CHAPTER – I
INTRODUCTION

1.0 Introduction

Education is the most valuable wealth of human being. It plays a very important role in their life. It brings reformation in their thought, attitudes, belief and values. Education is regarded as a powerful instrument of individual development as well as social upliftment. It is closely related with the national development and positively correlated with the productivity and quality of life. It enables an individual to be aware of his or her rights and duties properly. Those who have remained backward and underprivileged over year can be empowered by education to assist their right and to fulfil their places in the society. Education is also found to be a powerful means of removing disparities, discriminations, and disabilities in the society. Education equips the individual with moral, social, cultural and spiritual aspect and thus makes life progressive, cultured and civilized. It aims at total development of individual’s personality. It is a highly potential instrument to preserve democracy and propagate its high ideals. Education is the corner-stone of democratic arch. It is essential for the success of democracy for improving productivity and for bringing about desirable change for social as well as national development. It brings refinement in man. It influenced the advancement of civilization, peace, justice, freedom and equality for all can be achieved only through education. Hence education is extremely necessary for all. It promotes the intelligence of human being, develops skills, enables him to be industrious and ensures his progress. It directs the undeveloped capacities, attitudes, interest, urges and needs of the individual into desirable channel. With the helps of education the individual can change and modify his environment according to his needs.
In a democratic country unless all the citizens are educated, the democratic machinery cannot work properly. Realising the importance of education in a democratic set up in India constitution declared in Article 45 “the state shall endeavour to provide within a period of ten years from the commencement of this constitution, free and compulsory education to all children until they complete the age of fourteen years.” To achieve this goal, determined efforts have been made by the government since independence. The constitution of India makes provision of educational opportunities to all people of the country.

The education Commission (1964-66) observes “the destiny of India is now being shaped in her classroom. Education has to be used as a powerful instrument of social, economic and political change and will therefore have to be related to the long term national development on which the country is engaged and the social problem it is called to face. This task is primarily performed by curriculum.

Education is an important national enterprise and it has come to stay as a force to be reckoned with in the mainstream of national life. In the progress and prosperity it has been rightly said that a nation must take care of her education or face the peril. This fact has vehemently been recognised in the present decade. In India, education is woven in her cultural fabric and the country can ill afford to neglect it.

The story of Indian education is as interesting as it is enlightening when we peep into the distant part and try to understand the present. We find that the roots of the present system of education in India did bear sweet fruit and love of learning did exercise powerful influence on the succeeding ages. Today when we look at the educational map of India, we find a large number of schools, colleges and universities. The dreams of universal and compulsory education have not yet been fulfilled but
serious and zealous attempts are being made by the leader and educationists of the country to fulfil this dream. Modern educational system and structure as it is prevalent in India did not come into existence all of a sudden but it is the result of gradual evolution. It has seen and witnessed many changes and reforms. Indian philosophers, educationists, social reformers, eminent scholars and political leaders have tried to mould it according to their own ideologies and learnings. Different educational policies have been framed and reformed at intervals. So, modern Indian education passed through many critical stages until it reached its present shape. This process of gradual evolution has not become extinct. It is still on and one can hope many more changes in future. The earliest work of the development of a modern system of education in India was done by Christian missionaries. The aims of this education were to spread Christianity.

For this purpose they adopted education as the medium. Monastic order of education under the supervision of a guru was favoured form of education for the nobility in ancient India. The knowledge in these sections was often related to the tasks a section of society had to perform. The priest clan, the Brahmans were imparted knowledge of religion, philosophy and other ancillary branches while the warrior clan, the kshatriya, were trained in the various aspects of warfare. The business class, the vaishya, were taught their trade and the lowered class of the shudras were generally deprived of educational advantages. The book of laws, manuscript and the treatise on statecraft the Arthashastra were among the influential works of this era at the time. Apart from the monastic orders, institutions of higher learning and universities flourished in India were before the Common Era and continued to deliver education into the Common Era. With the arrival of British Raj in India a class of westernized elite was versed in the western system of education which the British had introduced. This
system soon became solidified in India as a number of primary, secondary and tertiary centres for education cropped up during the colonial era. Between 1867 and 1941 British increased the percentage of population in primary and secondary education from around 0.6 percent of the population in 1867 to over 3.5 percent of the population in 1941. However, this was much lower than equivalent figures for Europe where in 1911 between 8 and 18 percent of the population were in primary and secondary education. Additionally, literacy was also improved. In 1901 the literacy rate in India was only about 5 percent though by independence it was nearly 20 percent.

