Regarding the concept of education it is rightly said, “The Education of a human being should begin before birth and continue through out the life”. Indeed if it is aspired for maximum result of education, it begins even before birth. In this case, it is the mother herself, who precedes with this education by means of a two fold action first upon herself for her own improvement and secondly upon the child, whom she is forming physically. Thus education is a life long process which starts before birth and ends after death.

Education in fact does not begin at school. It begins at birth. It ends not when the individual graduates from the university but at the time of death. Hence education is a lifelong process. Any modification brought about in the behaviour of an individual as a result of this interaction with the environment constitutes learning.

Formally education was merely the intentional forcing of the child’s nature into arbitrary grooves of training and knowledge in which the individual’s subjectivity was the last thing to be considered. But recently it is realized that child is the pivotal element of the total process of education and every child is the unique being in this universe. The very purpose of the education system is to help the growing soul to blossom to the maximum possible extent. The entire education scenario has been tremendously changing on this new idea of free development, new methods and techniques have been brought into the field of education by realizing the concept of child’s development. So it is necessary to provide right education for the progress of the child into a civilized human being.

Some of the important developments in modern thought are the new positive and liberal ideas emerging in the field of child’s education. A long way was passed in this field from the orthodox barbarous hammering of the child into the fixed moulds according to the preconceived notions of either the

teacher or the parent to the infinitely more liberal ideas of modern times bringing to the school, breathing fresh air, in an atmosphere of freedom, joyful and playful environment with understanding and love of teachers and other peers.

According to **Sri Aurobindo**, the great modern '***rishi***' of the recent past, acquisition of mere information is not education. It is one of the means of education. The Principle aim of education of building powers of the knowledge, character and culture but modern scientific knowledge has an important role to play in nation building. Hence the true education must have its foundation of our own being, our own mind and our own spirit. In his words, "Education is that which will offer the tools where by one can live for divine, for the country, for one self and for others and this must be the ideal in every school which calls itself as national."

The human being, without education, lives just like an animal. It is education, which transforms the individual from a mere 'two-legged animal' into a holistic human personality. It helps to behave like a matured individual and prevents from being like an animal. Thus education is the most important invention of mankind. It is more important than the invention of tools, machines, spacecraft, medicine, weapons and even language, because languages too are the outcome of education.

The word 'Education' is like a diamond, which appears with different colours when seen from different angles. It forms the basis to all civilizations, to social survival as reproduction and nutrition are essential to biological evolution.

The very concept of education is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it had a different meaning according to the then existing social conditions. The concept of

education is still in the process of refinement and this process will never come to an end. Emerging time always demands a revision and rerevision of the prevailing educational ideals or ideas.

1.1. Indian concept of Education

According to ***Rig-Veda,*** "Education is something which makes man self-reliant and selfless". According to this definition, in the process of education, child should learn to realize the soul for which the person has taken birth and also help others in the society without expecting any returns.

According to ***Bhagavad-Gita,*** "Nothing is more purifying on earth than knowledge. If a child attains knowledge, the individual will lead the life towards God / Eternity with the knowledge of ***Brahman***."

Sankaracharya told, "Education is the realization of self". With out self realization there is no education. The goal of education fulfills only when an individual knows about oneself.

According to **Kautilya, "**Education is the training for the country and love for the nation". He emphasized the importance of Nationalism and patriotism, which can be inculcated through education. This ultimate goal can not be reached without love and positive thinking. If self discipline is there, it can work for anything, for oneself, for nation and for God.

According to **Vivekananda, "**Education means the manifestation of the divine perfection, already existing in man." Through the process of education that divine spark is to be burnt and through that the flame of divinity rises to higher levels.

According to **Mahatma Gandhi,** "By Education, I mean an alround drawing out of the best in the child and man-body, mind and spirit." Our father of nation also suggested that education is not mere cramming of the

content. It should train the head, hand and heart simultaneously. He introduced Basic education in the country where all these three are developed in the school.

In our country, the aim of life is very wider than the Westerners. The ultimate aim of life is to attain ***Mukthi, Moksha*** or ***salvation***. So the process of education should help the child in passing through four ***Ashrams*** – ***Brahmacharya, Grihastha***, ***Vanaprastha*** and ***Sanyasa*** through which one can realize ***Dharma***, ***Artha, Kama*** and ***Moksha.*** From Vedas to **Sri Aurobindo** the spirituality was emphasized in different verbatim.

1.2. Western concept of Education

The western philosophy explained by Socrates, Aristotle, Rousseau and others emphasizes the child's development rather than spirituality. As all are aware of the fact that, even a poor farmer in India is spiritually highly elevated than the great scientist of the West. Materialism is more prominent in the western countries. That is why more materialistic development has been taken place in the western countries when compared to the East.

According to **Socrates,** "Education means the bringing out of the ideals of universal validity, which are latent in the mind of every man". So through education one has to come up with ideas and action of universal acceptance. Social acceptance has to be brought out in the process of education. So, social acceptance of individual ideas is much more important than the individual ideas and personal benefits.

Plato, another great philosopher of the west, defined education as, "Education is the capacity to feel pleasure and pain at the right movement. It develops in the body and in the soul of the student all the beauty and all the perfection which he is capable of". In the course of education, child should learn to feel happiness, sorrow, kindness, friendliness, sympathy, empathy, etc., at appropriate occasions, in accordance with the social customs & norms.

Aristotle stated that, "Education is the certain of a sound mind in a sound body". In the process of education, a child should become strong both physically and mentally so that curriculum should cover both physical activities as well as mental activities. Equal prominence is to be given to the physical development of the child on par with mental and spiritual activities. But now-a-days the so called hi-tech and corporate institutions are completely neglecting the physical development of the child.

John Dewey, another Western philosopher stated, "Education is the development of all those capacities in the individual, which enables to control the environment and fulfill all responsibilities." He is a practical oriented person. He suggested that education is life itself. So he suggested all the practical aspects in the curriculum.

According to **Herbert Spencer,** "Education is complete living". Complete living in his sense that the individual should feel the responsibility to the family, to the society and to oneself in all aspects.

Froebel, another Western philosopher stated, "Education is enfolded of what is already enfolded in the germ". By this, he has given importance to the individual. The individual should develop by ones own self.

Rousseau stated, "Education of man commences at his birth, before one can speak, before understand and is already instructed. Experience is the fore runner of precat. He has given importance to the man in every walk of life". According to him, only through experience man becomes well educated. In his opinion, education is an easy task put before the man from birth to death.

From the above, it is evident that Eastern educationists emphasized the spirituality whereas the Westerners laid emphasis on materialistic concerns of life. Accordingly the aims were spelt out.

1.3. Aims of Education

It is already been discussed elaborately on the concept of education from different view points. Now it is necessary to focus on different specific aims of education so as to feel the necessity of education.

Education is a means for establishment of certain values and norms. At the same time, it is also used as a means of social control and social change. The school, the teacher, the content material and various other aspects that are connected with it are to be in accordance with the aims of the society, which lay down the aims of education. Generally the aims of education are of several types. Some of them are discussed here under.

1.3.1. Individual Aim

Formerly individual did not occupy the place of prime importance in the field of education. In the old imperialistic order, as well as in the modern socialistic order, it is the society that occupies the primary place. Individual is only the instrument for the preservation of culture and the development of the society. After the development of psychology, the individual occupies an important place in the field of education. Now, the individual is considered as the centre of society. Thus individual aim of education is more popular in the countries where the whole philosophy of life is individual.

- To enable man to realize, to mature, to discipline the human mind and spirit. This most influential of all varieties of energy has always been the task of education.
- Schools exist to help children to succeed.
- Education which gives human resource with taste, respect for intelligence and independence of judgment that will give them confidence to approach the public for what it is a group of distinct individuals but not a lump of reflexes waiting to be conditioned. The objective of education assumed here is the development of the individual.

- According to **Sir Perce Nunn**, "Nothing good enters into the human world except in and through free activities of individual men and women, and educational practice must be shaped to accord with that truth".

- In the words of **Kant,** "Education is the development in the individual all the perfection of which he is capable".

- The **University Education Commission** (1948) speaks about education in these words. "Education according to Indian tradition is initiation into the life of spirit, a training of human soul in the pursuit of truth and the practice of virtue".

So, education is given for the sake of the individual to be saved from destruction. The central aim of education is the autonomous development of the individual. Another aim of education is to develop the innate powers of the individual. So that maximum development takes place. The educative process should secure condition for the complete development of individuality. So that each individual may take original contribution to the human life.

1.3.2. Social Aim

The individual is regarded as endowed with social nature and biological instinct. An individual seems every where and always to be caught up in an intricate web of social relations. Without them the newborn baby would not almost perish. The social process and the educational process are essentially one and the same. Thus, the social aim of education finds expression in such concepts as 'Education for social efficiency'. Social aim of education has been stressed upon by the following reasons.

- The primary purpose of the public school is, training of effective citizens-citizens, who uphold ideals and who act in accordance with the social and moral standards that characterize democracy.

- The basic purpose of school is to develop in all people the skill, understanding, beliefs and commitments necessary for government of and by the people.
- The large function of education is to realize the ideals of humanism and the kinds of relationship between individuals that cherishes.
- The distinctive function of education must inevitably involve the giving of direction to the social reconstruction that is desperately needed to solve social problems to realize the ideals.
- According to **John Dewey**, social aim in education is stressed as education should make each individual socially efficient and this social efficiency must be achieved by the positive use of individual powers and capacities in social situations.
- True education involves in three things namely, a sincere appreciation of the social and cultural achievement of one's country, a readiness to recognize its weakness frankly and to wish for their education and an earnest resolve to serve it to the best of one's ability, harmonizing and subordinating individual interests to broader national interests. The school must address itself to build up this rich, three fold concept of patriotism.

1.3.3 Vocational Aim

Vocational aim is also called lively hood aim. Vocational aim in education makes the students self sufficient in life. This self-sufficiency develops satisfaction, mental, moral strength and self confidence. As a result, an individual gets satisfaction in life. Vocational aim in education makes education a purposeful activity. It develops interests and arises thoughts and feelings of the students. It also bridges the gulf between the upper class and the lower class. Both the classes of students receive equal vocational education. For want of intelligence, they face a lot of difficulty in receiving

knowledge of academic subjects. They can receive vocational education without any difficulty. Students are prepared for a useful life and useful occupation.

1.3.4. Cultural Aim

The very purpose of education according to ancient Indian society is to preserve culture. For that, it is essential to transmit culture from generation to generation. Furthermore, while transmitting the culture, it has to be enriched by good ideology, practices and methods of the present society. That is to say education ought to preserve, enrich and transmit culture.

1.3.5. Psychological Aim

In the present day society, in the name of civilization and modernization, human beings are faced with enumerable problems which causing mental unrest, psychological stress, human conflict etc., The process of education ought to help the human being keep himself in a balanced state of mind by controlling stress, strain, depression, anger, wildness etc.,

1.3.6. Physical Aim

Aristotle defined education as, “creation of a sound mind in a sound body”. So education should balance physical development as well as mental development. Education should give equal weightage for harmonious development of different parts of the body that is why a judicious place is being given for games and sports in the secondary school curriculum for better development of physical growth among children. Unfortunately, physical development of children is being completely neglected by recently established corporate institutions.

1.3.7. Intellectual Aim

As already described in the above paragraph that education ought to give equal weightage to the mental and physical development of the children.

So the process of education helps the child to think rationally, reason properly, judge judiciously. On the contrary, rote memorization is being given emphasis by many schools and colleges rather than developing, thinking, reasoning and judgement.

1.3.8. Spiritual Aim

Different religions of the world emphasized different aims of life according to their religion. For example, Buddhism advocates ***Nirvana*** is the ultimate aim of any human life, which means getting rid of desires. Christian religion advocates on better life in other world. The ancient Hindu religion proclaims ***Mukthi, Moksha*** or ***Salvation*** is the ultimate aim of human life. Through the process of education, human beings overcome from religious barriers and ultimately attain the divinity.

1.4. Historical Perspective of Education

1.4.1. Education during Vedic Period

In order to understand the modern system of education in India, It is necessary to turn over the pages of Indian history and have glimpses of the essential features of Indian education in ancient India. A historical background of Indian education enables us to comprehend the real nature of the problems of our education in today's context. Though the present system of education has something of the past, yet past cannot be thrown aside as useless rubbish. It remains as an essential component of the present. It is true that it is in the process of modernizing the educational system in view of the present day educational needs of our children and in comparison with other countries.

The aim of education was to prepare the child for future life. As the aim of life was realization or self-realization, education was designed to help the child to fulfill this important aim of human life.

It was sought as the means of salvation or self- realization, as the means of the highest end of the life, viz, "***Mukti***" or "Emancipation". Thus the chief aim of Indian education in those times was to enrich the spiritual and moral powers of the individual. Thus the system of education was dominated by religious values and ethical considerations.

There was no institutionalized training for teachers. In spite of this, the greatest virtue of the ***Brahmanic*** system of education was the quality of teachers. Teachers were usually known as ***Rishis*** or ***Gurus*** or ***Upadhyaya*** or ***Acharya***. There were women teachers also. But they were mostly people of matured understanding, high morale and spiritual attainments. There were missionaries and had no hankering after worldly comforts. They lead a pious and religious life. They set noble examples for the students in all respects. In addition to all these qualities, they were of esteemed knowledge and had mastery and thorough command over their subjects. Thus the very concept of the teacher was of high standard and quality.

As the number of children with a teacher was not very large, there was intimate and close relationship between them. The teachers considered the students as their own children. There were both formal and informal relations. The students respected the teachers for their high and noble qualities and for learning and humility.

Rig Vedic literature refers to many learned and scholarly lady teachers like **Maitreyi**, **Lopamudra**, **Gargi** etc. The entire process of education was carried out in the ***gurukulas***. In the age of ***Upanishads***, women were under no restriction to receive ***Upanayana Samskara*** and education.

But in the Later Vedic period, the female education was on a constant and steady decline due to the evolution of a false belief that women are inferior to men intellectually, gave a set back to female education.

During those days caste system was developed according to the work allotment and efficiency like, ***Brahmana, Kshatriya, Vysya*** and ***Sudra***. Later, this education was confined to the boys of three upper castes namely ***Brahmana, Kshatriya*** and ***Vysya*** families and was banned for ***sudras***. Towards the end of the ancient period, the Hindu system of education developed two main types of schools or ***pathashalas***. Schools of higher learning imparted instruction through Sanskrit and provided a curriculum covering all sectors of traditional classical learning. In addition to these institutions of higher learning there also grew up a large network of elementary schools which provided instruction in three R'S to children, mostly for boys of the upper castes and richer landlords and agriculturists.

1.4.2. Education during Muslim Period

The rise of Mohammedianism is one of the most extraordinary events in the history of our country. It changed the entire scenario of India, just as, Christianity had changed the whole history of Europe.

Before entering the details of the Islamic pattern of education in India, two facts are to be mentioned. First, Muslim education did not reach to the heights in India as in some other Muslim lands. It is least partly accounted for by India being separated remotely from the rest of the Muslim world. Secondly, there was no continuity in India due to the fact that in most of the cases commendable work done by previous rulers had been undone by their successors because of their indifference, negligence and lack of interest.

Mosques were established and as in other Muslim countries, these mosques became the centers of instruction and literary activity. Muslim educational institutions are distinguished as '***Maktabs***' and ***Madarsas.***

The Muslim education in India was primarily confined to that minority of the population, which embraced the religion of Islam. Some Muslim rulers patronized translation of Sanskrit books into Persian and Arabic, but their

number was too small in comparison with those, who neglected the ***Brahmanical*** education or did enormous harm to it by destroying temples and closing down schools. Moreover, except Akbar, all Muslim rulers showed tremendous interest in imparting Muslim education to the Hindus. The result was, this education unconnected with the majority community, could not find roots in India to develop as a national system of education. Truly speaking, it existed as foreign element in the Jaffai's Claim, that the Muslim education helped the break down of caste barriers as Muslim schools were opened to all and that it promoted both communal rites and communal harmony in India.

1.4.3 Education during British Period

On the advent of British in our country, there was a network of ***Pathasalas*** and ***maktabs*** all over India. There were very few educational institutions, and only the children of well to do families got the benefit of education. The East India Company was not keen about education at all. But some attempts were made by the Christian Missionaries to improve the educational status of masses. In the beginning of the 19^{th} century, the indigenous system suffered set back due to lack of finances. In 1813 one lakh rupees were earmarked for education and promotion of knowledge of science. The British Parliament directed the East India Company to take up the responsibility of providing education to all the people. The indigenous system suffered because of Macaulay's minute as government patronized English schools only. For the first time in India, Primary schools on the English Pattern were opened all over India to spread English and Christianity in the name of Education.

1.5. Various Committees and Commissions on Elementary Education during British Period

For Elementary Education and its development, the Government of India appointed different Committees and Commissions viz;

- Macaulay's Minute
- Wood's Dispatch (1854)
- First Indian Education Commission or Hunter Commission (1882)
- Gokhale Resolution (1913)
- Hartog Committee Report on Education (1929)
- Wood's Report on Education (1937)
- Sargent Report on Education (1944)

1.5.1. Macaulay's Minute

The views of Macaulay are known as Macaulay's minute. The minute was submitted on 2nd February, 1835. Macaulay cannot be accused of having harmed the cause of vernacular languages, although he had called these as vulgar and un-developed and thereby insulted the Indians. This denunciation of Indian vernaculars leads to the discredit of Macaulay's erudition. He had absolutely no knowledge of these vernaculars and yet in the simple egotism of his own erudition he denounced and stigmatized. Indian philosophy, culture and literature, dignified pride led him to compare the entire storehouse of India and Arabic literature to one shelf of European Literature. India had given to the world the knowledge of astronomy which was the contribution of Indian sages, ascetics and physicians of medicine. And yet Macaulay had the fool's hardiness to assert that Indian medical system was unsuitable even for beasts and animals.

In all probability he was totally ignorant of the ***Vedas***, the ***puranas***, the ***Upanishads*** and Sanskrit literature which were wonderful storehouses of knowledge and wisdom and which had been highly eulogized by the great scholars of Europe and other countries. Such denunciatory and derogatory

observation of an erudite scholar, impressive orator and a superb master of the pen, like Macaulay only nullify all his abilities and qualities for balcony at things in the right perspective.

