study where data is collected from schools, SSA records and other primary and secondary sources.