With the achievement of independence in 1947, Maulana Abul Kalam Azad, India’s first education minister envisaged strong central government control over education throughout the country, with a uniform educational system. However, given the cultural and linguistic diversity of India, it was only the higher education dealing with science and technology that came under the jurisdiction of the central government. The government also held powers to make national policies for educational development, and could regulate selected aspects of education throughout India.

The central government of India formulated the National Policy on Education (NPE) in 1986 and also reinforced the Programme of Action (POA) in 1986. The main features which emerge from the National Education Policy 1986 and its plan of Action 1986 may be summarized in the following sequence-

(i) Administration of education will be decentralized.

(ii) Sufficient resources will be made available for the organization of education.

(iii) 10+2+3 pattern of education will be implemented in the whole country.

(iv) Education at different level will be reorganized.
(v) Pre-Primary education will be organized

(vi) The goal of free and compulsory education will be achieved as soon as possible

(vii) Secondary education will be reorganized

(viii) Higher education will be expanded and uplifted

(ix) Technical and Management education will be reformed

(x) Examination system and evaluation process will be uplifted

(xi) Standard of teachers and teacher training will be uplifted

(xii) Adult education programme will be extended.

(xiii) Continuing education will be organized.

(xiv) Educational technology will be used.

(xv) Educational organization will be made effective.

(xvi) Concrete steps will be taken for the equality of educational opportunities.

(xvii) Special attention will be paid on women education.

(xviii) Education of the schedule caste and schedule tribe children will be properly organized.

(xix) Education of the children of backward clan and backward region will be properly organized.

(xx) Special attention will be paid on the education of the children of Minorities.

(xxi) Education for the handicapped and mentally retarded children will be organized.
Besides the above given, the government initiated several measures to spread education in the country. The government of India to universalize elementary education launched Operation Blackboard (OB) in 1986-87. District Primary Education Programme on 1994 in forty-two districts. Educational Guarantee Scheme (EGS) and provided Mid-Day meal scheme and free distribution of uniforms, textbook and other stationary articles to attract children. The latest policy launched by government is Sarva Shiksha Abhiyan which was launched in 2001.

1.1 Concept of Elementary Education

Elementary education means education in elementary subjects (reading, writing and arithmetic) provided to young students at the school. Elementary education is given usually to the young children of the first six to eight grades. It is the foundation on which the development of every citizen and the nation as a whole lingers. It is the foundation upon which the rest of the education system of the country is built. In other word we can say that elementary education is the backbone of the whole education system of a country. It prepares the child for his future life. The knowledge and experience gained at the elementary stage of education determines his future. Elementary education is composed of classes I-VIII where classes I-V is called as lower primary stage and classes VI-VIII is called as upper primary stage. It is the first primary education which has a deep impact on the child’s knowledge, attitude and achievement. Elementary education occupying the baseline in the entire structure of national education, system receives high priority to be invested to achieve the goal of education for all. Thus, elementary education has been perceived as the backbone for the development of the country.
Since Vedic period till today it has been accorded high priority in the entire structure of education. After independence especially after the development of National Policy on Education 1986, the importance of elementary education has raised hundred times higher than its past position. The government has realised that elementary education is the only field of investment to give right shape to the democracy in the country. For this purpose immediately after independence government has included elementary education under the Directive Principles of the constitution. Article 45 of our constitution declare to provide compulsory elementary education to all people within the age group of 6-14 in the country. Further recently elementary education has been accorded the fundamental rights in 2002 by the 86th amendment of the Indian constitution.

The National Policy on Education 1986 and its revision, in its attempts to reconstruct the Indian system of education has recommended for the implementation of a common uniform structure of education in the country. Categorically, it has stressed to provide eight years of compulsory elementary education to all children in the country in the age group of 6-14 years.