It well transpires from the letter, which Macaulay wrote to his father in 1836, that he wanted to sow the seeds of dissension among the Indians and thus destroy the existing religious unity. Macaulay wanted to anglicize the Indians by giving them English education and to make the black-coloured Indian English in their ways of living and also in thought. He further wished to create caste distinctions through education of English and there by enable British to rule over India for ever and to keep the country in their clutches for a longer period of time. But he failed to realize that the Indians were imbibed with intense love and admiration for their culture, language and religion which is well reflected in the statement that he has no love for his country and language goes about like a hog in human form. He further failed to realize that the India of those days needed English but along-side with this the study of Indian languages was also very necessary.

Main Points Covered in the Macaulay's Minute were

1. British system of education was considered better as compared to ancient Indian Education system.
2. Literature means only English literature.
3. Indian literature was criticized enormously.
4. English was recommended as the medium of instruction and it was declared as the best among the languages of the West.
5. Aim of education should be to develop such personalities who are Indians in blood and colour, but English in taste, opinion and intellect.

From 1830 to 1837 was the period of missionaries and establishment of missionary schools. These missionaries under took the spreading of

religion in the name of education of the tribal and the low caste people and for orphans by establishing orphanages and charity schools. **Raja Ram Mohana Rai** established the ***Hindu Vidyalaya*** in Calcutta in 1854 which in due course was developed into the present Presidency College.**Pandit Madan Mohan Malavya** established the Banaras Hindu University.

1.5.2. Wood's Despatch (1854)

Sir Charles Wood was the President of the Board of control to Government of India. He submitted a report on the reformulation of education policy in India in 1854. It was the first clear cut policy for the spread of primary education. Company charter came up for revision in 1853. Up to this time the company's policies regarding education had neither a definite direction nor a clear cut planning. There was hardly any system of Government for funding or administration of education. The revised charter led to definite acceptance of the education of Indians as the responsibility of the Government and consequently to the issuance of an education Despatch by Charles Wood. It was issued by the board of directors considered to be a document of great historical significance. It provided the basis to establish a very comprehensive scheme of British Education in India.

Proposals of the Despatch were

1. The English language would be taught where ever it was demanded and a vernacular language would be used as medium of instruction for the great masses of people.

2. The Department of Public Instruction (D P I) would be created in each province to strengthen educational administration and management. The D.P.I would be required to submit to the Government and annual report on the progress of education in that province.

1.5.3. First Indian Education Commission (1882)

In the year 1852, the First Indian Education Commission with **Mr. William Hunter**, a member of the Viceroy's Executive Council as the chairman of the commission was appointed by **Lord Rippon** to look into the condition of Primary or Elementary education in India.

Recommendations of Hunter Commission

- Primary education should aim not only at primary the students to enter into higher education, but it should aim at spreading public Education.
- It should include teaching of subject that will enable the student to stand on his legs and will also be helpful for practical life.
- The medium of primary education should be vernaculars of Indian languages.
- The Government should declare that the administration of Primary education should make a constant effort for the progress, expansion and development.
- Curriculum at elementary level was recommended that Physics, Agriculture, First-Aid, Banking Geometry etc., Subjects that are practical value in life ought to be included.
- Financial administration - provincial government should give some aid for the schools. Finances should be separated for schools at villages and cities.
- To raise the standard of primary educational institutions, the teachers should be properly trained. It has recommended the opening of the normal schools.

1.5.4. Gokhale Resolution (1913)

Between 1910 and 1913 **Gopalakrishna Gokhale** made remarkable efforts to make Government to accept the principle of compulsory primary

education. On 19th March 1913, he moved a resolution in the imperial legislative council that this council recommends that beginning should be made in the direction of making Elementary education free and compulsory through out the country and that a mixed commission of officials and non-officials should be appointed at an early date to frame definite proposals. The objective of this bill was to provide for the gradual introduction of the compulsory education into the Elementary education system of the country. This bill was of purely permissive in nature and its provisions would apply to areas notified by municipalities or district boards which would have to bear such proportion of the increased expenditure which was associated as may be laid down by the government of India from time to time. Finally, the provisions were intended to apply in the first instance only to boys, though later on a local body might extend them to girls, and age limits proposed were only in between five and ten years. Elementary education should be made free and compulsory to the age group of 6 to 10 years. The expenditure of primary education should be shared by the provincial Government and local bodies.A secretary should be appointed to organize, supervise and look after the primary education. There should be a separate department in the Central Government to draw up a scheme for the expansion of primary education.

1.5.5. Hartog Committee Report on Education (1929)

To raise the standards in this field, **Hartog Committee** put forward the following recommendations.

1. Primary Education should be made compulsory.
2. The Government should undertake the responsibility of inspection and control of the primary schools.
3. Qualitative development should be made instead of increasing the number of primary schools.
4. At least four years should be devoted to primary education.

5. The programme of the schools should be drawn up in accordance with the environment and circumstances at the schools.

6. Curriculum of the primary level should be made more liberal and scientific in accordance with the circumstances and environment.

7. Special attention should be paid to the lowest class in the primary schools and efforts should be made to reduce wastage and stagnation.

8. Primary schools should set as centers for rural upliftment, works, medical relief, adult education, mass literacy, sanitation, recreation etc.

9. Training institutions should be improved, refresher courses should be arranged, service conditions of teachers must be made attractive and inspection staff should be increased.

1.5.6. Wood's Report on Education (1937)

Elementary Education should be properly, thoroughly and scientifically organized. It should be put in the hands of the trained women teachers to pay a good deal of attention to the education of girls and women should be based more upon the natural interest and activities of young children.

1.5.7. Sargent Report on Education (1944):

John Sargent, the educational advisor to the Government of India, was deputed to draw up memorandum before Central Advisory Board on Education (CABE) for the improvement of Education in India. Free and Compulsory Primary Education should be provided to the children of the age-group at 6-14 years. Education should be based on some fundamental craft.

Basic schools have been divided into two

a) Junior Basic schools from 6-11 years age.
b) Senior Basic schools from 11-14 years age.

For Junior Basic Schools there should be one teacher for every 30 students and for senior Basic schools there should be one teacher for 25 students. Medium of Instruction should be Mother-tongue. English should be taught as a second compulsory language.

1.6. Various Commissions, Committees and Schemes on Elementary Education after Independence

1.6.1. Mudaliar Commission (1953)

In 1952, the secondary Education commission was appointed by the Government of India under the chairmanship of **Dr.A. Lakshmana Swamy Mudaliar**, with the terms of reference to enquire and report on the present position of secondary education in India in all its aspects.

In its Report the Commission dealt at length, with the problems of administration and made important recommendations with respect to

1. Organization and Administration
2. Supervision and Inspection of Schools.
3. Management and conditions of Recognition
4. Hours of work and Vacation and
5. Recruitment to public services.

This can be stated as the first attempt to reform educational administration at the secondary education stage. On all-India basis it could not be attained even today.

1.6.2. Indian Education Commission (1964-66)

The Education Commission 1964-66, popularly known as **Kothari Commission** under the name of its chairman Prof. **D.S.Kothari**, was appointed by a Government Resolution in July 1964 to advise the

Government of India on the national pattern of education and on the general principles and policies for development of education at all stages. In all aspects the commission began its work on October 2nd, 1964, and submitted its report on June 26, 1966. **Shri J.P. Naik** was the member, secretary of the commission. The publication of the report is an epoch-making event in the History of Education in India. The report is entitled "Education and National Development". The commission identified three important facets of the big programme that would bring about the desired "Educational Revolution'.

- Internal Transformation so as to relate it to the life, need and aspirations of the nation.
- Qualitative improvement. So that the standards achieved are adequate, keep continually rising and at least, in a few sectors becomes internationally comparable and
- Expansion of educational facilities on the basis of manpower needs with an accent on equalization of educational opportunities.

For the internal transformation of the system of education on the following programme urged high priority.

- Work experience as an integral part of general Education, Vocationalisation of education at the secondary level, improvement of professional education and research, promoting national consciousness.
- Introducing a common school system, making social and national service compulsory, developing all modern Indian languages.
- Making Science education an integral part of all school education and developing scientific research.
- Inculcation of high values - social, moral and spiritual at all stages of education.
- The objective of elementary education should be to prepare responsible and useful citizens.

- To reduce wastage and stagnation. 80% of the children that enter class I should reach class VII within a period of seven years. Those who are not yet 12 years of age in class VII should be retained in class till they attain the age of 14 and vocational course of their choice should be given to them.
- For universal provision of schools a lower primary school should be with in a distance of about 1 km from the home of a child and at the higher primary school should be within a distance of about 1 to 3 kms.
- A programme of universal enrolment should be organized.

Educational Structure Proposed by Kothari Commission (1964-66)

The new educational structure consists of

1. One to three years of pre -school education.
2. A primary stage of 7 to 8 years divided into a lower primary stage of 4 to 5 years.
3. Age of admission to class I ordinarily not to be less than 6.
4. The system of streaming in school of general education to be made beyond class X.

10+2+3 Pattern of Education

On the recommendation of the Education Commission 1964-66 and in accordance with the Resolution on National Policy of Education (1968), the Central Advisory Board adopted a resolution in its introduction of 10+2+3 pattern of education all over the country during 5^{th} plan period.

The resolution followed widespread consultation, with several bodies and other concerned agencies through out the country by 1980. The pattern had been introduced in 15 States and 8 union Territories. The states of Haryana, Himachal Pradesh, Madhya Pradesh, Punjab, Rajasthan and U.P. were also accepted the new pattern of education.

1.6.3. Acharya Ramamurthy Committee (1990)

The National Policy on Education (NPE) was adopted by Parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurthy in May 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December 1990 with 81 main points in it. It suggested that the responsibility for planning, implementing and internal monitoring of all school-based programmes for women's education should be handed over to the Educational Complexes in the *Panchayati Raj* framework.At the institutional level, the Head of the institution (Primary/Middle/Higher Secondary Schools) should be made fully responsible for micro-level planning and ensuring universalisation (not just enrolment) of girls' education and their access to high school or vocational education, according to disaggregated strategies and timeframes. It was also recommended that all school text-books, both by NCERT/SCERTs and other publishers, be reviewed to eliminate the invisibility of women and gender stereotypes, and also for the proper incorporation of a women's perspective in the teaching of all subjects. This review should also cover all the supplementary reading material and library books being recommended for schools, particularly those supplied by Operation Black-board. It also emphasized that decentralized and participative mode of planning and management offers an effective basis for responding to the challenge of regional disparities in education, including girls' education. Diverse strategies and disaggregated time-frames, worked out locally, constitute the twin instrumentalities to achieve the goal of universalisation.

1.6.4. Janardhana Reddy Committee Report (1992)

At the request of the Central Advisory Board of Education (CABE) a committee was set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE taking into consideration the report of the Ramamurthy

Committee and other relevant developments having a bearing on the Policy, and to make recommendations regarding modifications to be made in the NPE. This Committee submitted its report in January 1992. The report of the Committee was considered by the CABE in its meeting held on 5-6 May, 1992. While broadly endorsing the NPE, CABE has recommended a few changes in the Policy. The NPE has stood the test of time. Based on an in-depth review of the whole gamut of educational situation and formulated on the basis of a national consensus, it enunciated a comprehensive framework to guide the development of education in its entirety. That framework continues to be of relevance. However, the developments during the last few years and experience in the implementation of the Policy have necessitated certain modifications. The modifications required have been specified in the paper "National Policy on Education, 1986 -Revised Policy Formulations" laid on the Table of the House. It also laid on the Table of the House, the report of the CABE Committee on Policy.

On the basis of these two reports, the Govt. introduced some amendments in the NPE, 1986 and proclaimed it under the title “National Policy on Education 1986, with Modifications Undertaken in 1992”. Some scholars, by mistake term this as the National Education Policy, 1992. In the same year the government also made some changes in its Plan of Action. This changed Plan of Action, 1992 is termed as the “Plan of Action, 1992”. Regarding the Elementary education and Secondary Education, the Government of India in 1992, has made the following amendments in the National Education Policy, 1986:

- A minimum of 3 big classrooms and 3 teachers will be arranged in every primary school under the operation blackboard programme.
- In future, 50 percent of the teachers appointed in the primary schools will be females.
- The OBB plan will be implemented in the senior primary school also.

- A national mission will be launched to achieve the goal of free and compulsory education by the year 2000.
- Open learning system will be strengthened.
- Emphasis will be placed on the enrolment of girls, SC and ST children in the secondary education.
- A National Evaluation Organization will be formed for the reform in examination and evaluation.

The new education policy will give the highest priority to solving the problem of children dropping out of the school and will adopt an array of meticulously formulated strategies based on micro planning, and applied at the grass root level allover the country, to ensure children's retention at school. This effort will be fully coordinated with the network of non formal education. It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before the achievement of this goal. A national mission will be launched for the achievement of this goal. It was also proposed to set up primary schools within a distance of 1 km and senior primary schools within the distance of 2 or 3 kms.

1.6.5 Yashpal Committee Report (1992)

A National Advisory Committee was set up by the Government in March 1992 under the chairman ship of Yash Pal, former Chairman of the UGC to suggest ways and means to reduce academic burden on school students. The committee submitted its report in July 1993 .The committee concluded that the problem of curriculum load was not an urban phenomenon. In rural areas, where the students have not to carry heavy bags ,the problem of non-comprehension makes things extremely difficult for majority of children .the feeling of academic burden arising out of non-comprehension of subject

matter included in the syllabus is indeed a serious problem as it is a major hurdle in the achievement of the target of universalisation of elementary education. The whole question of curriculum load is a complex question and there are no simple solutions .It has to be tackled in a comprehensive way, and not through isolated steps .It may not be possible to enhance overnight the level of competence, motivation and commitment of teachers, provide the facilities required to all the schools, check the growth of commercialization in education, channelise the parental ambitions and aspirations, and minimize the importance of annual examinations. But this should not mean that we are al together helpless and can do nothing in this regard. A package of suitable measures, both short term and long term needs to be initiated urgently to tackle the problems. The measures will naturally include attempts to reform curriculum, raise the levels of teacher's competence ,motivation and commitment, strengthen the system of supervision to make teachers responsible for non-performance provide minimum essential infrastructural facilities to schools and to regulate the system of home work assignment.

1.6.6 Y.N.Chaturvedi Report (1993)

On receipt of the Report of the National Advisory Committee under the chairmanship of Prof.Yash Pal ,a decision was taken by the Chaturvedi ,Additional secretary ,Department of Education of the Ministry ,to examine the recommendations of the committee, give its views on the feasibility of implementing them and a time schedule to implementation .The Group has observed with considerable appreciation the participative nature of the Yash Pal Committee Report about the load of curriculum on school students. The Report has taken note in beginning itself that 'a survey conducted in Delhi revealed that the weight of school bag, on an average, in primary classes in public schools is more than 4kgs.' In regard to text books, the Group agrees with the Yash Pal Committee that the primary responsibility for preparing text books, particularly for the lower classes should be that of teachers. The Group

noted that, in some cases, the text books for subjects other than languages in some classes are written in a language which is considerably more complex and difficult than the language used in text books for that class. It, therefore, .recommends that the group which writes a text book should include one language teacher who should wet the manuscript to ensure that the degree of difficulty of the language used in the subject matter is not more than the degree of difficulty designed for language competency for that class. The Group has already agreed that there should be no formal teaching of subjects in the pre-school stage .The Group also feels that there should be no homework and project work at the primary stage (classes I-V).

1.6.7 Report of Ramakrishna Rao Committee

Andhra Pradesh is an educationally backward state with literacy rate of 45.11%. Cramped accommodation, lack of minimum facilities etc., have resulted in an unacceptably high dropout rate of 55.68%in classes I-V and 67.81% in classes I-VII. The hardest hit are the children coming from the disadvantaged-socially ,economically and educationally backward, where the dropout rates are as high as 61.32% among SCs and 74.63% among STs .Of equal concern is the position regarding girls. Further, the poor quality of teaching in primary schools has shown that less than 50% of the children attending schools have achieved minimum levels of learning. The dismal situation described is, the result of poor management acute under funding, lack of proper supervision, week infrastructure, inadequate accommodation, in sufficient materials for child education centers, poorly trained teachers etc. This situation is on account of 90.14% of the budget being spent on salaries and less than 2.5% on maintenance and text books.

If the goal ensuring every child access to elementary education is to be achieved, it is believed that people's participation is essential .With this in view and also to examine the various options available for achieving the goal

for univerasalisation of elementary education, Government constituted a high powered Committee under the Chairmanship of Sri K.Ramakrishna Rao. The committee recommended that

- There should be at the district level another body called the District Education Planning Board (DEPB) to provide the technical and academic assistance for overall development of district planning for education.
- School education may be divided into two stages: primary stage covering Classes I-VII and secondary stage covering Classes VIII-X.
- A monitoring system may be developed for dropouts so as to effectively get them into the mainstream of education.
- For the purpose improving the quality of teaching, the initiatives introduced and the APPEP need to be strengthened, particularly those related to the Teachers' Centers.
- Mid-day meal-school nutrition must be implemented by the Panchayat Education Committee.
- Formal skills of reading and writing should not be attempted before the age of 5.
- The education load on students must be balanced and the system of formal homework should not be allowed except in a limited way.
- School education should also give equal importance to physical, moral and psychological development for the full development of the personality of the child.

1.7. Education in India: The Recent Initiatives

Since independence, India has been making considerable progress towards the goal of Universal Elementary Education. However, past trends

do not indicate that the goal is right now in the sight. However, the trend can be reserved and goal may be achieved earlier than projected, if concerted efforts are made to bring all concerned under the umbrella of education. The Union Government initiated a number of projects and programmes under the centrally sponsored schemes most of which have been initiated after the National Policy of Education was evolved in 1986 and World Conference on Education for all held at Jomtein in 1990. However, only 65 and 42 per cent children of age group 6-11 and 11-14 years were found to be attended primary and upper primary schools in 1995-96 (NSSO, 1998). Since then same, due to mid-day meal intervention might have been improved to a significant effect. This is also reflected in the absolute enrolment during the period 1995-98. The evaluation of the programme shows that on one hand it has given boost to enrolment in a few states and on the other hand it has had a positive impact on attendance in other states.

To achieve Universalisation of Elementary Education and100% enrolment, the government has established many kinds of schools.

1.7.1. A.P Residential Schools

These schools were established in 1971. The name of the school in the local language (Telugu) is Andhra Pradesh ***Gurukula Patasala.*** The school operates with the theme and inspiration of ***Gurukulam***. ***Gurukulam*** is an ancient Indian school system where teachers and students live together in a remote natural campus setting, away from civil life. All activities are carried out in a tight student-teacher association .Only rural residents are eligible for admission.