Elementary stage of education is very crucial to train the minds of the children to realise the preamble of our constitution which declares “we the people of India having solemnly resolved to constitute into a sovereign, democratic and republic and to secure all its citizens justice, liberty, equality and fraternity.” But making elementary education in India available for all has also been one of the major challenges for the government. Infact, making elementary education in India accessible, universal and relevant has been a goal since the eight five-year plan.
In India, elementary education means eight years of schooling from the age of six to fourteen years. The government has declared elementary education compulsory and free. But the goal of UEE has been very difficult to achieve till now. Therefore, it has introduced innovative ways of universalizing elementary education in India. In order to effectively decentralize the management it has involved Panchayati Raj Institutions, school committees, Parent’s teacher’s Associations, Mother Teacher Association, Tribal Autonomous Council, and other grassroots level structure Sarva Shiksha Abhiyan apart from being a programme with clear time frame for elementary education also offers opportunities to the states to develop their own vision of elementary education. It has set 2010 as the deadline for providing Primary education to all children in the age group of 6-14 age group. In order to improve the quality of elementary education, the SSA has emphasized on improving the student teacher ratio, teacher’s training, academic support, facilitating development of teaching learning material and providing textbooks to children from special focus groups etc. despite all the efforts of the government of India, Universalization of elementary education in India remains a distant dreams. This is because of the persistent poverty and various prejudices, prevailing in Indian society. While the growth in female literacy is increasing at a faster rate than male literacy. Another area of concern is to reduce the gap between the rural and urban literacy rate. While 80.3 percent urban people are literate according to 2001 census data.

Thus, reduction in poverty, promotion of female education, emphasis on rural education, providing incentives for retaining the children from weaker sections of the society would have to go together so that it can achieve the goal set by the Sarva Shiksha Abhiyan.
After the independence, the most spectacular change at the elementary stage was the implementation of Basic Education which was accepted as the National system of education. Every effort was made to spread Basic Education throughout the country. New schools were converted into Basic Schools. The government started to work sincerely for accelerating universalization of elementary education. Some of the initiatives taken by the Government of India under constitutional provisions. Article 45, "the state shall endeavour to provide within a period of the ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen". Article 46, "the state shall promote with utmost care the educational and economic interests of the weaker sections of the society such as castes and schedule tribes and shall protect them from social injustice and all forms of exploitation." Article 15, prohibits all forms of discriminations on the grounds of religion, race, caste, sex. Article 17, abolishes Untouchability and forbids its practice in any form. Article 24, Prohibits employment of children under the age of 14 in factories, mines or in other hazardous employment. Article 28, separates religion from education in schools. Article 29, “No citizen shall be denied admission into any educational institution maintained by the state on receiving aid out of the state funds on the grounds of religion, race, caste, language or any of them”.

Further, the 42nd Amendment of the constitution, 1976 shifted education from the state list to the concurrent list which involved the central government to share the responsibilities of the states. Kothari Commission (1964-66) had also studied the problem face in the field of primary education and discuss with the students, school teachers, principals, university teacher, vice-Chancellors, industrial managers, social workers, educationists, scientists and other distinguished citizens and recommended that
Indian education needs a drastic reconstruction, almost a revolution, if the country is to realise its long term goals stated in the preamble of the constitution.

During five-year plan (1974-79) the sole effort of the government was given to reorient the teacher training institution, those were engaged in preparing teachers for primary school. Besides the following measures were taken to universalize primary education for schedule castes and scheduled tribes (i) Provision of more scholarship and fee concession (ii) setting up of Tribal Research Institutes in states. (iii) setting up of more Ashrama Schools. (iv) starting part-time evening classes. (v) special allowances to teachers working in tribal areas. (vi) introduction of open school system. However, the major initiatives taken to bring out qualitative and quantitative improvement in education by the government were as follows: - the scheme of operation black board.

- Non-formal education programme

- Teachers education

- District Primary Education programme.

- Nutritional support to children of primary education, popularly known as Mid-day meal scheme.

- Introduction of the scheme of Sarva Shiksha Abhiyan (2001) with the following objectives:

  - (i) to ensure all children in the age group of 6-14 in schools/ education guarantee centres/ bridge course.