1.7.2. A.P. Tribal Welfare Residential Schools

Until the year 1999, the Tribal Welfare Residential Schools were under the Management of APREI Society, Hyderabad. The Andhra Pradesh Residential Educational Institutions (APREI) Society was bifurcated into

Andhra Pradesh Residential Educational Institutions Society and Andhra Pradesh Tribal Welfare Residential Educational Institutions Society to take care of enrolment and retention of tribal children and improvement in the quality of education imparted to them with Head Quarters at Hyderabad. The Society shall be responsible for the effective management and running of the educational institutions entrusted to it from time to time .It is now named as ***Gurukulam*** by the Government. The Society started functioning effectively from 1/6/99 after bifurcation from APREI Society The students are provided with two pairs of PT dresses, towels, shoes, text books, note books, work books, cosmetics, bedding material, woolen blankets, trunk boxes etc., besides free boarding and lodging. Education is absolutely free.

1.7.3 Navodaya Schools

In accordance with the National Policy on Education 1986, Government of India started Jawahar Navodaya Vidyalayas all over the country except Tamil Nadu. These are co-educational, residential schools, fully financed by Government of India and run by an Autonomous Organisation, Navodaya Vidyalaya Samiti, under the Ministry of Human Resource Development. Though admission to these Vidyalayas is at class VI level, in order to optimally utilise infrastructure facilities available, vacant seats at class IX level are filled through an All India level Selection Test. While education is free in the Schools including board & lodging, uniforms and textbooks, a nominal fee of Rs.200/- per month will be collected from the Children from IX to XII class. However, children belonging to SC/ST, girls and from the families whose income is below poverty line are exempted from payment of fee.

1.7.4 Open Schools

Andhra Pradesh Open School Society (APOSS) has introduced SSC and Intermediate courses through open schools and distance learning to promote education to the poor students on a large scale. There was a need to

motivate and educate those poor students and APOSS which offered government run classes with fewer fees for completing their SSC or Intermediate course with full guidance at all levels. The minimum age is 15 years while there is no upper age limit. Questions are prepared and supplied in the form of CDs in addition to the text books supply for making the education easy for the dropout. If the students drop out in the middle or have failed in some subjects, special tuition will be provided to them to complete the course.

1.7.5 Mobile Schools

It may not always be possible to bring children to the school. So, a novel and experimental scheme of taking the school to the children,(street children ,child labour and where children are at work) has been introduced in some of the states like Karnataka and Rajasthan in India .The goal is not just to teach them basic reading and writing skills ,but also to help them learn that they deserve a better life .children attending mobile schools learn the same way as children in other school .they are provided with free text books, slates ,note books ,uniforms and play materials. They are also being provided with free mid-day meals .The programme aims to mainstream the children into regular schools after providing upto one year of mobile schooling and increase access to education over seven years old through the provision of culturally and religiously appropriate basic education to children who would otherwise find it difficult to access formal education structures are temporary and materials are portable .Central government provides funds for the project and the state governments implement them.

1.7.6. Special Schools

Generally normal children can grow on their own capabilities and can select their careers from various institutions according to their wish .But abnormal children status, always a number of million questions. A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural

problems. Special schools may be specifically designed ,staffed and resourced to provide the appropriate special education for children with additional needs .Students attending special schools generally do not attend any classes in mainstream schools .Special school provide individualized education, addressing specific needs .Student ,teacher ratios , are kept low, often 6:1 or lower depending upon the needs of the children. Special schools have other facilities for the development of children with special needs, such as soft play areas, sensory rooms which are vital for the therapy of certain conditions.

1.7.7 Ashram Schools

The concept of Ashram Schools has been derived from the traditional Indian ***Gurukulas*** and the Gandhian philosophy of basic education in which the teacher and the taught live together and have close interaction with the purpose of helping the student in the development of complete personality and in shaping their capacities .The educational philosophy of Ashram is based on spiritualism ,discipline and yoga .During the first five year plane there was an attempt by the Government of India to open such schools .However the momentum in opening Ashram schools started increasing from the third five year plane onwards . the Dhebar Committee (1962) appointed by government of India suggested establishment of Ashram schools for tribal children particularly in sparsely populated interior backward areas where the normal schools are not available.

1.7.8 Homes for the Destitute

There are some Government and voluntary homes to look after the destitute. The objectives of these homes are to uplift the down trodden and bring them up to the absolute status in the community, to build up the future of the children, eradicate child labor and provide them appropriate employment in their due age ,to build up the future for Orphan children, giving shelter, accommodation, education, home for orphan children, to provide and care with medicine for leprosy, home, job work for leprosy,

future training and encourage for leprosy, medical care for mental disorders , to provide training and exercise for handicapped, have them home, treatment rehabilitation, to implement the various schemes introduced by the state and Central Governments and its other organizations with the co operation of the various Government and Non Governmental agencies and to provide dresses and food for street boys and girls.

1.7.9. Non- detention System

Andhra Pradesh state has been pursuing many progressive educational ventures so in the case with reforming of examinations .The state has been implementing all the national policies in field of education. As a drastic step in reforming student system of education, the Government of Andhra Pradesh has introduced the non-detention in 1971.According to this system any student will be automatically promoted to the next class during the school career, irrespective of the academic achievement provided he\she puts in a stipulated percentage of attendance at the school. However there will be two common examinations, one at the end of the upper primary level corresponding to class VII and the other at the end of the secondary level corresponding to class X. A student may be detained in these classes if he/she does not pass the respective common examinations .In all other classes they will be automatically promoted whatever maybe the achievement provided they put in the required attendance at the school. In 2008 the government has taken decision to abolish common examination system and replace it with annual examination as conducted for VIII and IX classes.

1.7.10 Janasala

Tucked away on the terrains of East Godavari are the ‘Janasala’- the tribal schools. They even have the United Nations International Children’s Emergency Fund (UNICEF) set up and take note of their unique educational endeavour. As the result it has been listed among the “World’s best educational practices”. Started in 1997-98, they do not boast massive concrete

structures. Their learning process unfolds with felicity in the huts constructed by the local tribal community. Teachers are also drawn from the same community. Here the children learn only for four hours a day in the forenoon. Apart from teaching the rudiments, they also serve as preschools to prepare the students for a more formal schooling system. Taking a leap out of the East Godavari experiment, the Janasalas have now been introduced in eight states including Orissa, Madhya Pradesh, Rajasthan and Karnataka.

1.7.11. Non - Formal Education

The Non-Formal Education (NFE) scheme was initiated in 1979 to cater learning needs of working children and children in difficult circumstances is one of the other important centrally sponsored schemes. The NFE programme is for the children of 6-14 age group who remain outside the formal system due to several of their objectives and major achievements are briefly discussed below.

National Policy on Education (1986)

The new education policy has drawn upon some of the crucially important recommendations of the Kothari Commission (1986), adjusting them to the changed situation in the country. Therefore, the core of the recommendations of Kothari Commission emphasis on equality of educational opportunity, social justices in education, and relating education to development-seems to remain the backbone of the new policy, too. The new policy, however, also emphasizes several new elements. For instance, more attention has been paid to early childhood care and education.

The new education policy has given it; therefore, an un qualified priority. It claims to cover all children up to the age of 11 by the year 1990 and those up to the age of 14 by 1995. At the elementary stages of education in India (and so in most other developing countries), the problem is not only of enrolling the school-age children out side the school but also that of retaining them. As stated above, about 60 percent of the children enrolled in

class I have been dropping out by the time they reached class V to secure permanent literacy and about 75 percent have been dropping out by the time they reached class VIII to fulfill the prescribed period of free and compulsory education. This implies considerable wastage of money and man power, which must stop. Similarly, bulk of enrolment in the school belongs to first generation learners. They do not get sufficient stimulation for study either at home or in the school. Their syllabus and reading material, prepared largely on the basis of urban experience, do not interest them much. They do not have benefit of best teachers either. The result of all such factors is poor progress and, therefore, failure at the examination year after year. In order to stop this stagnation, it has been urged that pupils of lowest classes, I-V, should not be detained.

It may be mentioned that since the children left out side the school constitute a more difficult group and the problem of universalisation is more serious in particular pockets of the country, the planning and implementation strategy has to be area-specific and population-specific. This should cover the scheduled tribe and scheduled cast areas and communities as also the girls. A matter of equal, if not more, concern is the quality of education available in the majority of our elementary schools, particularly those in the rural areas where more than 80 percent of the people live. A very large elementary schools in rural areas are with out a building or at least a satisfactory building. In many cases, a single teacher has to teach 3, 4 or 5 classes huddled together in one room or in the open or even under a tree. There are no teaching aids or library facilities, and no funds, what so-ever, for any sports, games or co-curricular activities. Facilities for drinking water or even for the call of nature are nearly non-existent. The quality of elementary education is really pathetic in a majority of our rural schools. It is notable that the new educational policy has realized this deficiency and has promised to remove it through a courageous programme called Operation Black Board. This programme is expected to improve the physical faculties for and the quality of elementary education considerably.

1.7.12 Andhra Pradesh Education Act, (1982)

One of the important responsibilities of State Government is to foster a healthy system of education that can take care of the educational needs of all the sections of the people and also ensure quality and uniformity as envisaged in the National policy on Education. As per the Andhra Pradesh Education rules it is the responsibility of the Government of Andhra Pradesh, for the purpose of implementing the provision of act, top provide adequate facilities for imparting general education, important education and teacher education in the state by,

- Establishing and maintaining institutions or,
- By permitting any private body or local authorities to establish and maintain schools by prescribing certain specifications.

The goals of education are achieved if and only proper arrangements are made for imparting education at different levels. While the establishment of educational institutions is the obligation on the part of the Government, which lays down the policies, the economic conditions of the Government might not allow it to fulfill the obligation fully. Hence, the need for participation of other agencies in the fulfillment of the obligation. This is why we come across different types of schools run by different managements in the State of Andhra Pradesh. These educational institutions can be broadly categorized as,

- Schools managed by Government.
- Schools managed by Local bodies.
- Schools managed by Private agencies.

Schools Run by State Government of Andhra Pradesh

The schools exclusively run by State Government are under the direct control of the Director of School Education. These include Government

schools established for both boys and girls and also exclusively for girls only. In all these schools education is offered free and in some institutions textbooks are also supplied free of cost to the students. The expenditure involved in running the schools is totally borne by the government of Andhra Pradesh. All the Government schools are affiliated to the State Board of Secondary Education and the Commissioner of Government examinations.

Schools run by Central Government in Andhra Pradesh

The central schools are established by Central Government for the benefit of the children of the employees of the Central Government and army personnel. These schools are administered by the Central Government through the Central Board of Secondary Education. The Central Board of Secondary Education prescribes the syllabus, textbooks and also conducts examinations.

Schools managed by local bodies

As a part of decentralization of educational administration, as envisaged by Balwant Rai Mehta Committee, Local bodies are entrusted with the responsibility of educational administration in the districts. As a part of it, local bodies are to establish and secure funds for the educational institutions.

Zilla Parishads, Panchayat Samithis and Municipal Corporations are the local bodies under the decentralized system of administration, which are responsible for offering educational services to the local community. Under the Panchayat Raj act, primary education is entrusted to the Panchayat Samithi / Mandal Praja Parishad and education up to the secondary level to the Zilla Praja Parishads and Municipalities. In almost all the states, we observe decentralization of educational administration. However, there is no uniformity in the role being played by local bodies. Generally municipalities have been associated with education in the urban areas and zilla parishad schools are associated with rural areas in the State of Andhra Pradesh.

However, all these schools are affiliated to the secondary school board of education, Hyderabad, and also follow the syllabus and textbooks prescribed by the Secondary Board of Education. In respect of grant-in-aid, generally the funds raised by the local bodies are distributed for different subjects and education gets its share from these funds. In the State of Andhra Pradesh, Mandal Praja Parishad system has been in vogue since 1986. Under this system, Zilla Parishads at District level and Mandal Praja Parishads at Mandal level are functioning.

Schools run by Zilla Praja Parishads

Zilla Praja Parishads are responsible for imparting education up to secondary level in each district. The secretary, Zilla Praja Parishad in the district, establishes Zilla Praja Parishad secondary school. The fund allocations are taken care of by the Chairpersons of Zilla Parishad. Parishad Educational Officer in each District will assist the Zilla Parishad Chairman in the administration of education. The Parishad educational Officer also supervises the functioning of Zilla Praja Parishad schools. The District Educational Officer, as the Chief Administrative Authority of the particular District, acts as a liaison officer in maintaining uniformity in standards in these institutions. Besides, he also acts as the academic adviser and supervisor of these schools in the capacity of the custodian of all educational institutions in the district.

Schools managed by the Municipalities and Municipal Corporations

Primary and Secondary schools under the limits of concerned municipalities are managed by the municipalities and municipal corporations. These schools also follow by the board of secondary education syllabus and examinations. These schools are monitored and supervised by the municipal chairman and commissioners concerned.

Private Schools

The demand for education is ever increasing in the State of Andhra Pradesh. Whatever be the effect, the Government is patronizing where the financial capacity of the private agency is not commensurate with the demand. Hence, the private agencies come forward to extend support to the gigantic task of providing educational opportunities to one and all. While permitting the private agencies, the Government prescribed certain conditions for healthy maintenance of the educational institutions on non-profitable bases and also for maintaining uniformity in standards of education.

The private schools can be categorized as

- ❖ Private institutions recognized and receiving grant-in-aid,
- ❖ Private institutions recognized but not receiving grant-in-aid,
- ❖ Private institutions registered,
- ❖ Institutions established by trusts, missionaries, etc.

The institutions freedom, enjoyed by the private institutions permits them to impart qualitative education and also gives them freedom to raise funds to provide better facilities and maintenance. These schools are run by the individuals and the committee. They appoint the teachers at their discretion. As the private schools are affiliated to the Board of Secondary Education, Hyderabad, the Director of school education keeps a check on the academic programme. There are nearly 5,096 private unaided high schools in the State of Andhra Pradesh. Even middle class and lower middle class parents are sending their children to the private schools which are maintaining consistently high standards with the help of competent and qualified teachers.

1.7.13. Andhra Pradesh Primary Education Project (APPEP)

The Andhra Pradesh Primary Education Project was formulated before the Jomtein Conference and deals with primary schooling, teacher

absenteeism with Overseas Development Administration (ODA) Assistance. This project was implemented in Andhra Pradesh since April, 1983.

Objectives of the Project

- Providing primary school buildings and classrooms of improved quality.
- Enhancing the professional competencies of teachers and supervisors of primary schools through HRD. This project was implemented in two phases. Phase I of the project covering 330 schools spread across 11 districts in A.P.came to an end in 1987. Phase II of the project spans the period 1989-90 to 1995-97 and covered all the primary schools in A.P. A bridging programme was implemented during 1987-89 to consolidate the achievements of phase I and to plan the phase II of the project to cover the entire state, dovetailing with the programmes of NPE 1986, such as Operation Blackboard and DIETs. The main functions under HRD component of the project were Training, Evaluation and Research.

Main Outcomes of the Project

- Using activity based instruction in the classroom by the teachers.
- Multi- coloured textbook and readers of Class I.
- Effective utilization of Teacher Centers.
- Contingencies for schools and teacher centers.

This project provided Rs. 500/- for each school under contingencies for the purchase of classroom useful materials, Rs. 2000/- for each teacher center for purchase of equipment. About 55,000 teachers of primary classes were trained on project principles and approaches. 78,680 teachers were re-trained in the MLLs, Multigrade teaching. 620 teachers' centers were strengthened

through the supply of video cassette recorder and cassettes, storage cabinet, a manually operated duplicator and consumables and reference books.

The pedagogical principles and approaches to improve the quality of instruction in primary classes are

- Providing teacher generated learning activities.
- Promoting learning by doing, discovering and experimenting.
- Developing individual, group and whole class work.
- Providing for individual differences.
- Using the local environment.
- Creating an interesting classroom by displaying children's work and organizing it effectively.

Accordingly, in- service training programmes for teacher educators of DIETs, Mandal Education Officers, Mandal Resource Persons and Primary School Teachers were conducted.

1.7.14. District Institutes of Education and Training

The scheme to strengthen teacher education by establishing quality training institutions, such as, the District Institutes of Education and Training (DIET) was initiated in 1987. The scheme proposed to create viable institutions, training and technical resources base for orientations, training and constitutions up-gradation of knowledge, competence and pedagogical skills of school teachers in the country. The guidelines provided seven academic units with 22 faculty positions that cover different areas such as planning and management, education technology, material development etc. Since then 433 District Institute of Education and Training Centers have been sanctioned of which 401 are functioning. At district level, it ensures the capacity building at the grassroots level. In non-DPEP districts, such institutions are

not in existence. However, the ***Sarva Shiksha Abhiyan*** envisages creating Block Resource Centers (BRC) and Cluster Resource Centers (CRC) in non-DPEP districts. The District Institute of Education and Training are now twelve years old but still many of them do not function as well envisaged in its guidelines.

1.7.15. Operation Black Board

The scheme of Operation Black Board (OBB) was launched in 1987 to improve facilities in schools by providing for more teachers, rooms and teaching learning equipments. The OBB schemes seek to bring both the quantitative and qualitative improvement in primary education. The scheme had three components, namely (i) an additional teacher to single teacher primary schools; (ii) providing at least two classrooms in each primary school and (iii) providing teaching -learning equipment to all primary schools. The scheme is implemented through the State Government with 100 per cent assistance from the Central Government towards the salary of additional teachers and teaching learning equipments. It was proposed to cover all primary schools under the OBB scheme that were in existence as on September 30, 1986.

Construction of school buildings is the responsibility of the State Government but funds were arranged for this purpose from other Ministers like the Rural Development. However in the revised scheme, assistance is made available to State Governments on 75:25 shares basis. For construction of school buildings, an amount of Rs. 2,308 crores (about 550 Million US $) has been invested on OBB scheme. About 185 thousand classrooms are constructed, 1.49 thousand teachers are appointed and 520 thousand schools are provided with teaching - learning equipments.

Recently, the Operation Black Board scheme has been extended to upper primary level and sanction of third teacher post to primary school having enrolment more than 100 has also been provided. During the Ninth

plan, third teacher post was provided to more than 22 thousand schools and about 78 thousand upper primary schools. Teaching-learning material was also supplied.

Despite all these significant achievements, everything is not well in schools. Large numbers of primary schools still have only one teacher and do not have adequate physical facilities and other teaching-learning material. In addition, a few schools do not have buildings and those who have, may not be in a good condition and need repairs. The classrooms are also not adequate in a good number of primary schools. Even if the teaching-learning material is available that itself is not a guarantee that teachers are equipped with utilizing these aids, which is noticed recently even in a state like Kerala. The OBB support is one time affair and the material provided under the scheme may not even traceable in a good number of schools. Even including the NGOs, district-specific plans were developed which are at different stages of implementation. The programme however confines to only primary level but the Government of India at present is thinking seriously to upgrade it to the upper primary level initially in 42 phase one districts. Not only had that, under the Sarva Shiksha Abhiyan, provisions made to cover the entire elementary level.

Over the project period, more than 8,000 new schools are opened in the project districts and another 15,000 are in the pipeline. About 38,000 alternative schooling centers of different types have been set-up and about 75,000 more are planned. In case of one district about 2,709 school buildings were constructed and another 2,027 were in the progress. In addition, a large number of additional classrooms were also constructed. Drinking water and toilet facilities were provided in schools and repair of school buildings were also undertaken. Majority of 0.85 million teachers under the DPEP has received in-service training more than once. Teachers in school are given Rs.500/- per annum as teacher grant, which help them to develop local-

specific teaching and learning material. All primary schools under the project have been granted Rs. 2,000/- per annum as school grant. More than 3 million community members have been trained and given responsibilities in the affairs of education at the grass root level. As mentioned above, a large number of Circle Resource Centers (CRC) and Block Resource Centers (BRC) have been created where training to teachers is imparted. Teachers discuss problems and other topics of common interest in CRC meetings.

A growth of 6.2 per cent per annum in primary enrolment has been noticed in 42 phase one (1995-98) districts with average GER (Gross Enrolment Ratio) at 99.7 per cent. In the phase two districts (1995-97) also, an increase of 2.55 per cent in enrolment has been noticed. Reducing the gender gap, which is one of the important reducing of DPEP, is closing rapidly. Twenty-three of the 42 districts have the gender parity index in enrolment above 95 per cent. Index for social equity for scheduled caste children is more than 100 in all the phase one districts. Overall repetition rate has shown a decline in phase one districts and come down to 5.2 per cent in 1997 from 7.5 per cent in 1995.The decline in dropout rates has been in the range of 17-31 percent. It may be noted that utilization rate across districts remains very low. However, in a few project districts, enrolment in Grade I has started declining which is a major cause of concern. One of the possible explanations of this phenomenon is that children started diverting from government schools to unrecognized private schools or with the expansion of alternate schools. Children of lower age group prefer alternate schools to the formal schools.

The significant achievement is not referred in the all-India average because of the limited coverage of districts under the DPEP. In view of this, as mentioned above, the Government of India had initiated ***Sarva Siksha Abhiyan*** will cover all the districts of the country. In most of the project districts, computerized Educational management information system is now

in existence but poor dissemination and low utilization of data have marred significant achievement. Districts have also undertaken micro planning and school mapping exercise but the information generated is neither properly analyzed nor used in planning exercise. A huge amount of data is generated but only a small amount of that has been utilized. In many districts, micro planning is conducted as one time exercise. The districts have not utilized school mapping in deciding the location of a new school, which is mostly because of the fact that school mapping as such has not at all been conducted in any of the districts. Rather, the capacity to conduct school mapping is not available both at the state and the district level. The utilization pattern also suggests that most of the districts do not have the capacity to utilize the funds. Whatever they could utilize, a chunk of which is spent on civil work activities and activities relating to innovation, research, retention, quality improvement progarmme etc. have not been picked-up as per executions. Teacher is the most important act of the education system through whom only all the interventions are expected to reflect in the classroom transactions. But a majority of states have filled-up vacant positions by appointing Para teachers.

One of the major limitations of the programme is that the targets, which are set out the project period, are almost same Gross Enrolment Ratio (GER 120 and Retention 90). The first phase districts got seven years while the phase two and three districts got only five years to implement the plan. In this process, districts, which were in a position to achieve the goal earlier than seven years also, got seven years as the plan period. The upper ceiling of the plan was kept at Rs. 400 million irrespective of the size of the district. In view of this, districts submitted over ambitions proposals. A glance at few of the plan documents reveal that districts have undertaken a detailed analysis of educational development and also attempted demographic and enrolment projection exercise but the same inmost of the cases is not handled efficiently. Frequent transfers of the DPEP officials at all levels across states have

severely affected the implementation of the programme. Despite all these limitations, a lot of progress is made across the districts and capacity of officials involved in the programme is also built-up significantly at all levels.

1.7.16. Lok Jumbish and Shiksha Karmi Projects

Apart from DPEP, ***Lok Jumbish*** (LJP) (People's Movement) and ***Shiksha Karmi*** (SKP) projects are the other two important programmes, which received attention at the international level. Both these projects are under implementation in Rajasthan since 1992, which is one of the most educationally backward states of India. ***Lok Jumbish*** and ***Shiksha Karmi*** are funded by the State Integrated Development Agency (SIDA).The main objective of LJP is to achieve Education for all through people's mobilization and participation, Whereas, SKP focuses its attention on universalization and qualitative improvement of primary education in remote, arid area and socio-economical backward village with primary attention given to girls. The project identifies teacher absenteeism as a major obstacle in achieving the goal of Universal Elementary Education. The LJ parishad, an autonomous society, implements the LJP. Two phases of LJP during 1992 & 1994 and 1994& 1998 were already completed and the third phase (1999-2004) with the assistance of Department of International Development (UK) was also completed. For the first two phases, an amount of Rs. 2, 2250 million was spent. It had undertaken environment-building activities in 8,675 villages and has completed school mapping exercise in 6,974 villages. 529 new schools had been opened and another 268 were upgraded. LJP has been able to set-up innovative management structure incorporating the principles of decentralization and delegation of authority as well as building partnership with local communities and the voluntary sector. It has also set -up vibrant block and cluster resources groups for providing academic supervision and regular training of primary school teachers.

However, it may be noted that the LJP has covered only 75 blocks, which is just one quarter of the total blocks in Rajasthan. The management cost of LJP is high when compared to other programmes of similar nature. It is also not known whether the success it had achieved, will it be able to replicate elsewhere in Rajasthan and outside Rajasthan. The school mapping exercise, which is conducted under the LJP, though termed as school mapping but in fact, is a micro planning exercise. The disappointing aspect is closing down of LJP in about 10 blocks and another 9 may also meet the same fate. This is because of the DPEP, which is presently under implementation in 10 districts of Rajasthan, and another 9 are in pipeline. The Government of Rajasthan decided to close down LJP in Blocks which falls under DPEP districts

1.7.17. District Primary Education Programme

The State Specific basic education projects in Bihar (Bihar Education Project), Rajasthan (***Lok Jumbish & Shiksha Karmi)***, Andhra Pradesh (Andhra Pradesh Primary Education Project), Uttar Pradesh (Uttar Pradesh Basic ***Shiksha*** Project) and the District Primary Education programme are of recent origin. Among these, the scope and coverage of DPEP is much wider than other programmes of similar nature. The programme that was first introduced in 1994 in 42 districts spread over seven states is now under implementation in about 240 districts of fifteen states. The programme is structured such a fashion so that it can provide additional inputs over and above the provisions made by the state governments for elementary education. Eighty five per cent of the project cost is shared by the Government of India and the rest of 15 percent by the concerned project states. The Government of India share is resourced by external funding from International Development Agency (IDA), European Community, Government of Netherlands, DFID (UK) and UNICEF.

Decentralized planning in a project mode, disaggregated target setting, community mobilization through Village Education Committees, participative planning process and autonomy to set targets, priorities and strategies are some of the salient features of DPEP. For guidance and supervision, state specific autonomous bodies were created at the state and district levels. District planning teams were constituted, with the participation of the local community and others, both government and non-governmental agencies and individuals with excellence for better planning and implementation. Initially, the focus of the programme was on the Nine Educationally Backward states but later it was implemented in all the 25 states. In 1999, there were 297 thousands of Non Formal Education centers, which had a total enrolment of 7.42 million. The duration of NFE course is two years and a locally recruited and trained instructor is provided to impart education (equivalent to formal system) at a time and place that is most convenient to learners in smaller groups. A large number of voluntary agencies are also involved in NFE programme. The total number of centers run by voluntary agencies was 59 thousands in 1998-99. An amount of Rs. 1,195 million to states & Union Territories and Rs. 400 million to voluntary agencies was released in 1998-99 for the implementation of the programme.The scheme is recently revised and named as Scheme of Alternative and Innovative Education, The scheme envisages all habitations that do not have an elementary education centre within a radius of the Kilometer will have one at the earliest. As a part of the scheme, school –mapping exercise will be conducted to identify school -less habitations, which will help to locate habitations where alternative centers are to be provided.

1.7.18. Total Literacy Campaign

The Total Literacy Campaigns (TLC) mobilized communities and contributed to greater participation of children in schools. So far 450 districts had been covered under the TLC of which 250 campaigns had moved into

post-literacy and 65 to continue education stage. The Campaigns covered an estimated 148 million persons. Of 94 million persons enrolled, so far 73 million persons had been completed level III. The uniqueness of the TLC lied in the fact that it was delivered through voluntarism. The programme was being implemented through the ***Zilla*** (district) ***Saksharata samities*** created for the purpose. As mentioned, literacy rate has been improved from 52(in 1991) to 62 percent (in 1998).

1.7.19. Post Literacy Campaign

On conclusion of a Total Literacy Campaign (TLC), Post Literacy Campaign (PLC) is implemented by the Zilla Saksharta Samiti for a period of one year. One of the major objectives of PLC is to enable the neo-literates to learn the application of literacy skills as a problem solving tool, so that learning becomes relevant to living and working. In the limited time available during TLC,it is not possible to dwell adequately on the functionality and awareness components of the programme. Therefore, in the PLC phase, these objectives take centre stage. One of the first tasks in a PLC programme is what is known as 'mopping up' operation. Those learners, who dropped out or could not achieve the NLMlevels of literacy in the TLC phase, are enabled to achieve them through remediation or mopping up operation. To ensure that there is no time lag between the conclusion of the basic literacy phase and the start of post literacy programme, which could result in a regression of neo-literates, National Literacy Mission (NLM) has laid a great deal of emphasis on the planning and launching of PLC well in time. Post literacy specifically aims at remediation, retention and consolidation of literacy skills in the first phase through guided learning. In the second phase, learners are provided with a variety of supplementary reading material and library services to help them continue learning through self-directed processes. The NLM has emphasized the integration of skill development programmes with PLC to enable the neo-literates acquire skills for their economic self-reliance.

Continuing Education Programme

Government of India has approved a new Scheme of continuing Education for Neo-Literates in December 1995. The Scheme is in the initial process of implementation. It provides a learning continuum to the efforts of the Total Literacy and Post Literacy Programmes. Under the Scheme the main thrust is given to setting up of Continuing Education Centers (CECs) which will function as the focal points for providing learning opportunities such as library, reading room, learning centre, training centre, information centre, charcha mandal, development centre, cultural centre, sports centre and other individual interest promotion programme centers.

1.7.20. National Programme for Nutritional Support (Mid-day Meal)

The National Programme for Nutritional Support to Primary Education (launched in 1995) provides food grains/cooked meals to children in primary classes. The programme assures 100 grams of grains per day for a student who has at least 80 per cent of attendance of the total school days in a month. The programme had benefited more than 98 million students spread over 0.69 million schools. In the latest year, about 9.90 million children are covered under the scheme and allocated 2.71 million metric tones of grains. As per the Ministry of Human Resources Development Annual Report (1999-2000), along with teachers, local community is also given responsibility in the distribution of grains. Teachers in schools spread over four states have visited recently were not aware of such equipments in schools. Teachers in other schools where the OBB kits available are of the view that they are inadequate.

It has also been noted that teachers appointed under the Operation Black Board (OBB) scheme are not efficiently deployed in schools. That is why there is a need for more than adequate number of teachers. This is true in case of schools located in urban areas or in rural areas located nearer to towns and cities. The OBB schemes envisaged that one of the two teachers appointed under the scheme would preferably be a female teacher. No doubt,

OBB interpenetrations have improved number of female teachers but in many localities their share is still poor. On the average we have one female teacher for every 2 & 3 male teachers respectively at primary and upper primary level. Detailed evaluation of the scheme was carried out by National Institute of Educational Planning and Administration (NIEPA).

1.7.21. Sarva Shiksha Abhiyan

In addition to the Centrally Sponsored Schemes, states have initiated scheme to give momentum to their efforts towards the goal of Education for all. Recently, the Government of India has also initiated an ambitious programme called ***Sarva Shiksha Abhiyan*** (SSA): An Initiative for Universal Elementary Education to achieve the goal. The programme is initially planned to initiate in about 50 low female districts spread over fifteen states. It is envisaged that all the districts of the country will come under the programme before the end of the Ninth plan (MHRD, 2000). Unlike the District Primary Education Programme, the ***Sarva Shiksha Abhiyan*** envisage to develop district-specific elementary education plans within the frame work of decentralization management of education with a focus on ***Panchayati raj*** Institutions. In the DPEP, the focus was only on the primary level. In these districts, it would be the first attempt to develop plans with the active involvement of local people in a participatory planning mode. District planning teams in these districts have already been formed and training in planning methodology is being imparted. Three of such programmes have already been organized by NIEPA at shelling, Aizwal and Mussoorie where a large number of members of the district planning teams and state representatives were trained. This exercise will help to build-up capacity at the grassroots level, which helps district and sub-district officers in developing plans. It is expected that districts will initiate pre-project activities soon for which an amount of Rs. 5 million (upper ceiling) is allocated to each of the districts covered under ***Sarva Shiksha Abhiyan.***

It may however be noted that a recent ***Sarva Shiksha Abhiyan*** discussion document envisaged habitation/cluster as a unit of planning as has been experimented in the Lok Jumbish project. The document is not clear of how this would be achieved, if we have education officers at the habitation level, or will be achieved through convergence, if we have other governmental offices at the habitation level, are some of the important questions, which should be dealt with. Therefore, the proposal at this stage may be treated over ambitious and challenging one specially keeping in view that a large number of persons that would be required to involve in this task.Of the total 1061 thousand habitations in the country, 581 thousand had population 300 & more are eligible for schooling facilities. Average of 4-5 persons per habitation would need at least 2-3 million persons to be trained and involved in this task. Do we have the capacity to build-up the capability of these grassroots people? Can District Institute of Education and Training handle this mammoth task? Certainly we are not ready to take up this challenging task at this stage, which is more especially true in the light of quality of training facilities that are available at lower levels. To begin with, it would be better to develop district-specific plans with block as the basic unit of planning. DPEP is said to be successful in achieving significant increase in both enrolment and retention and also in creating effective information system, management structure and training centers both at the block and cluster levels. To adopt this model in the ***Sarva Shiksha Abhiyan*** districts, this is what exactly has been done in ***Sarva Shiksha Abhiyan*** but inputs from other programmes, like the Lok Jumbish Project has made it too heavy and over ambitious. It seems that there are too many eggs in a basket.

The ***Sarva Shiksha Abhiyan***, which is a holistic programme, envisages involving community in a big way. The community ownership is central to the ***Sarva Shiksha Abhiyan*** programme. All the existing centrally sponsored schemes discussed above, will come under one umbrella progarmme i.e.

Sarva Shiksha Abhiyan. This is expected to smoothen the fellow of fund from Central Government to State level registered societies and District covered under ***Sarva Shiksha Abhiyan*** has yet estimated actually how much funds over time have been received and utilized under different centrally sponsored schemes or how much are they spending on elementary education.

The targets under the Government Schemes are that all the children will be brought back to school by 2003 and complete five years of schooling by 2007 and eight years by 2010. Accordingly, all the children of the age group of 6-11 years planned to be enrolled by the year 2002-03 and retain till 2007 to achieve Universal Primary Education. As per proposals, all the districts of the country to come under the ***Sarva Shiksha Abhiyan*** before the end of the Ninth plan i.e. 2002.Even, the proposed Framework for action to which India is a signatory envisages achieving the goal of Universal Primary Education by the year 2015. Therefore, the target dates should be left to the districts which can adopt district and mandal specific targets and if necessary separately for boys and girls, SC and ST children and would be based on their present status of educational development. It is also quite possible that a few states and districts might achieve Universal Primary Education even earlier than 2007. But still the targets are not achieved as per the news focus and reviewing. The focus of the programme is on to bridge gender and social gaps at the primary by 2007 and elementary level by 2010 and universal retention by 2010 but still the targets are not yet achieved as per the news focuses and news reviews.

The ***Sarva Shiksha Abhiyan***, a central government programme for Education for All will provide useful and relevant elementary education of satisfactory quality for all by 2010 bridging all social and gender gaps, with the active participation of the community in the affairs of school. To achieve Universal Elementary Education, in a holistic and convergent manner, the following key strategies have been worked out.

- Emphasis is to be laid on retention and achievement rather than on mere enrolment,

- Incremental approach should be adopted for creating school facilities. Education Guarantee centers in unserved habitations and back to school camps for the out of school children,

- Focus is to be shifted from educationally backward states to educationally backward districts,

- Disaggregated approach should be adopted with focus on preparation of district specific and population plans,

- Universal access is to be provided to schooling facilities particularly to girls, disaggregated groups and out of school children,

- Education should be made relevant by curricular reforms to promote life skills,

- Improvement should be in school effectiveness, teacher competence, training and motivation,

- Decentralization of planning and management through ***panchayati raj*** Institutions/Village Education Committees and stress on participation processes and convergence of different schemes of elementary education and related services such as early childhood care and education, school health and nutrition programme etc.

Sarva Shiksha Abhiyan proposes to provide funds for the renewal of school equipments, which is otherwise not covered in any other scheme. In addition, a variety of incentive schemes have also been proposed. During the recent past, a number of primary schools are opened under the Education Guarantee Scheme (EGS). Under the EGS, the government is bound to provide a primary school within 90 days. Para Teachers (Low paid teachers

without diluting academic qualifications) are appointed in EGS schools that are recommended by the community. The SSA proposes to upgrade 15 percent of the EGS School and alternative schooling centers. It also proposes to make available funds for maintenance and repair of school buildings. Unlike DPEP, ***Sarva Shiksha Abhiyan*** not have any ceiling on plan size and also its duration. So that the districts can develop realistic plans which is debatable. It is also clear from the guidelines how ***Sarva Shiksha Abhiyan*** has become a movement and will be different that other programmes of similar nature implemented in the past.