  - (ii) all children in the age group of 6-14 completing 5 years of Primary education by 2007.
- (iii) all children in the age group of 6-14 completing 8 years schooling by 2010

- (iv) Bridging all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010

- (v) Achieving Universal retention by 2010

1.1.0 Objectives of Elementary Education

The regional meeting of representatives of Asian members States on Primary and Compulsory education held at Karachi in December 1959 and January 1960 suggested that the objectives of Primary education should be:

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

(ii) To bring about harmonious development of the children’s personality by providing for his physical, intellectual, social, emotional, aesthetic, moral and spiritual needs.

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

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

(v) To inculcate a scientific attitude.

(vi) To inculcate a sense of the dignity of labour and
(vii) To prepare children for life through the provision of worthwhile practical activities and experiences, including work experiences.

1.1.1 Importance of Elementary Education

i. Elementary education refers to the first phase of compulsory education that children obtain during the few years of starting schooling. This education has specific goals that meet the special needs that children have.

ii. Elementary education forms the foundation for gaining basic knowledge without which the dream of children will become impossible.

iii. It provides children with an opportunity to participate in the group activity by having a group that is stable to interact and helps in acquiring various qualities. It offers children a stable peer group interaction, playing, and sharing.

iv. Elementary schools provide children with safe environments to grow in, as well as equipping them with motivation and skills that enable them to handle individual circumstances. Furthermore, children who successfully grow during their elementary education become socially and emotionally healthy. They become eager to pursue new tasks and challenges with the energy and firmness that children are known to possess. As a result, these children become more serious with their schoolwork and they keep progressing in their academic development. They not only advance in academics, but also socially since they learn to sympathize with others and in the process, they form genuine friendship relations with their peers (Harmon & Jones, 2003).

v. It helps in the rapid development of fine and gross motor skills in children as they do numerous activities and plays. This includes singing of songs and saying of rhymes that provide children with a sense of direction and space. On the other hand.
elementary education enables children to enhance their reading abilities and math skills. It shapes a person into an effective member of the society because the knowledge obtained at this level is like a form of wealth. When children are in school, it gives mothers an opportunity to be away from their children thus, enabling the children to develop independence. Mothers on the other hand become stress-free as they entrust their children to schools and are not constantly worrying about their children’s welfare. Therefore, by being in school, mothers offer their children an opportunity to gain knowledge, which is the foundation of all other forms of learning that a child gets in life. It therefore enables children to form dreams and work towards achieving them and making them a reality (Harmon & Jones, 2003).

vi. Elementary education is useful in reducing illiteracy. The quality of primary education they get in the elementary school determines the level of their intellectual capacity even when they are adults.

viii. Elementary education is essential since children are the hope of the future and the vital resource that a nation can have. They are the future of the country. Therefore, they have to be educated so as create a nation that is focused by having citizens who are able to participate in nation building. It is elementary education which provides children with such qualities, knowledge and skills with which they contributes in the developmental process of the nation.

ix. It plays a very vital role in determining the growth and development of various aspects of a child with regards to the society. It helps in forming the foundation upon which the child’s future is based. Therefore sound elementary education should be provided to children in the elementary schools. Poor elementary education will hamper the child’s future as it forms the foundation in which the child develop bad habits and
behaviours, poor habits of studying as well as poor academic excellence. It will lead to more number of people working in factories, ministries, farms and hospitals who are not efficient and competent due to lack of the appropriate skills and knowledge. Thus elementary education is very important in the life of children as elementary education is the first educational stage which they have to go through in their educational careers which determine their growth and development.

x. Elementary schools provide children opportunities to release their surplus energies through activities, play and make avenues for creativity development and gives outlets for emotions. As we know that the children have urges, drives and impulses of many kinds which constantly seek outlet. If the children do not get proper channel to release his energies they may be misled. Thus it is elementary schools which provide opportunity to the child to energies through different activities of the school.

xi. Elementary education forms the basis upon which the future learning of the children is based. Whatever the children learned in the elementary school it helps him in the high school and college. The skills, attitudes and knowledge that children acquired in the elementary stage provide foundation for future learning.

1.1.2 Universalisation of Elementary Education

In 1950, the Indian constitution provided that all states should provide free and compulsory education to the children of every section of the society up to the age of 14 years in ten years time. As the literacy then was only 16 percent in India the decision was timely, important and according to the need of the land. Since India is a democratic country, for the success and prosperity of democratic system its citizen should be enlightened and educated. Equal opportunity to all people is the salient feature of
democratic set up. Hence it is necessary that all people should get education. There should be no discrimination between rich and poor, touchable and untouchables, low castes or high caste, Hindus and Muslims, Sikhs or Christians etc.