During the last five years, the total investment on elementary education was almost doubled from Rs. 14,430 million in 1995-96 to Rs. 28,521 million in 1999-2000. The Ninth plan allocation on elementary education was Rs. 1, 18,420 million, which is in addition to allocation of Rs. 45, 268 million on Mid-day meal scheme. In the financial year 2000-01, an allocation, which is about Rs.7, 567 million more than the total allocation in the previous year. The four major progarmmes, namely the OBB scheme, NFE, Mid-day meal and Teacher Education have been allocated Rs.4000/-, Rs.3 000/-, Rs.10, 900/- and Rs.2, 200/- million. In addition, the ***Sarva Shiksha Abhiyan*** has been allocated rs.3,500 million. It is expected that from the next year onwards, the entire amount for elementary education would be shown under one single programme head i.e. ***Sarva Shiksha Abhiyan*** which is now called ***Rajiv Vidya Mission (RVM)***. A number of committees estimated total investment that would be required to universalization of elementary education. The Saikia Committee (1997), Majumadar Committee (1998) and Department of Elementary and Literacy of the MHRD estimated that an additional amount of Rs.8, 000/- crores (annually), Rs.13, 700/- crores (annually over ten years) and Rs. 10,000/- crores (annually over ten years) would be required to universalize elementary education.

Education, irrespective of its contribution in terms of economic issues, has been considered as an essential input for human being for improving its presence in the world. Irrespective of the development stage, any country in the world can emphasize the need for promoting education. School education, by being shaped the individual till he/she achieves the age of fifteen years or so, has indeed been considered as the most essential input across the world and often considered as compulsory for the individual to assume a responsible position in the society.

In a developing country like India, education has been emphasized as compulsory input till the school education stage. Emphasis on education and its spread has been given top priority since Independence in India. Though, being the largest education system in the world, Indian education system has its own achievements. Given the social economic conditions prevailing in the country, the achievements made in the areas of education has indeed been laudable. Yet, the population growth on one side and the changing demands at international stage demands any education system in the world to emphasis strong anchoring at school education stage and so do in the society. The success of the education system depends on the strong policy being pursued as well as the sensitization the society equips with.

Many a research studies system pointed out that people's participation in Education system has always strengthened the achievements in the regard. On the other hand, several of the studies pointed out that the system of education is not fully conductive to community participation.

1.7.22 Sneha Bala Cards

To ensure quality education to students from classes I to V, the Sarva Siksha Abhiyan authorities are providing activity based learning through **'Sneha Bala'** cards in the current academic year in East Godavari. These cards are prepared by the Chittoor-based Rishi Valley School and help students learn Telugu and subjects like Mathematics, Science and Social

studies, as they contain comprehensive information on various concepts and also give pictorial and graphic presentations. As these cards were successfully used to help children learn subjects easily during pilot projects at Chittoor and Nellore, the authorities are trying to use them in primary schools in the district. A team of teachers were also sent to Kerala and Tamil Nadu, to study how these cards are being used there to help students learn how to read, write and understand concepts in a playful and easy manner.

However, with the change in policy and pursuance of new and innovative programmes, governments both centre and various states have embarked upon system of education that paved way for more participation from community. In this context, the present research investigation is an attempt to understand the ramifications of education policy being pursued, perception and level of community participation with a view to strengthen the educational efforts in the society.

1.8. Education in Independent India

Educational development in the post -independent era had been raid and phenomenal. Educational expenditure has been on the rise. The following are some of the note-worthy objective of the national policy of education since independence. a) Provision of free and compulsory education at the earliest possible .b)Raising the standard of education at different levels and, c)Adoption of basic education as the national pattern, at the primary stage. Some of the achievements in independent India are briefly discussed below:

1.8.1. Primary Education

Compulsory Primary Education has been implemented in the country and the rate of enrolment was has follows.

1947 – 35%

1961-61%

1966-76.4%

The following measures are proposed towards the qualitative improvement.

- Raising the minimum qualification of the primary teachers.
- Providing professional training to teachers pre-service, in –service and extension.
- Improving working and salary condition of the teachers.
- Providing incentives such as the mid-day meals, free uniforms and text books.
- Improving the curricula, text books and teaching methods and
- Formation of school improvement committees and advisory standing committees, etc.

1.8.2. Education in the Contemporary India

Education is identified as a key input for registering overall development in the country. Hence, performance in education and related fields assume greater significance in this context. An attempt has been made to understand the significant development and performance in terms of key issues in this regard are presented below.

1.8.3. Comparison with other Countries

However, the national goals of universal elementary education and total eradication of illiteracy have still remained elusive. The Government is committed to achieve these national goals and has been steadily increasing the budgetary allocation for education.

1.8.4. Article 45 of Indian Constitution

Article 45 of Indian constitution under Directive principle of state policy is, "The state shall endeavour to provide within a period of ten

years from the commencement of the constitution, for free and compulsory education for all children between the age of six to fourteen years".

The expression 'state' occurring in this Article is defined in Article 12 to include the government and parliament of India and all local or other authorities within the territory of India or under the control of the Government of India.

Thus the task of Universal Elementary Education is the joint responsibility of the Central Government, the various state governments and the local bodies, as well as the voluntary organizations.

In respect of primary education, the Union Government has some important functions.

- Acting as coordinating agency,
- Developing research in elementary education,
- Starting pilot projects,
- Leveling out the differences between the different states and ensuring equality of educational opportunity and
- Providing financial assistance to the educationally less advanced states.

The State Government has to shoulder the major responsibility in respect of passing laws. Compulsory Education Acts have been passed and enforced in the states. With the result, there has been a phenomenal increase in the enrolment of both boys and girls. The programme received considerable attention during the successive Five -Year Plans.

The constitutional provision for the universalisation of primary education was supposed to be realized by 1960 but yet remains unfulfilled. Indian Education Commission (1964-66) also stressed the fulfillment of the

Directive principle to be a highly important programme of educational reconstruction. Vigorous efforts were made to achieve the target of 100% primary education by 1980. The Central Government took adequate financial provisions for this purpose. The Government in its Draft National Policy on Education has decided to give top priority to this part of education and spent 900 crores in five years.

1.8.5. Universalization of Primary Education as Guaranteed in the Constitution

Education from class I to VII would be free of cost for all children. Education should be made compulsory for all children between the age group of 6 to 14 years either by persuasion or by compulsion or both.

The goal of providing free and compulsory elementary education for the children of the relevant age group would be achieved within 10 years of age with enforcement of the constitutions i.e. by 1960. The quality of education would be satisfactory and comparable overall states, regions, types of schools and modes of learning. Greater emphasis was laid on enrolment and expansion of facilities in the beginning by establishing schools within walkable distance and enrolling maximum number of children.The main challenges and problems of U.E.E are discussed below

1.8.6. Issues and Problems in Universalization of Elementary Education

In A.P., Universalization of Elementary Education has been given top priority since 1951. Elementary education comprises of two stages viz. Lower Primary stage class I - V for children of age group 6 -11 and upper primary stage class VI - VII for children of age group of 11-13. Universalization of elementary education was expected to be attained by 1960.

This target by today. The problems in achieving this target include five main issues. They are as follows.

1. Universal Access
2. Universal Enrolment
3. Universal Retention
4. Universal Achievement and
5. Value oriented Universal Elementary Education.

1.8.7. Universal Access

The increase in population and increasing demand for education require more number of schools; classrooms and appointment of new teachers besides additional facilities to accommodate over aged children who enroll late and sustained measures to reduce wastage and stagnation are required. Several efforts are being made to universalize elementary education by increasing access at the primary and upper primary stage. Universal access implies physical distance between the school and residence of the child. Schools should be provided with in walkable distance to the child.

1.8.8. Universal Enrolment

Provision of Adequate number of schools for all children in all areas is not the only solution to the problem. The more challenging problem before us is the non enrollment of children in those areas where schools hence been provided.

Therefore there is a need to enroll all children of the school going age. Some of the main reasons for unenrollment of children are:

1. Poor economic conditions of the parents.
2. Parental Indifferences.
3. Un-interesting curriculum.
4. Social and cultural traditions.

5. Unattractive classrooms and schools.
6. Very high teacher – pupil ratio.
7. Lack of basic amenities in the schools and
8. High cost of schooling.

1.8.9. Universal Retention

Mere enrolling more and more children into the schools is not sufficient but they should be retained in the system until they complete the specified period. Though the enrolment increased, dropout rate also increased simultaneously. Those dropouts are to be brought again to the manifold of education either through formal or nonformal methods which is a more difficult task than enrollment. Lack of interest among children towards education or failure in one class is the major causes for dropping out of school system. Economic reason is the other major cause for keeping children out of school. Domestic duties including house hold economic activities are the significant reasons for the girls to keep away from school.

1.8.10. Universal Achievement – Enhancing Learning Achievement

This means a sustainable improvement in quality of education to enable all children to achieve essential levels of learning achievements can be enhanced by reducing the gap due to socio-economic, tribal status and schooling facilities like wise.

1.9. Problems and Issues of Universalization of Elementary Education

The success of democracy was possible only when the entire population was educated and understood their duties, rights and responsibilities.

Social Problem: Heterogeneous nature of the country, traditions and practices, social discrimination and untouchability, religious fanaticism, child

labour- these are some of the obstacles in the expansion of elementary education.

Economic Problem: Dependence on one member in the family for maintenance. Hence they are not in a position to bear the educational expenses. Either the sate or the central Government can not take up the financial responsibility as the total revenue is not sufficient.

Geographical Problem: Varied Topographical conditions of India namely- Hilly areas, river beds, deserts, plains, coastal areas etc., cannot spread uniform education.

Administrative Problems: The burden of elementary education rests on local bodies; Lack of funds with the local bodies is the drawback for expansion of elementary education.

Linguistic Problems: All the children should receive elementary education in their mother tongue. Hence schools are to be provided in every region with the regional language as medium of instruction as well as schools for linguistic minorities. Educating the tribal people for their scripts is to be divided and preparation of books is the problem of the language teachers. Teachers are not properly trained to teach in the mother tongue of tribes.

More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "Everyone has a right to education". Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist

- More than 100 million children, including at least 60 million girls, have no access to primary schooling.
- More than 100 million children and countless adults fail to complete basic education programmes; millions mere satisfy the attendance requirements but do not acquire essential knowledge and skills

Yet the world is also at the threshold of a new century, with all its promise and possibilities. Today, there is genuine progress towards peaceful end and greater cooperation among nations. The first purpose of Education for All is accessibility.

1.9.1. Drop Outs

In recent years, though many states of India have done well in enrolling more and more children in schools, lack of capacity of the schools to retain the children has been a persistent problem.The following table presents the progress made in this regard during the last decade and half.

Table - 1

Dropout rates in General at Primary education

Year	Primary (I-V)		
	Boys	Girls	Total
1990-91	40.1	46.0	42.6
1995-96	41.4	43.0	42.1
2001-02*	38.4	39.9	39.0
2002-03*	35.9	33.7	34.9
2003-04*	33.7	28.6	31.5
2004-05*	31.8	25.4	28.49

Source: Tilak, (2000) based on NSS data of 1986-87 and 1995-96; also mentioned in Reddy Sujata (2004) p:23.

Surprisingly, marginal change was recorded during the following decade of 1990-91 to 2000-01, which infact, witnessed Unprecedented level of developmental action in the field of primary education, first through Operation Blackboard and then under the banner of DPEP.

However, the situation seems to have drastically changed in recent years showing a reduction of 10.54 percentage points to 28.49 percent in 2004-05 from 34.05 percent in 2001-02. It is even more impressive for girls during the same period drop-out rate for girls declined by 15.08 percentage points.

Table - 2

Drop Out Rates for Scheduled Caste and Scheduled Tribe Children at Primary Stage (I-V)

Year	SC children			ST children		
	Boys	Girls	Total	Boys	Girls	Total
1990-91	46.3	54	49.4	60.3	66.1	62.5
1995-96	43.7	48.5	45.7	55	58.9	56.6
2001-02	43.7	47.1	45.2	51	54.1	52.3
2003-04	36.8	36.2	36.6	49.1	48.7	48.9
2004-05	32.7	36.1	34.2	42.6	42.0	42.3

Source : Tilak, (2000) based on NSS data of 1986-87 and 1995-96; also mentioned in Reddy Sujata (2004) p: 23.

The Situation is even worse with regard to children belonging to scheduled Tribes. The survival rate among ST children is only around fifty percent at the lower primary stage and only around 30perent children of the corresponding age group survive upper primary cycle of three years. There is no significant difference in the drop-out rates for boys and girls among STs

Table - 3

Reasons for Dropping Out of School Children (Age 6-12 years), (Percentage)

Reasons	Male		Female	
	Urban	Rural	Urban	Rural
Dropped out of school :	**10.6**	**10.6**	**11.0**	**12.6**
School far away	0.3	1.4	1.2	7.5
Education Not necessary	2.4	2.3	5.4	4.3
Required for work at home or outside for cash / kind	21.9	28.4	20.8	26.2
Costs too much	15.2	13.3	17.0	11.4
Not interested in studies	42.5	40.0	30.2	24.8
Repeated failure	6.0	5.3	6.1	3.7
Other*	5.9	5.5	14.3	18.2
Don’t know	5.7	3.8	5.1	4.0

Source: NFHS II, 1998-99.

After examining the data from the field, National Sample Survey (NSS) (1998) concluded, "Drop-out is a serious phenomenon in our educational system". The situation continues to be quite serious even now. It was found that both rural and urban area students were "Not interested in studies". "Engagement in wage Labour" was another major reason for dropouts which were not mentioned there.

Table - 4

Per 1000 Distribution of students of 5-11 years who ever attended But Currently not Attending any Educational Institutes by Broad Reasons for Non Attendance for Each Group

Reasons	Rural Boys		Rural Girls		Urban Boys		Urban Girls	
	5 – 9	6 – 11	5 – 9	6– 11	5 – 9	6– 11	5 -9	6– 11
School too far	1	1	0	2	0	0	0	3
Has to Support Household income	4	16	2	10	6	44	12	21
Education not considered	5	21	16	35	15	35	9	24
Has to attend domestic chores	0	1	1	14	5	7	4	32
Others	34	65	37	62	40	96	54	78

Source : Tilak, (2000) based on NSS data of 1986-87 and 1995-96; also mentioned in Reddy Sujata (2004) p: 23.

It is evident from 61st NSS that dropout of children is continuing as before. The above data gives an estimation of dropout among the younger age group eligible for primary education and it has been found that very few children reported lack of availability of schooling facility in the neighbourhood as a reason for leaving the school without completing five years of education. Negligibly small percentage of children rural and urban areas had to drop out of school because of the reason 'school too far'. A substantial number of children particularly of 6-11 years were found dropping because education is not considered necessary for them and also because they have to support household income (this proportion is highest in case of urban boys). For girls of 6-11 years age group, "Engagement in domestic chores"

has been another important reason for dropping out of school participation in wage labour or domestic work continued to prevent children from attending school as it was evident in 55th NSS, 1998.

Table - 5

The language abilities of pupils of elementary schools at different learning levels : Reading

Reading:% children who can read						
Std.	**Nothing**	**Letter**	**Word**	**Level 1 (Std 1) text**	**Level 2 (Std2)text**	**Total**
I	38.4	38.3	16.8	4.0	2.6	100
II	14.2	30.1	32.5	15.0	8.3	100
III	6.3	16.5	29.3	28.0	19.9	100
IV	3.2	8.9	18.7	31.7	37.6	100
V	2.1	4.9	11.9	28.1	53.0	100
VI	1.3	2.5	6.7	22.9	66.6	100
VII	0.8	1.5	4.1	17.5	76.1	100
VIII	0.6	0.9	2.3	12.6	83.7	100
Total	9.9	14.8	16.5	19.8	39.0	100

Source: Tilak, (2000) based on NSS data of 1986-87 and 1995-96; also mentioned in Reddy Sujata (2004) p: 23.

Table - 6

The language abilities of pupils of elementary schools at different learning levels : Comprehension

Comprehension:% Readers (Level 2) who CAN				
Std.	**Answer at least one question**	**Answer both questions**	**Solve at least one word problem**	**Solve both word problems**
III	89.0	80.3	78.7	64.2
IV	92.3	84.3	82.0	67.5
V	95.1	88.5	86.9	74.4
VI	96.2	90.4	89.3	77.6
VII	97.0	92.2	91.2	80.3
VIII	97.9	93.3	93.0	83.7
Total	95.6	89.6	88.4	76.7

Source: Expert from ASER 2006

Table – 7

The language abilities of pupils of elementary schools at different learning levels : Writing

Writing:% Children who can correctly write	
Std.	**One simple dictated sentence**
I	15.6
II	35.9
III	56.9
IV	74.4
V	83.5
VI	90.0
VII	93.5
VIII	95.7
Total	64.4

Source: Expert from ASER 2006

Table - 8

The mathematical abilities of pupils of elementary schools at different learning levels : Arithmetic

Arithmetic :% Children who can					
Std.	**Do Nothing**	**Recognize Number**	**Subtract**	**Divide**	**Total**
I	53.8	38.5	5.7	2.1	100
II	26.1	49.0	18.9	6.0	100
III	13.5	38.0	33.3	15.2	100
IV	7.5	24.6	37.4	30.6	100
V	4.7	16.0	34.0	45.3	100
VI	2.9	10.1	28.5	58.5	100
VII	1.9	7.5	23.3	67.4	100
VIII	1.2	5.0	18.0	75.8	100
Total	16.1	25.7	24.6	33.6	100

Source: Tilak, (2000) based on NSS data of 1986-87 and 1995-96; also mentioned in Reddy Sujata (2004) p: 23.

Several studies have demonstrated poor quality of the teaching-learning process resulting in extremely low level of learning with children not acquiring even basic skills of reading, writing and arithmetic after attending school for five and even eight years. Many children find out difficult to catch up with their peers who are better endowed. Some children have problems with the language used in the text-books and for classroom transaction, which could be different from the dialects they speak at home.

The Annual Status of Education Review (ASER, 2006) conducted a household survey based on an all India sample of rural areas and found the learning levels to be abysmally low in most areas in different states. The ASER study revealed that in states where large number of children did not recognize alphabets or numbers in standard 1 and 2, reading and arithmetic ability in later years was poor. The study concluded that it is not lack of parental demand that kept children out of school. In fact, the process of entry to school actually begins in most cases even before the official school going age of six years. Reasons for children not staying in school or being pushed out were inadequate infrastructure, insensitive teachers and uninteresting curricula.

The ASER data also indicated a positive correlation between reading ability and their capacity for comprehension.If a child can read level 2 text fluently, his or her ability to answer comprehensive questions is high. By Std 4, over 90% of fluent readers are able to answer simple comprehensive questions. Fluent reading ability to correctly solve word problems in arithmetic is limited only by their inability to do arithmetic operations. This finding underlines the importance of ensuring fluent reading as a foundation for any educational progress".

Table - 9

Drop-Out Rates at Primary and Upper Primary Levels, 1999-2000 to 2004-05

Stage	1999-2000*	2000-01*	2001-02*	2002-03*	2003-04*	2004-05*
Class I – V						
Boys	38.7	39.7	38.4	35.9	33.7	31.37
Girls	42.3	41.9	39.9	33.7	28.6	24.82
Total	**40.3**	**40.7**	**39.0**	**34.9**	**31.5**	**28.49**

Stage	1999-2000*	2000-01*	2001-02*	2002-03*	2003-04*	2004-05*
Class I – VIII						
Boys	52.0	50.3	52.9	52.3	51.8	50.10
Girls	58.0	57.7	56.9	53.4	52.9	50.76
Total	**54.5**	**53.7**	**54.6**	**52.8**	**52.3**	**50.39**

Source: SES, MHRD *Provisional

The above data provides details of year/stage wise gross dropout rates. Generally two points are emerging, one, the reducing trend of dropout rates both at the primary and upper primary stages and two, near-gender neutrality among the dropout. The major limitation in the process of such calculation is that it does not take into account the repetition and transfer of children.

Table - 10

Promotion, Retention and Dropout rates in 02-03, 03-04 and 04-05

Gender	2002-03			2003-04			2004-05		
	Rates of			Rates of			Rates of		
	Promotion	Retention	Dropout	Promotion	Retention	Dropout	Promotion	Retention	Dropout
Boys	81	5	15	82	5	13	83	4	13
Girls	80	5	15	82	5	13	83	4	13
Total	80	5	15	82	5	13	84	4	12

Source: SES, MHRD *Provisional

"This has been called Average Dropout Rate (by NIEPA). It may be noted this is not commonly used "Cohort Dropout Rate", which would be higher than this 'Average Dropout Rate'.

Data collected through DISE provides reporters enrolment class/sex – wise. Two consecutive year data thus collected can be used to generate a reconstructed cohort which is much more appropriate to estimate the dropout rates. Moreover DISE data are school-wise. Using such data for the schools which remained common in two consecutive years, a new database has been generated and the dropout rates are calculated. This suggests that the dropout rates were 15% in 2002-03 which reduced to 13% in 2003-04 and further reduced to 12% in 2004-05. Although the trend is encouraging, concerted efforts would be needed to ensure further reduction.

Causes for Dropout

- Early marriage for girls and helping parents in their domestic and agricultural works.
- Unattractive school environment.

Besides these, parents' illiteracy and their indifference, lack of positive educational climate at home leads to negligence of studies. Lack of physical facilities like drinking water, toilets, lavatories, furniture, play ground, teaching aids etc, lack of female teachers, unattractive teaching methods and lack of activities in the school are all the factors for it. Education not related to life and needs, girls joining late are withdrawn on the onset of puberty, direct cost of girls schooling are seen as higher in terms of cloths and other incidental expenses compared to boys are also some of the factors.

1.9.2. Out of School Children and School Enrolment

As mentioned earlier, it is difficult to find comprehensive data that could match the analytical grouping of executed children adopted in this

paper as unenrolled, enrolled and dropped out, at risk of dropping out and so on. This is partly because from the point of view of ensuring full participation of children in the age group, distinction is not considered as critical. Rather, the focus has been to identify all children in the age group 6-14 who are not attending schools at present through local level surveys and bring them back to the school, while younger children up to the age of 8 could get enrolled in the local primary school. Older children-unenrolled or drop-out could be provided bridge course to be eventually mainstreamed into regular school at an appropriate grade. It should, therefore, be useful to examine the data generated on the omnibus group of "out-of-school children".

Table - 11

Distribution of Persons of Aged 5-11 years Old-Currently Not Attending Educational Institutions

Age group	Currently not Attending Educational Institutions								
	Rural Male	Rural Female	Rural Persons	Urban Male	Urban Female	Urban Persons	R+U Male	R+U Female	R+U Persons
5-9	192	224	207	114	120	117	175	203	188
6-11	113	159	135	65	80	72	103	142	152

Source: 61st Round NSS, 2004-05.

The Sixth All India Educational Survey (1998) found that around 38.5 million children of 6-10 years age group were out-of-school in 1993. This number substantially declined to 22 million by 2002 as indicated. By the seventh All India Educational Survey thus, there had been considerable decrease in the population of out-of-school children in recent years, examining the situation with respect to the age group 5-14, the 61st NSS data (NSS, 2006), as many as 174 per 1000 children (17.4%) were found not attending any educational institution. Also, more girls than boys were found not attending to school. 14% girls of 6-11 age group were found currently not attending to school against only 10% boys of same age group.

Table -12

The Out of school Children aged 6-13 years: All India 2006

S. No	Details	Out-of-School Children			Percentage Out-of-School Children		
		Rural	Urban	Total	Rural	Urban	Total
1.	All Children (6-13 years	11353597	2106137	13459734	7.80	4.34	6.94
2.	SC Children	2706025	398841	3104866	8.55	6.25	8.17
3.	ST Children	1585833	71145	1656978	10.11	4.21	9.54
4.	Muslim Children	1567717	685535	2253252	12.03	7.17	9.97

Source: SRI-IMRB Survey, 2006.

According to Government of India documents, during the last few years there has been a steady decline in the number of out-of-school children. Recent report indicated that the number of such children was 44 million (around 28.5 percent of the total child population in 2001, which has by 2007comedown to a mere 7.05 million). This drastic reduction viewed in the context of findings of an independent national level sample estimated that about 13.4 million children in the 6-14 year age group were out of school, constituting around 7 percent of the total number of children of the relevant age group it may be noted that in spite of several programmes launched in recent years, problem of social inequity has remained unaddressed effectively, While the situation with respect to SCs somewhat comparable to the overall scene, both STs and Muslim minority children have remained quite marginalized.

Table - 13

Drop out rates at upper Primary education

Year	Upper Primary (V-VIII)		
	Boys	Girls	Total
1990-91	59.1	65.1	60.9
1995-96	56.6	61.7	58.8
2001-02*	52.9	56.9	54.6
2002-03*	52.3	53.5	52.8
2003-04*	51.9	52.9	52.3
2004-05*	50.5	51.3	50.8

Source: Selected Educational Statistics, 2004-05, Government of India, 2006.

One can observe from the data presented in the above table that the decrease is essentially due to improved retention of girls in the school system. This is clearly evident from the fact that between 1990-91 and 2004-05 the drop-out rate changed by nearly 15 percentage points for girls. Gender disparity has practically disappeared, even though it is no solace that one out of two children, irrespective of gender fails to complete 8 years of schooling.

Table -14

Transition rate from primary (VI/V) to Upper primary (V/VI) Level of education Cohorts: 2002-03, 2003-04 and 2004-05.

Cohort	Number of Districts	Boys	Girls	Total
2002-03	461	65.96	62.73	64.48
2003-04	539	79.96	75.78	78.01
2004-05**,** All Areas	604	83.66	80.64	82.24
Rural Areas	604	79.91	76.28	78.22
Urban Areas	604	100.35	99.07	99.74

Source: Elementary Education in India: Analytical report.

Table – 15

Enrolment-Based Indicators Gender-specific Average Flow Rates: Primary Grades I-V, 2004-05

Sl. No.	State/UT	Promotion rate		Retention Rate		Drop-out Rate	
		Boys	Girls	Boys	Girls	Boys	Girls
1.	Andhra Pradesh	85.46	84.85	5.18	5.26	9.36	9.89
2.	Arunachal Pradesh	66.88	70.03	15.88	15.53	17.24	14.44
3.	Assam	85.72	86.93	2.51	2.37	11.77	10.70
4.	Bihar	75.87	74.12	13.13	14.06	11.00	11.83
5.	Chandigarh	101.77	103.80	3.57	2.76	-	-
6.	Chhattisgarh	78.56	77.81	12.10	12.18	9.34	10.00
7.	Delhi	85.75	104.99	8.44	9.94	5.81	-
8.	Gujarat	84.37	84.89	11.36	10.77	4.27	4.33
9.	Haryana	86.72	88.03	0.00	0.00	13.28	11.97
10.	Himachal Pradesh	92.48	93.19	4.58	4.07	2.95	2.73
11.	Jammu & Kashmir	90.01	89.60	1.63	1.69	8.36	8.71
12.	Jharkhand	76.99	77.47	5.71	5.92	17.30	16.61
13.	Karnataka	94.05	94.14	3.90	3.79	2.05	2.07
14.	Kerala	95.16	96.17	3.54	2.45	1.30	1.38
15.	Madhya Pradesh	88.73	91.56	0.12	0.12	11.16	8.31
16.	Maharashtra	87.29	88.11	6.32	5.93	6.39	5.96
17.	Meghalaya	67.70	70.62	8.92	7.69	23.38	21.69
18.	Mizoram	90.76	91.69	5.95	5.29	3.29	3.02
19.	Negaland	84.49	86.28	5.81	5.65	9.70	8.07
20	Orissa	86.93	86.62	6.14	6.41	6.94	6.97
.21	Pandicherry	104.92	113.46	0.00	0.00	-	-
22.	Punjab	82.01	83.80	9.00	7.37	8.99	8.84
23.	Rajasthan	75.78	72.54	9.85	11.97	14.37	15.50
24.	Sikkim	70.58	74.89	21.61	21.57	7.81	3.54
25.	Tamil nadu	96.25	96.57	1.68	1.52	2.08	1.91
26.	Tripura	80.03	81.44	15.50	14.97	4.47	3.59
27.	Uttar Pradesh	83.70	84.48	1.85	1.81	14.45	13.71
28.	Uttarakhand	80.62	81.47	7.22	7.64	12.16	10.90
29.	West Bengal	74.54	75.10	13.75	13.51	11.71	11.38
	All States	**83.57**	**83.96**	**6.28**	**6.29**	**10.15**	**9.75**

Note: * Based on Common Schools for the years 2004-05 & 2005-06.

It is observed that average promotion rate in classes I-V for cohort 2004-05 has improved to 83.76 percent from its previous level of 81.53 percent in 2003-04; the corresponding figures being 83.57 percent for boys, and 83.46percent for girls for cohort 2004-05.Barring Delhi, no significant difference is noticed in average promotion rate for boys and girls. It may also be noted that as many as girls 11 states have reported a lower promotion rate that the average of all the states together. Arunachala Pradesh, Bihar, Chattishgarh, Jharkand and Rajasthan are such states. On the other hand, Meghalaya, Sikkim and Tripura also reported lower average promotion rates. All of these states are from the north-eastern part of the country. In a few states, such as Kerala, Himachal Pradesh and Tamilnadu almost all the children in primary classes I-V were promoted to next class consequently. Average repetition and drop out rates in these states are much lower than the same in the other states.

The average repetition rate in Primary classes presented in the table for 2004-05 shows a decline over the same in the previous year. However, DISE data suggests that as many as 9.99 million children repeated elementary grades in 2005-06 which is about 5.90 percent of total elementary enrolment.

The average drop-out rate in primary classes over the three years (2002-03 to 2004-05) suggests a consistent decline but the same is still too high to attain the state of universal retention at the primary level of education as has already been mentioned above.

Table - 16

Enrolment –Based Indicators Enrolment ratio at Primary Level : 2003-04 to 2005-06

State / UT	Primary Level					
	Gross Economical Ratio			Net Economic Ratio		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Andaman & Nicobar Island	-	-	70.83	-	-	55.37
Andhra Pradesh	86.63	96.54	96.84	68.70	75.58	75.28
Arunachal Pradesh	-	106.19	153.94	-	80.48	110.58
Assam	85.51	99.92	96.65	73.82	87.78	88.84
Bihar	76.20	91.05	92.44	68.01	81.97	84.13
Changigarh	74.51	80.59	72.55	59.30	66.09	59.31
Chattisgarh	107.56	108.78	131.48	89.54	90.09	-
Dadra & Nagar Haveli	-	-	123.73	-	-	93.82
Daman & Diu	-	82.90	85.70	-	57.89	70.11
Delhi	91.35	95.68	89.57	68.85	75.91	65.81
Goa	51.81	59.08	54.12	41.68	47.92	48.17
Gujarat	111.32	109.35	100.30	86.44	85.66	78.89
Haryana	-	79.13	57.90	-	64.08	38.08
Himachal Pradesh	75.68	89.00	110.53	61.62	79.54	87.29
Jammu & Kashmir+	106.23	105.95	94.40	83.47	95.58	75.86
Jharkhand	89.08	76.44	123.58	72.44	64.12	63.66
Karnataka	93.84	116.28	93.58	72.51	89.73	83.97
Kerala*	102.41	84.31	76.16	83.54	69.45	63.90
Lakshadweeep	-	-	87.39	-	-	69.33
Madhya Pradesh	97.70	127.56	129.76	66.92	94.64	94.22
Maharastra	128.01	157.91	96.82	102.68	117.89	79.32
Manipur	104.43	115.16	132.10	92.91	97.52	102.27
Meghalaya	109.16	116.14	132.83	86.03	94.33	94.01
Mizoram**	-	61.81	155.76	-	64.96	117.66
Nagaland**	-	73.16	133.13	-	58.37	110.38
Orissa	87.50	100.20	117.38	61.86	72.95	94.05
Pandicherry	128.31	143.19	79.54	80.69	86.94	56.66
Punjab	106.25	114.83	65.34	85.92	94.14	51.78
Rajasthan	132.29	138.29	112.72	118.34	121.80	81.52
Sikkim	85.68	98.33	138.00	78.60	90.00	94.54
Tamil Nadu	89.54	86.81	118.58	76.34	82.81	93.92
Tripura**	103.43	106.57	133.40	81.85	85.72	121.00
Uttar Pradesh	89.83	97.82	107.27	73.99	81.90	97.74
Uttarkhand	-	-	97.00	-	-	83.32
West Bengal	-	-	104.45	-	-	82.76
All States	**-**	**-**	**103.77**	**-**	**-**	**84.53**

+ Partial data in 2004-05.

* Data not fully reported

** Technically NER cannot exceed 100. NER above hundred may be because of the in-migration of 6-11 year children from the surrounding areas.

Table - 17

The Enrolment of pupils class wise and sex wise in Andhra Pradesh

Sl. No	Block	Block wise and Class wise Enrolment in East Godavari District																	
		I			II			III		IV		V				I-V			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Addateegala	505	456	961	510	493	1003	668	670	1338	544	577	1121	580	541	1121	2807	2737	5544
2	Ainavilli	509	464	973	549	501	1050	593	622	1215	526	555	1081	608	614	1222	2785	2756	5541
3	Alamuru	658	621	1279	747	709	1456	623	682	1305	700	638	1338	713	741	1454	3441	3391	6832
4	Allavaram	531	512	1043	549	537	1086	701	723	1424	626	649	1275	774	731	1505	3181	3152	6333
5	Amalapuram	516	539	1055	609	587	1196	685	659	1344	646	590	1236	705	618	1323	3161	2993	6154
6	Ambaijipeta	506	473	979	493	547	1040	650	598	1248	557	538	1095	601	594	1195	2807	2750	5557
7	Anaparthy	560	589	1149	600	588	1188	530	572	1102	576	537	1113	577	570	1147	2843	2856	5699
8	Atreyapuram	480	466	946	576	547	1123	569	534	1103	488	464	952	518	610	1128	2631	2621	5252
9	Biccavolu	605	606	1211	552	574	1126	557	537	1094	498	559	1057	560	571	1131	2772	2847	5619
10	Devipatnam	352	343	695	330	364	694	477	465	942	343	396	739	305	328	633	1807	1896	3703
11	Gandepalle	462	432	894	463	516	979	436	442	878	485	565	1050	483	548	1031	2329	2503	4832
12	Gnagavaram	369	352	721	411	383	794	485	481	966	289	388	677	252	319	571	1806	1923	3729
13	Gokavaram	731	775	1506	859	882	1741	869	831	1700	857	897	1754	767	807	1574	4083	4192	8275
14	Gollaprolu	714	682	1396	755	786	1541	801	883	1684	704	761	1465	681	766	1447	3655	3878	7533
15	I.Polavaram	599	600	1199	616	686	1302	629	620	1249	592	585	1177	642	672	1314	3078	3163	6241
16	Jaggampeta	691	734	1425	843	872	1715	891	932	1823	747	860	1607	698	733	1431	3870	4131	8001
17	Kadiam	635	661	1296	687	696	1383	660	677	1337	688	697	1385	761	775	1536	3431	3506	6937
18	Kajuluru	466	554	1020	590	605	1195	756	732	1488	646	667	1313	741	756	1497	3199	3314	6513
19	Kakinada Rural	573	525	1098	518	502	1020	523	587	1110	515	534	1049	520	563	1083	2649	2711	5360
20	Kapileswarapu ram	634	645	1279	614	658	1272	685	632	1317	682	689	1371	713	835	1548	3328	3459	6787
21	Karapa	590	646	1236	601	634	1235	737	766	1503	736	721	1457	658	709	1367	3322	3476	6798
22	Katrenikona	1030	1008	2038	989	996	1985	1031	1031	2048	811	741	1552	712	715	1427	4573	4477	9050
23	Kirlampudi	561	545	1106	639	666	1305	742	742	1511	763	756	1519	733	819	1552	3438	3555	6993
24	Korukonda	733	705	1438	793	780	1573	808	808	1747	771	837	1608	811	924	1735	3916	4185	8101
25	Kotananduru	464	459	923	531	552	1083	549	549	1116	497	517	1014	463	443	906	2504	2538	5042
26	Kothapale	775	768	1543	829	822	1651	691	691	1434	888	889	1777	834	918	1752	4017	4140	8157
27	Othapeta	632	627	1259	713	702	1415	843	843	1628	728	738	1466	831	822	1653	3747	3674	7421
28	Malikipuram	581	593	1174	632	699	1331	668	668	1388	760	808	1568	813	869	1682	3454	3689	7143