The earliest attempt for enforcing compulsory primary education was made by William Adam in 1838. Captain Wingate, erstwhile Revenue Survey Commissioner in Bombay proposed to introduce compulsory education after collecting access during 1852. The enactment of the compulsory primary education, 1870 created a strong consciousness for the need for compulsory primary education in India. A number of Indian leaders demanded for universal primary education in the country. The Government of Bombay even appointed a committee in 1906 to examine the feasibility of enforcing universal primary education but the committee rejected the proposal. The Maharaja of Baroda, however, introduced compulsory primary education in a part of his state. Gopal Krishna Gokhale, the reputed national leader and an important member of the first draft of law for compulsory education for the age-group 6-10. He pleaded that universal, free and compulsory education was essential for development of the country and that the government should provide adequate funds for the purpose. Gokhale's bill was, however, opposed by all officials and some of the non-officials. Although it was defeated, it generated an awakening in the country for universal education.

Under British regime the first Act of Compulsory Education was passed in Bombay during 1918. Since it was moved by Vithalbhai Patel, it was also called Patel Act for the then Bombay Municipality. It was meant mainly for children in the age group 6-11 in the rural areas. It authorised the Municipality to levy cess and did not bind the provincial government to finance the scheme. This Act of Compulsory Primary Education was followed by similar Act in Bengal, Bihar, Orissa Punjab, Uttar Pradesh, Madras, and so on.
During the period 1921-47, there was phenomenal progress in the legislation of compulsory education. By 1946-47 as many as 176 rural areas comprising of 11,779 villages were brought under the Compulsory Education Act. Mahatma Gandhi moved the Resolution on Basic Education at Wardha Congress Conference in 1937 and appealed that a national policy to be adopted for free and compulsory education for all children in the age group 6-14. This provided a fillip to the movement for legislation of compulsory education in the country but no satisfactory result mainly due to the then Government Policy of consolidation in places of expansion and resignation of popular ministries in the provinces. In 1944, the post-war plan of Educational Development did visualise free and compulsory education for all children in the age group 6-14 during a period of 40 years.

After 1947, on attainment of independence, the universalisation of elementary education was emphasized everywhere in the country.

Universalisation of Elementary Education in India means making education available to all children in the age group 6-14 or in classes I to VIII. It refers to the process of making elementary education available to all the children in the age group 6-14 years. Opportunities for this education may be provided through formal or non-formal means of education. It signifies that ‘education is for all’ and not for a selected few. This concept accepts that education is the birth right of every child. This means all children belonging to the rich and the poor, living in towns as well as rural areas and in places which are accessible with difficulty have to be provided with facilities for elementary education. Universalisation of elementary education also means free education. In some of the advanced countries free education means no fees, free books and stationary, free mid-day meals and free school transports. But in developing countries like India, it has not been possible to provide all these facilities free of cost of
course, education at this stage is free of tuition fee. Other facilities on a selective basis are also provided. Universalisation of primary or elementary education involves the following three stages or steps:

(a) Universalisation of Provision: It means that school facilities should be provided to all the children between the age group 6 to 14 years in the country. The schools be easily accessible—within the walking distance of a child.

(b) Universalisation of enrolment: All children between the age group 6 to 14 years must be enrolled. For this, compulsory legislation must be passed. Under legislation, parents can be fined for not sending their children to schools.