29	Mamidikuduru	543	530	1073	590	601	1191	663	663	1304	674	611	1285	725	715	1440	3195	3098	6293
30	Mandpeta	660	680	1340	710	642	1352	601	601	1176	551	488	1039	587	631	1218	3109	3016	6125
31	Maredumilli	389	382	771	317	306	623	504	504	1011	324	236	560	279	184	463	1813	1615	3428
32	Mummidivaram	530	543	1073	587	530	1117	620	634	1254	573	569	1142	686	667	1353	2996	2943	5939
33	P. Gannavaram	545	505	1050	524	578	1102	597	625	1222	582	630	1212	670	671	1341	2918	3009	5927
34	Pamarru	562	512	1074	547	549	1096	579	599	1178	632	601	1233	707	673	1380	3027	2934	5961
35	Pedapudi	480	484	964	570	611	1181	616	579	1195	662	595	1257	710	739	1449	3038	3008	6046
36	Peddapuram	634	624	1258	730	698	1428	871	846	1717	724	717	1441	680	819	1499	3639	3704	7343
37	Pithapuram	621	549	1170	659	686	1345	774	865	1639	671	842	1513	748	825	1573	3473	3767	7240
38	Prathipadu	1048	964	2012	969	1031	2000	995	970	1965	828	892	1720	739	883	1622	4579	4740	9319
39	Rajahmundry Rural	398	378	776	378	337	715	363	366	729	330	330	660	404	375	779	1873	1786	3659
40	Rajanagaram	837	789	1626	861	871	1732	865	929	1794	745	909	1654	787	965	1752	4095	4463	8558
41	Rajavommangi	530	499	1029	450	496	946	650	639	1289	485	445	930	487	474	961	2602	2553	5155
42	Rampachandrapuram	641	557	1198	575	540	1115	586	549	1135	655	637	1292	674	671	1345	3131	2954	6085
43	Rampachodavaram	408	382	790	447	494	941	578	571	1149	354	380	734	354	332	686	2141	2159	4300
44	Rangampeta	479	469	948	519	514	1033	564	612	1176	539	534	1073	592	624	1216	2693	2753	5446
45	Ravulapalem	604	569	1173	683	662	1345	777	722	1499	662	646	1308	756	712	1468	3482	3311	6793
46	Ravavaram	502	508	1010	477	511	988	502	458	960	569	559	1128	528	609	1137	2578	2645	5223
47	Razole	568	539	1107	555	505	1060	587	574	1161	605	637	1242	672	710	1382	2987	2965	5952
48	Rowtthulapudi	558	506	1064	578	612	1190	579	562	1141	553	596	1149	509	582	1091	2777	2858	5635
49	Sakhinetipalle	708	690	1398	757	745	1502	692	667	1359	751	753	1504	789	821	1610	3697	3676	7373
50	Samalkota	654	661	1315	690	712	1402	694	738	1432	681	666	1347	630	742	1372	3349	3519	6868
51	Sankhavaram	542	547	1089	483	501	984	499	523	1022	460	475	935	408	472	880	2392	2518	4910
52	Seethanagaram	593	575	1168	606	637	1243	583	612	1195	645	592	1237	667	642	1309	3094	3058	6152
53	Thallarevu	731	708	1439	928	913	1841	870	884	1754	869	892	1761	836	893	1729	4234	4290	8524
54	Thondangi	1086	1009	2095	986	1038	2024	1247	1295	2542	984	1028	2012	976	1057	2033	5279	5427	10706
55	Tuni	706	752	1458	702	796	1498	660	752	1412	704	822	1526	718	832	1550	3490	3954	7444
56	Uppalaguptam	543	486	1029	604	654	1258	696	677	1273	678	631	1309	754	707	1461	3275	3155	6430
57	Y.Ramavaram	714	693	1407	709	711	1420	480	502	982	243	195	438	303	240	543	2449	2341	4790
58	Yeleswaram	1088	1018	2106	792	782	1574	790	800	1590	651	747	1398	620	670	1290	3941	4017	7958
	East Godavari	**35364**	**34488**	**69852**	**36581**	**37147**	**73728**	**38939**	**39458**	**78397**	**36047**	**36808**	**72855**	**37049**	**38848**	**75897**	**183980**	**186749**	**370729**

Note: B- Boys; G-Girls; T-Total.

Table - 18

The Enrolment of pupils class wise and sex wise in East Godavari district

Sl. No	Town	Town wise and Class wise Enrolment in East Godavari District																	
		I			II			III			IV			V			I-V		
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Amalapuram	501	471	972	538	510	1048	546	536	1082	587	453	1040	642	526	1168	2814	2496	5310
2	Bandarulanka	99	88	187	90	91	181	114	116	230	109	111	220	108	104	212	520	510	1030
3	Dowleswaram	427	424	851	407	448	855	322	312	634	281	314	595	306	307	613	1743	1805	3548
4	Kakinada	3517	3588	7105	3471	3309	6780	3344	3386	6730	3352	3231	6583	3230	3186	6416	16914	16700	33614
5	Mandapeta	393	387	780	457	407	864	405	375	780	392	376	768	349	401	750	1996	1946	3942
6	Peddapuram	471	480	951	584	518	1102	455	497	952	425	495	920	441	432	873	2376	2422	4798
7	Pitapuram	501	450	951	514	526	1040	508	560	1068	435	464	899	495	518	1013	2453	2518	4971
8	Rajahmundry	3378	3335	6713	3655	3501	7156	3563	3499	7062	3352	3346	6698	3383	3276	6659	17331	16957	34288
9	Ramachandrapuram	491	476	967	516	409	925	446	456	902	494	441	935	479	425	904	2426	2207	4633
10	Ramanayyapeta	299	263	562	286	252	538	318	325	643	316	259	575	300	290	590	1519	1389	2908
11	Rampachodavaram	157	96	253	146	106	252	206	192	398	172	146	318	157	153	310	838	693	1531
12	Samalkota	372	396	768	391	357	748	433	450	883	382	428	810	395	426	821	1973	2057	4030
13	Suryarapeta	236	178	414	232	216	448	198	180	378	230	178	408	220	183	403	1116	935	2051
14	Tuni	568	458	1026	574	508	1082	567	510	1077	562	577	1139	625	1227	1227	2896	2655	5531
	East Godavari	**11410**	**11090**	**22500**	**11861**	**11158**	**23019**	**11425**	**11394**	**22819**	**11089**	**10819**	**21908**	**11130**	**21959**	**21959**	**56915**	**55290**	**112205**

Note: B- Boys; G-Girls; T-Total

1.9.3. Parental Involvement in Children's Education

Family back ground affects children's learning while they are in school. Home should provide a good deal of support to the education of children.

1.9.4. Encouraging Regular Attendance

Families should strengthen the learning levels of students by sending their children to schools regularly.

School Input and its Impact: Students in the schools with better facilities often have higher levels of achievement.

Instructional Material: Modest teaching tools such as text books, class room teaching aids are significant determinants of achievement. The government of India commenced Operation Black Board to improve the instructional facilities by building additional class room, appointing additional teachers and supply of package of teaching material and play equipment.

Free Text Books: Text book essentially improves the quality of classroom instruction and makes it more effective in terms of learning out comes. But the students are supplied with the text books enhances the learning.

Teachers Quality and Teaching: Teacher quality influences the achievement levels of students. Better training of teachers is likely to improve the learning out comes. Better training leads to better learning.

The School's Academic Climate: Teacher's commitment, parents' involvement, and the leadership of head teacher are considered factors of academic climate.

Other State Interventions: Many states have introduced a variety of initiatives to improve the school climate like midday meals, free uniform, free text books and other scholarships.

1.9.5. Value Oriented Education

To enable the education system to play its role effectively in the process of national development along democratic lines, it is essential that besides ensuring universal enrolment, retention, it should be ensured that the levels of educational development among pupils should be based on minimum levels of learning and also develop right values. Quality education includes minimum levels of learning and values.

Elementary education is the most crucial stage of education spanning. This is the right stage for internalization of values and emotional behaviour. Its time to take immediate steps to induct moral and human values to arrest the growing indiscipline, intolerance and violence at the later stage of education.

1.9.6. Article1: Meeting Basic Learning Needs

Every child shall be able to benefit from educational opportunities designed to meet the basic learning needs.

The satisfaction of these needs to empower individuals in any society and confers upon them a responsibility to respect and build upon their collective, cultural, linguistic and spiritual heritage to promote the education of others, to further promote the education of others, to faster the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious system which differs from their own, ensuring that commonly accepted humanistic values and human rights are upheld and to work for international peace and solidarity in an interdependent world.

1.9.7. Article 2: Shaping the Vision

1. To meet the basic learning needs of all require more than a recommitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present recourses levels, institutional structures, curricula and conventional delivery systems while building on the best in current practices.

1.9.8. Article 3: Universal Access and Promoting Equity

1. Basic education should be provided to all children, youth and adults.

2. An active commitment must be made to remove educational disparities among undeserved groups- the poor, street and working children, rural and remote populations, nomads and migrant workers, indigenous peoples, ethnic, racial, and linguistic minorities, refugees those displaced by war; and people under occupation-should not suffer any discrimination in their access to learning opportunities.

1.9.9. Article 4: Focusing on Learning Acquisition

Whether or not expanded educational opportunities will translate into meaningful development -for an individual or for society depends ultimately on whether the children actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills and values.

Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.

1.9.10. Article 5: Broadening the Means and Scope of Basic Education

1. The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessities broadening and constantly redefining the scope of basic education to include the following components

The main delivery system for the basic education of children outside the family is primary schooling. Primary education must be universal to ensure that the basic learning needs of all children are satisfied, and take into

account the culture, needs, and opportunities of the community. Supplementary alternative pogrammes can help to meet the basic learning needs of children with limited or no access to formal schooling; provided that they share the same standards of learning applied to schools, and are adequately supported.

1.9.11. Article 6: Enhancing the Environment for Learning

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general, physical and emotional support they need in other participation actively and benefit from other education.

The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create for all, a learning environment of vibrancy and warmth.

1.9.12. Article 7: Strengthening Partnership

National, regional and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnership at all levels will be necessary.

Partnership among all sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel partnership between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-government organizations, the private sector, local communities, religious groups and families.

1.9.13. Article 8: Developing a Supporting Policy Context

1. Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for individual and social improvement.

2. Societies should also insure a strong intellectual and scientific environment for the basic education. This implies improving higher education and developing scientific research. Close contacts with contemporary technological and scientific knowledge should be possible at every level of education.

1.9.14. Article 9: Mobilizing Resources

1. If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary.

2. Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development, through increased absolute and proportional allocation to basic education service with the clear recognition of competing claims on national resources of which education is an important one, but not the only one serious attention to improve and progarnmmes will not only procedures more, it can also be expected to attract new resources.

1.9.15. Article 10: Strengthening International Solidarity

1. Meeting basic learning needs, constitutes a common and universal human responsibility.It requires international solidarity, equitable and fair economic relations in order to redress existing economic disparities.

2. Basic learning needs of adults and children must be addressed wherever they exist. Least developed and low-income countries have special needs which require priority in international support for basic education in the 1990s.

The Structural Pattern of education

- Primary Education of 4 to 5 years
- Junior secondary or senior basic of the middle school stage for 3 years.

- Higher secondary Education of 4 years.
- First Degree course of 3 years.
- To abolish the Intermediate stage of education and institute a 3 years degree course after the higher secondary stage.
- To have one year pre- professional course during the transition period for the high school students.
- To introduce one year pre- professional course after the Higher secondary stage of education.
- To establish multi – purpose or Multi –lateral and Higher Secondary Schools.
- To introduce ad versification of courses in the higher secondary stage education.
- To have comprehensive courses of general and vocational subjects and so on.

The commission started work with zeal and after carefully examining the various aspects of secondary education, submitted its report to the Government on 29th August, 1953.

The Commission pointed out the defects in the working of secondary education and recommended suitable measure in the following areas of secondary education.

Main objectives of education

- Duration of secondary education
- Expansion of Hindi in various states
- Teaching of at least three languages

- Reorganization of Curricula
- Selection of text – books
- Reorganization of the examination system
- Proper Division of the session in the working days and holidays
- The school premises and
- The betterment of the conditions of teachers.

Many people agree with most of the recommendations of the secondary education commission, pertaining to above mentioned areas and urged upon the Government to enforce them with the immediate effect.

1.10. Significance of Elementary education

Elementary Education is considered as the base of educational pyramid-super structure of system. Primary education lays strong foundation for the child's physical intellectual, emotional and social development. **Dr. Kothari** rightly said, "The destiny of India is being shaped in its class rooms". The nation's strength rests on the strong foundation of primary education. It is primary education which helps in the eradication of adult literacy and makes the most significant of our democracy.

Normally, primary education begins with the initiation of a child in a formal school. The beginning of formal education is called primary education. It refers to the first four or five years of schooling. The phase of elementary education usually refers to the first eight years of schooling. Primary stage 1to 5 classes and upper primary 6 to 8 classes. The Kothari Commission divided the elementary education into two stages.

1.10.1. Lower Primary Stage

For the age group of 6-10 years – classes I – V

1.10.2. Upper Primary Stage

For the age group of 10 -13 years – classes VI –VIII.

The Indian constitution states that all the children of 6 years age should be given compulsory education and that education should continue up to 14 years of age.

The Indian constitution guarantees free and compulsory education of all the children in the age group 6-14 (After the completion of 58 successful years also we could not achieve the goal. Now we see many of the school age children wandering on the streets, Un-enrolled in the schools, some working in the hotels, shops, factories etc) different types of exclusion have been conceived in India keeping these structural arrangements in view. This would include those for whom the school is in accessible due to physical location or other kinds of inaccessibility. It would also include who have not been enrolled, who have not within enrolled even though a school exists with in a walkable distance.This could be due to family circumstances or due to rejection by the school. These children could also be referred to as for such unenrolled dropout and discontinued children. ***Sarva Siksha*** Abhiyan launched variety of programs such as ***'Akshara Sankranti'***, 'Back to school', ***'Badi bata', 'Chaduvukundam Ra', 'Akshara Deksha'*** and 'Residential Bridge camps' etc., to motivate parents, society, and children to bring all the school age children to come to schools and continue till the students attain required level of education. But there are four types of children who could not be benefited even through these programmes.

Type 1 consists of children, who are traditionally referred to as dropouts. These are children who are enrolled in primary schools but either never attended the school or leave the school without completing even five years of schooling which corresponds to the lower primary stage of education.

Type 2 can be called the category of the silent exclusion consisting of children who attend the school but also do not benefit from their participation and therefore are constantly at risk of leaving the school. This would include children who are not regular in attendance or even if they attend the full cycle, do not acquire learning competencies commensurate with their age and grade.

Type 3 includes that group of children, who complete the lower primary cycle but do not join the upper primary either by choice or due to inaccessibility.

Type 4 consists of children, who complete grade 5 and join grade 6 which is the first year of the upper primary or middle school cycle and ends with the completion of compulsory education age group, but leave the school without completing the full cycle. This period also overlaps with the lower secondary stage followed in many countries. In general, children complete the full succeed in joining the upper primary cycle. Yet, a sizeable number drops out during the course. Considering that children by then would have grown up, moving from pre-adolescent to adolescent age group. The dynamics of participation or dropping out would be probably different from what is observed at the lower primary stage.

On the whole, the journey of a child through the age-grade ladder of the formal school is a complete one, punctuated by a number of cracks and crevices that children tend to fall through and barriers that they fail to climb over. While some succeed in traversing the course successfully, several seem to lose out at various points and for a variety of reasons.

The following are some of the reasons for not going to school.

Table - 19

Reasons for Children to remain Non Enrolled in Schools in Rural Areas

Reasons for Unenrolment	1986-87		
	Boys	**Girls**	**All**
Too young to go to school	5.70	3.88	4.61
School facilities not available close by	9.94	10.46	10.25
Parents not Interested in education	25.18	32.32	29.46
To attend in household economic activities	18.87	9.04	12.98
Due to financial constraints reasons	31.12	23.56	26.59
Busy in attending domestic chores	1.27	9.97	6.42
Others	7.92	10.88	9.69
1995-96			
No tradition in the family	1.50	5.40	3.90
Child not interested in studies	20.50	15.10	17.30
Parents not interested in studies	27.80	35.60	32.60
Education not considered useful	2.70	2.90	2.80
Schooling facilities not available conveniently	2.00	2.30	2.20
The child has to work for wage/salary	2.20	0.90	1.40
The child has to participate in other economic activities.	4.60	3.00	3.60
The child has to look after young siblings	0.70	1.60	1.30
The child has to attend other domestic activities	0.70	4.00	2.70
Financial constraints	16.30	13.60	14.60
Others	21.00	15.50	17.60

Source : Tilak, (2000) based on NSS data of 1986-87 and 1995-96; also mentioned in Reddy Sujata (2004) p: 23.

The above table shows that unenrolment in both boys and girls is caused for economic reasons has the first place during 1986-87 but later during 1995-96 ‘parents not interested’ occupies the first place. Later the child has to look after the young sibling occupies the least place according to the 1995-96 data.

Table - 20

Reasons for Never Attending School, (Children aged 6-17 years)

Reasons	Boys		Girls	
	Urban	**Rural**	**Urban**	**Rural**
Never attend school: percent of total children aged 6-17 year	**6.4**	**13.6**	**9.0**	**25.7**
School far away	1.5	4.4	3.4	5.2
Education not necessary	6.1	7.8	12.9	13.1
Required for work at home or outside for cash/kind	12.6	17.1	15.4	24.5
Costs too much	28.5	25.8	30.1	23.8
Not interested in studies	26.5	25.7	15.7	15.9
Other reasons	26.5	17.0	19.7	15.4
Don't know	3.0	2.0	2.8	2.1
Total	**100.0**	**100.0**	**100.0**	**100.0**

Source: NFHS II, 1998-99.

The National Family Health Survey (NFHS) (II) (1998) among 6-17 years old children reported that cost of schooling has been the main reason for the largest proportion of boys and girls of 6-17 years for being never enrolled in school as shown in above table. Half of the boys, who never attended school cited the reasons like either high cost of schooling or not interested in studies, work at home or outside for cash or kind has been the other predominated reason. For 13 percent never attended girls, 'education not necessary" has been the main reason. While this was the reason in case of only 6 percent to 8 percent boys. Thus, education of boys is more favoured than girls both in rural and urban areas. Highest proportion of unenroled girls (even slightly higher than boys) in urban area mentioned high cost as the reason for this not attending school. The percentage of rural girls citing same reason for never attending school was around 24 percent. While for 26

percent rural girls, the situation of "school too for" has been the main reason for never attending and for another 24.5 percent rural girls working outside or at home prevented them from attending school so for.

Table 21

Transition rates from Primary to Upper Primary and from Upper Primary to Secondary in India, 1991-1998

State	Transition Rate from Primary to Upper Primary		
	1991-92*	1995-96	1998-99
Andhra Pradesh	87.50	78.5	81.62
Assam	78.57	79.1	77.57
Bihar	77.37	75.9	76.37
Gujarat	71.31	66.8	73.85
Himachal Pradesh	92.59	86.0	92.18
Haryana	80.00	80.9	97.41
Jammu & Kashmir	132.99	98.0	99.59
Karnataka	93.04	92.9	99.78
Kerala	90.24	93.0	93.42
Madhya Pradesh	77.77	85.3	75.67
Maharastra	90.01	86.2	89.71
Orissa	86.23	92.9	97.99
Punjab	94.03	95.8	96.3
Rajasthan	95.34	101.5	97.11
Tamil Nadu	81.62	80.8	79.67
Uttar Pradesh	87.47	86.6	87.81
West Bengal	131.57	80.6	88.35
All India	89.40	84.4	85.98

Source: Tilak, (2000) based on NSS data of 1986-87 and 1995-96; also mentioned in Reddy Sujata (2004) p: 23.

If the above table is observed, the transition rate in Andhra Pradesh during 1995-96 and 1998-99 seems to be decreasing. Certain states like West Bengal, Jammu and Kashmir, Himachal Pradesh and Punjab acquire higher transition rate from primary to upper primary whereas Andhra Pradesh is lagging behind in transition rate. This made the researcher curious to find out the reasons to suggest measures to bring transition rate up.

At all India level, the transition rate from primary to upper primary level was 89.4 percent in 1991-92, which declined by 3.42 percentage to 85.95 percent in 1989-99. Thus, around 14 percent of children who have completed the primary stage of schooling but did not transit from primary to upper primary level. This situation varied across states.

In 1991-92, States having transition rate from primary to upper primary level above the national average were Maharashtra, Kerala, Himachal Pradesh, Karnataka, Punjab, Rajasthan, west Bengal and Jammu Kashmir. Infact, the transition rate from primary to upper primary level in West Bengal and Jammu Kashmir was more than 100 percent, possibly because of lateral entry to the initial grade of the upper primary level or due to data limitations. Another notable fact that, even educationally backward states like Rajasthan and West Bengal had a very high transition rate in 1991-92. Among these states all the states except Himachal Pradesh, West Bengal and Jammu Kashmir had registered an increase in the transition rate during the period 1991-92 to1989-99. Gujarat had the lowest transition rate followed by Bihar, Madhya Pradesh and Assam. In 1991-92. Except Haryana, Orissa and Uttar Pradesh all other major states having the transition rate below the national average had performed badly by registering a decline in the transition rate during the period 1991-1996.

According to District Information of School Education (DISE), the trend remained more or less declining and it was reported as low as 74 percent in 2003-04. However, according to DISE 2005-06, there has been a gradual increase in transition rate from primary to upper primary level during 2003-04 and 2005-06. It increased from 74 percent in 2003-04 to 78 percent in 2004-05 and it becomes 83.36 percent in 2005-06. States like Bihar (66.28 percent), Uttar Pradesh (67.87 percent) Madhya Pradesh (73.21percent), Meghalaya (77.69 percent), Haryana (80.26 percent) and Orissa (82.46 percent) have reported lower transition rate than national average. Considering that some of

the states like Bihar and Uttar Pradesh already are far behind in terms of enrolment and dropout levels, transition of only 66-68 percent from lower primary to upper primary should be a cause for serious concern.

This clearly indicates that very large proportions of children attending lower primary schools in these states do not learn even the basic competencies, leading to failure and therefore, face permanent exclusion from the school system beyond grade 5.

DISTRICT ELEMENTARY EDUCATION REPORT CARD: 2005-06

District: East Godavari **State: Andhra Pradesh**

Table - 22

Performance indicators of East Godavari District of Andhra Pradesh

Performance Indicators	School category				
	p.only	P+UP	P+sec/hs	U.P.only	UP+sec
%Single Classroom School	34.7	3.1	0.0	0.0	0.4
%Single Teacher School	7.5	0.1	0.0	0.0	0.0
%School with SCR>60	11.1	20.1	0.0	0.0	4.8
%School with pre-primary section	5.8	17.1	33.3	0.0	6.6
%Schools with common toilets	28.2	53.8	66.7	0.0	52.9
%Schools with Girls Toilets	16.4	42.0	100.0	0.0	70.3
% Schools with Drinking water Facility	83.6	92.6	100.0	0.0	91.9
% Schools with Blackboard	94.7	96.3	100.0	0.0	91.2
% Enrolment in Government Schools	77.1	74.1	90.9	0.0	75.6
% Enrolment in single-Teacher Schools	3.2	0.0	0.0	0.0	0.0
%No female teacher school(tech>2)	30.3	6.9	0.0	0.0	3.9
% Enrolment in schools without building	2.3	0.2	0.0	0.0	3.9
% Enrolment in schools without blackboard	5.0	3.3	0.0	0.0	8.6

Table - 23

Enrolment in Elementary schools in East Godavari District of Andhra Pradesh

Grade	2002-03	2003-04	2004-05	2005-06
I	93,116	74,362	73,813	75,697
II	97,833	84,829	81,092	75,157
III	102,556	85,064	85,430	76,581
IV	98,923	89,945	84,548	79,316
V	97,162	84,745	90,042	81,839
VI	86,150	69,248	79,800	78,085
VII	70,516	63,947	77,471	73,854
VIII	57,349	43,832	69,425	67,889
Total Pr.	489,590	418,945	414,925	388,590
Total U.P.	214,015	177,027	226,696	219,828

Table - 24

Transition rate of Elementary schools in East Godavari District of Andhra Pradesh.

Transition rate primary to U.primary	**84.8**	**Ratio GER / NER**	**2003-04**	**2004-05**	**2005-06**
Primary Level		GER (primary)	70.7	69.5	79.2
Retention rate		NER (primary)	57.3	56.4	63.3
		GER (U.prim)	59.6	65.7	68.1
GPI		NER (U.prim)	42.8	48.2	48.8

Table - 25

Categories of schools in East Godavari District of Andhra Pradesh

Indicators	School category				
	p.only	P+UP	P+sec/hs	U.P.only	UP+sec
%Girls	506	50.0	39.5	0.0	50.6
Pupil-Teacher ratio (PTR)	27	25	10	0	19
Student-classroom ratio (SCR)	33	32	15	0	28
%School with <=50 students	45.9	2.3	0.0	0.0	4.1
%Schools with PTR >100	0.7	0.0	0.0	0.0	0.0
%Female teachers	42.7	42.4	37.3	0.0	37.9
% Schools established since 1995	23.8	27.3	33.3	0.0	40.3

Table - 26

Classrooms in Elementary schools of East Godavari District of Andhra Pradesh

Classrooms	Classroom				Other rooms
School Category	Total classroom	%good condition	%minor repairs	%major repairs	
Primary only	8,233	72.8	19.9	7.3	1,797
Primary with upper primary	5,116	76.3	16.6	7.1	1,097
Primary with U.P. & sec/higher	40	72.5	20.0	7.5	40
Upper primary only	0	0.0	0.0	0.0	0
Upper primary with sec/higher sec	6,281	75.7	16.6	7.8	2,296

Table - 27

Enrolment of children with disability of East Godavari District of Andhra Pradesh

Flow Rates				Enrolment of children with disability			
Grade	**R.R.**	**D.O.R**	**P.R**	**Grade**	**All Girls**	**Boys**	**Girls**
I	3.5			**I**	37,783	224	194
II	2.3	5.2	92.4	**II**	37,649	299	203
III	1.9	6.8	91.3	**III**	38,678	290	245
IV	1.6	3.2	95.2	**IV**	40,032	358	237
V	1.5	13.7	84.8	**V**	41,723	370	279
I-V	2.1	5.6	92.3	**VI**	39,450	249	170
VI	2.2	7.8	90.0	**VII**	37,271	230	172
VII	2.6	11.6	85.8	**VIII**	34,220	172	130
VIII	2.0	#	#	**Total**	30,6806	2,192	1,630

Table - 28

Grants released to Elementary schools in East Godavari District of Andhra Pradesh

% School Received (Previous year means) (2005)	
School dev Grant	T L M Grant
85.8	85.6
69.3	73.4
0.0	0.0
0.0	0.0
43.1	23.5

Table - 29

Different categories of schools in East Godavari District of Andhra Pradesh

School Category	Total Schools*		Rural Schools*		Total Enrolment*		Rural Enrolment*		Teachers*	
Primary only	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt	Private
Primary with upper primary	2868	340	2663	155	206774	61584	182933	23450	7989	1854
Primary with U.P. & sec / higher	647	250	578	135	122628	42752	105315	24107	4706	1826
Upper primary only	2	1	0	0	539	54	0	0	41	18
Upper primary with sec / higher sec	0	0	0	0	0	0	0	0	0	0
	535	240	461	82	131611	42476	111590	11350	6873	2355
No response in school category	0	0	0	0	0	0	0	0	0	0

Interpretation

As the rate of enrolment and retention in East Godavari district is decreasing year by year there are many dropouts in schools. Since the quality becomes a question and the retention is high, the problem has been taken by the researcher.

1.11. Need for the Present investigation

Article 45 of our constitution clearly stated, "State shall endeavour to provide with in 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 14 years".

Although, the question of Universalization of Elementary Education and provision of better educational facilities of the people of India still remains elusive, at present India has very large illiterate population.

According to the World Bank Estimate by 2007 A.D, India would have the largest concentration of illiterate population (54.8%) in the world. The much debated document on challenging of Education, reiterated the urgency and importance of removal of illiteracy in the county. It emphasized that "If adequate measures are not taken for the spread of education, the chasm of economic disabilities, regional imbalances and social injustice will widen further resulting in building up of disintegrative tensions". The challenge of Education envisaged the attainment of the Universalization of Elementary Education by 2000, which ought to have been getting postponed again and again and at the dawn of 2000 it was not achieved and that data had been shifted.

The National Policy on Education [NPE-1986] has expressed strong political will and deep commitment to the Universalization of Elementary Education. The programme of Action (POA 1992) for implementing the NPE has rightly observed the suggestions which have given unqualified priority to Universalization of Elementary Education (UEE) with a substantial improvement in the quality of Education.The problems of "Non-enrolment", 'Non- Retention' and "Drop-outs" are very common to all regions of India. But it may vary in degree from region to region. This problem is deeply linked to the socio economic conditions and cultural ethos of the society.

Hence, it is very essential to find out the reasons of this problem of non-enrolment, non-retention, dropout and quality of education which are the basic aspects of Elementary Education. Therefore it is possible only if specific study is carried out for the problem under consideration. Hence the study, "Problems of Students in Elementary Education" is under taken.

The children, who are not enrolled in schools, are loosely called as out of school children between the age group of 5-14 years. Some children, who enrolled in schools but either never attended the school or leave the school before they complete 5 years at primary schooling. They are called dropouts.

There is another category of children who attend the school for few hours & leave the institution regularly to attend some elsewhere. But officially speaking these people are shown as in-school children. There is another category of children who attend the school but do not get any benefit from their participation and therefore are at risk of leaving the school. There is another group of children those who complete lower primary but do not join U.P, due to different problems of their own or due to inaccessibility. All these above issues affect the quality of learning at primary schools in turn the life of individual. Therefore it is possible only if specific study is carried out for the area in question.

Andhra Pradesh

The geography of Andhra Pradesh includes the details of its location, climate and other geographical details of the state in south India. Andhra Pradesh is India's fifth largest state (in its area) spreading over an area of around 2,76,754 sq. kms. It shares common boundaries with Madhya Pradesh and Orissa to the north, the Bay of Bengal to the east, Tamil Nadu and ' Karnataka to the south and Maharashtra to the west. The state also forms a key link between the central and south India. The state is divided into 23 districts for administrative purpose. Considering the geographical position, Andhra Pradesh is divided into three regions namely, Telangana, Coasta and Rayalaseema. Telangana lies west of the Ghats on the Deccan plateau. The Krishna River and Godavari River rise in the Western Ghats of Karnataka and Maharashtra and flows east across Telangana to empty into the Bay of Bengal in a mutual river delta. Coasta occupies the plain between Eastern Ghats ranges that run all along the length of the state and the Bay of Bengal. Rayalaseema is situated in the southeast of the state on the Deccan plateau and is nestled in the basin of the Pennar River. It is separated from Telangana area by the low Erramala hills and from Coastal area by the Eastern Ghats.

As discussed earlier the primary education is still not up to the level desired. The transition rates from primary to upper primary are about 80% whereas certain states like Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh, Himachal Pradesh, Punjab are some states regarding high rate of transition rate. Hence the researcher is interested in identifying the causes and problems to suggest ways and means to overcome the barriers to rise keep the state of Andhra Pradesh educationally to a higher position.

East Godavari District

Geography of East Godavari district, as the name suggests, is closely associated with the perennial and wide Godavari River, which occupies a major portion of the delta area. It is bounded by Visakhapatnam and Orissa on the North, Bay of Bengal in the South and East and West Godavari district in the West. Khammam lies to the Northwest. The entire East Godavari region can be broadly classified into three natural divisions. These are - the Delta, upland and Agency or hill tracks. The delta portion constituting the whole of Konaseema and some portion of Kakinada, Ramachandrapuram and Rajahmundry erstwhile Mandals, presents a vast expanse of paddy-fields surrounded by plantain, betel, coconut gardens and innumerable Palmyra's. The upland areas are constituted by the erstwhile Mandals of Tuni, Pithapuram, Peddapuram and some Portion of Kakinada, Ramachandrapuram and Rajahmundry. The general elevation of the East Godavari district varies from a few metres near the sea to about 300 meters in the hills of the agency. The Eastern Ghats mountain range rise by gradations from the level of the coast and spread throughout the erstwhile agency Taluks of Rampachodavaram and Yellavaram. Though the district is financially and culturally sound. Still it could not reach cent per cent literary level. The reasons are residing in river belts, crossing the river deltas, scattered houses between coconut plantain and betel gardens, hilly areas, agency area where thick forest mostly tribals line are some to mention. So, with the intension to

study the problems of students in elementary education the researcher selected East Godavari district as sample. It includes both educationally forward and backward areas.

In the present study, the researcher has selected a sample to ascertain 'Problems of students in Elementary Education', from "Primary school teachers", by considering ten different variables such as sex, educational qualification, age, designation, experience, management, locality of the school, medium of instruction, subjects of teaching and level of teaching.

1.12. Objectives of the Present Study

The main objective of the investigation is to study the problems of students in Elementary Education as identified by teachers.

The Objectives are as follows

1. To study the significance of difference between male and female teachers with regard to the problems of students in Elementary Education.

2. To study the significance of difference between Graduate and Post-Graduate teachers with regard to the problems of students in Elementary Education.

3. To study the significance of difference between the teachers of the age groups up to 30 years, 30-45 years and above 45years with regard to the problems of students in Elementary Education.

4. To study the significance of difference between Secondary Grade Teachers, School Assistants and Headmasters with regard to the problems of students in Elementary Education.

5. To study the significance of difference between the experience of below 5 years, 5-10 years and above 10 years with regard to the problems of students in Elementary Education.

6. To study the significance of difference between the government, local body and private school teachers with regard to the problems of students in Elementary Education.

7. To study the significance of difference between the rural and urban area teachers with regard to the problems of students in Elementary Education.

8. To study the significance of difference between Telugu and English medium teachers with regard to the problems of students in Elementary Education.

9. To study the significance of difference between Arts, Science, Languages and Mathematics teachers with regard to the problems of students in Elementary Education.

10. To study the significance of difference between teachers of lower and upper primary schools with regard to the problems of students in Elementary Education.

1.13 Hypotheses of the Present Study

The Researcher has formulated the following Null Hypotheses for the present study.

1. There will be no significant difference between the male and female teachers with regard to the problems of students in Elementary Education.

2. There will be no significant difference between the Graduate and post-Graduate Teachers with regard to the problems of students in Elementary Education.

3. There will be no significant difference between the teachers of upto 30 and 30-45 years age group with regard to the problems of students in Elementary Education.

4. There will be no significant difference between the teachers of 30-45 years and above 45 years age group with regard to the problems of students in Elementary Education.

5. There will be no significant difference between the teachers of up to 30 years and above 45 years of age group with regard to the problems of students in Elementary Education.

6. There will be no significant difference between the teachers of Secondary Grades and School Assistants with regard to the problems of students in Elementary Education.

7. There will be no significant difference between the teachers of School Assistants and Head masters with regard to the problems of students in Elementary Education.

8. There will be no significant difference between the Secondary Grade Teachers and Head Masters with regard to the problems of students in Elementary Education.

9. There will be no significant difference between the Teachers who has the experience of below 5 years and between 5-10 years with regard to the problems of students in Elementary Education.

10. There will be no significant difference between the Teachers who have the experience of 5-10 years and above 10 years with regard to the problems of students in Elementary Education.

11. There will be no significant difference between the Teachers who have 5 years of experience and above 10 years of experience with regard to the problems of students in Elementary Education.

12. There will be no significant difference between the teachers of government schools and local bodies with regard to the problems of students in Elementary Education.

13. There will be no significant difference between the teachers of local body schools and private schools with regard to the problems of students in Elementary Education.

14. There will be no significant difference between the teachers of government and private schools with regard to the problems of students in Elementary Education.

15. There will be no significant difference between the teachers of rural and urban area with regard to the problems of students in Elementary Education.

16. There will be no significant difference between the teachers of Telugu and English medium schools with regard to the problems of students in Elementary Education.

17. There will be no significant difference between Arts and Science teachers with regard to the problems of students in Elementary Education.

18. There will be no significant difference between Arts and Language teachers with regard to the problems of students in Elementary Education.

19. There will be no significant difference between Arts and Mathematics teachers with regard to the problems of students in Elementary Education.

20. There will be no significant difference between Science and Language teachers with regard to the problems of students in Elementary Education.

21. There will be no significant difference between Science and Mathematics teachers with regard to the problems of students in Elementary Education.

22. There will be no significant difference between Languages and Mathematics teachers with regard to the problems of students in Elementary Education.

23. There will be no significant difference between the teachers of Lower and Upper Primary level with regard to the problems of students in Elementary Education.

1.14. Limitations of the Present Study

The present investigation entitled "**Problems of Students in Elementary Education"** is very broad area to conduct research. As the problem is very exhaustive in nature, it requires wider sample of teachers necessary for drawing generalizations. In this investigation factors leading to students' problems like School, Student, Teacher, Parent, Government Policies and Administrative aspects, which influence the problems of students in Elementary Education are included. All the Elementary teachers handling 1^{st} to 7^{th} Classes are considered as population. Among them only 1400 teachers are included for this study as sample selected by following stratified random technique.

In the present chapter, the researcher elaborately described the meaning of education, historical perceptive of education, different aims of education, significance, objectives, hypotheses and limitations of the study. In the next chapter, the researcher set apart to discuss the need and importance of the review of related literature and some of the important studies, which guided the researcher in selecting methodology, sample, construction of various tools etc.