(c) Universalisation of retention: By this we mean that once a child joins a primary school, he should remain there till he completes all 8 classes. The child should not leave the school in between. The objectives of Universalisation of Elementary Education are:

1. Free distribution of textbooks, uniforms and mid-day meals to the poor and needy children.

2. Preparing the children for entering secondary stage of education.

3. To bring about harmonious development of children’s personality.

4. To inculcate scientific attitude and outlook towards modern science.

5. To develop the spirit of universal brotherhood and international understanding among children.

6. To develop the qualities of good citizenship, patriotism, love for the nation and appreciate its varied culture, respect for the faith and sentiments of others.
With the Universalisation of elementary education in India there was a rapid increase in the elementary education in the different parts of the country. There were more establishments of schools and more number of children was admitted in the schools. The schools received better educational facilities like blackboards, textbooks, uniforms, stationary, furniture and other learning equipments. Universalisation of Elementary Education has helped in increasing enrolment and retention of children in the school. It has also helped in improving literacy among children of age group 6-14 years. Sarva Shiksha Abhiyan, Operation Blackboard, Education Guarantee Scheme and District Primary Education Programme were some of the programme launched by the Government to achieved the goals of UEE. Right of children to Free and Compulsory Education Act (RTE) was also introduced in the year August 2009 to provide more opportunity to the people who are deprived of educational opportunity. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups.

The RTE Act provides for the: Right of children to free and compulsory education till completion of elementary education in a neighbourhood school. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means
that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education

It makes provisions for a non-admitted child to be admitted to an age appropriate class

It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition.

It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child,
building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

1.2 Historical development of elementary education in India

The education in India has a rich and interesting history. It is believed that in the ancient days, the education was imparted orally by the sages and the scholars and the information was passed on from one generation to another. After the development of letters, it took the form of writing using the palm leaves and the barks of trees. This also helped in the spreading the written literature. The temples and the community centres formed the schools. Later the Gurukul system came into existence. The Gurukul were the traditional Hindu residential schools of learning which were typically in the teacher's house or a monastery. Even though the education was free, the students from well-to-do families paid the Gurudakshina which was a voluntary contribution after the completion of their studies. At the Gurukuls, the teachers imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine, astrology and the history. The system is referred as the oldest and the most effective system of education.

There were also many other learning centres which were used for providing education. The monasteries of the Buddhist, the maktab of the Islamic establishment, community schools and home based schooling amongst others. In these schools the teachers were rewarded either by grants of land made by rulers, by occasional presents from pupils and members of the public, by allowances paid by wealthy citizens and by payment in the form of food, clothes and other articles. Some of the teachers who taught gratis also provided their pupils food and lodging. Generally the schools had no special buildings of their own. They were built either by the teachers themselves or at the
expense of the parents or friends or by subscription from the people. In most cases, however the schools were held in the local temples or the mosque and not infrequently in the houses of local magnates or patrons or the teachers themselves.

The Hindu schools of learning were conducted almost exclusively by Brahmins and the majority of the students came from the same caste. In the Persian and Arabic schools teachers were generally Muslims, and a Hindu teacher was a rare phenomenon. There also existed what is known as "Indigenous Elementary Schools" which was the main agency for the spread of mass education. It was a humbler but more useful institution where instruction was limited to three 'Rs'. The indegeneous schools were hardly adequately equipped. They had no buildings and classes were in the house of the teachers or the patron of the school, often in a local temple and not frequently under a tree. There were no printed books and the slates or pens used by pupils were of such quality as could be easily made in the locality. The instruction hours could also be adjusted to local requirements. The size of the school was small, the number of pupils varied from one or two to ten or fifteen. Consequently there were no class hours or period of admission. The student could join the school at any time and study at his/her own pace. The student was also free to leave the school as and when he/she had obtained the desired knowledge. However by the beginning of the nineteenth century, the indigenous system of education was fast decaying, because of the inability of Indians to support education owing to their poor economic condition.

In 1813 after prolonged agitation the East India Company accepted the responsibility for the education of the Indians when the Charter Act stipulated the rupees of one lakh should be set aside for education and to admit missionaries to its dominions for spreading western 'light and knowledge'. This was the beginning of the state system of education in India under the British rule. In 1854, Charles Wood, the
then president of the Board of Control in his Education Despatch suggested new schemes. As far as the primary education is concerned the Despatch recommended that the Department of education should rely mainly on government schools for the spread of mass education. It was argued that elementary education should spread as widely as possible through schools directly controlled by the government. Ultimately each province allowed to developed along its own lines. The Indian Education Commission 1882 also emphasized on the spread of elementary education. It has stated that:

(i) Primary education be regarded as the instruction of the masses through vernacular in such subjects as will fit them for their position in life and not be necessarily as leading upto the university.

(ii) Selection of persons to fill the lowest offices under government would give preference to candidates who can read and write.

(iii) The state should devote itself to the spread of elementary education.

(iv) Primary education be extended in backward districts especially in those areas which were inhabited by the “aboriginal races” (tribes) by extending grants-in-aid to those who were willing to maintain them.

(v) Commission also recommended that a specific fund be created for primary education. The accounts of primary education fund in municipal areas should be separated from those of rural areas. Local funds had to be utilized mainly for primary education.

The period between 1901-02 and 1921-22, there was unprecedented expansion of elementary education. There was 87,854 Primary schools in 1901-02 and by 1921-22 that grew to 1,55,017. The number of primary schools students also expanded from
This expansion was largely due to the social and political awakening among the Indians.

In order to make primary education compulsory G K Gokhale, a nationalist leader introduced a bill in the Imperial Legislative Assembly, but the bill was rejected by the government on the ground that financial constraints and administrative difficulties would not allow its implementation. Later on it was taken up at the provincial level by Shri Vithalbhai J Patel in Bombay and was extended to the Bombay Municipality between 1905 and 1922 where the emphasis was given to the training of teachers and this was accepted as the states responsibility. In 1937, Mahatma Gandhi also emphasized on Basic education at Wardha Congress Conference and appealed on providing free and compulsory education for all children in the age group 6-14 yrs. After independence the first(1951-55) and the third(1961-65) five year plans laid emphasis on the expansion of primary education but compulsory education was only made fundamental right for the child in 2001. The Constitution of India in its Article 45(part iv) under the directive principles of state policy made provision for "free and compulsory education". It said that "The state shall endeavour to provide, within a period of ten years from the commencement of this constitutions for free and compulsory education for all children until they complete the age of fourteen years."

There has been a rapid spread of elementary education in the country after independence due to the new educational schemes and policies of government like the National Policy of Education(1986) and the Programme of Action(1992) which aims at improving access, reducing drop-outs and improving learning achievements for all children between 6-14 yrs of age. A host of major initiatives by the government and the mobilization of external resources for primary education, had a deep impact on the status of primary education in India. Some of the important initiatives have been the
Operation Blackboard(1986), Non-Formal Education Scheme(1986), The Shiksha Karmi Project(1987), Mahila Samakya(1989), Lok Jumbish(1992), The District Primary Education Programme(1994), The Mid Day Meal Scheme(1995) and the Sarva Shiksha Abhiyan(2001), which aimed at completion of eight years of schooling by all children between 6-14 yrs Elementary Education being made fundamental right by the 83rd Constitutional Amendment, and the supreme courts insistence on states to provide hot cooked meals in schools, are improving enrolments especially among girls.

1.3 Development of Education in Arunachal Pradesh

Arunachal Pradesh is a tribal population dominated state having an area of 83,743 sq km, with 1,097,968 total populations as per the census 2001. It is situated in the north-eastern corner of India. It was known as North-East Frontier Tract (1914-1953) and North-East Frontier Agency (1954-1971) and renamed as Arunachal Pradesh in 1972 and was given union territory status in the same year on 10, January 1972 which became full-fledge state on Feb 20, 1987 with its capital at Itanagar under Papum Pare District. Arunachal Pradesh is characterized by lofty mountainous terrain crisscrossed by a number of turbulent rivers and rivulets. This is the 24th number of state of the Republic of India created by 55 Amendment of the constitution of India, passed by parliament on 3rd December and under the state of A.P, Act of No.69 dated 29th December 1986. The state is situated on the extreme North-Eastern tip of the union of India in the Trans-Himalayan region between the latitude of 26° 28’N and 29° 33’N and longitude 91° 31’E and 97° 30’E. the famous Mac-Mohan line bounded it on the eastern border and inner line in the foothill region. The Republic of China is situated on its North, the state of Assam on south, the Myanmar on the East and Royal Kingdom of Bhutan on the west. The state has 18 districts with a number of Additional Deputy Commissioners, Sub-Divisional and Circle Headquarters and also C.D Blocks that
created from time to time for administrative convenience and development purposes. Arunachal Pradesh has some twenty-five tribes with a number of sub-tribes each having distinctive tradition and culture, customs and language. Arunachal Pradesh is exclusively a tribal state with 64.20 percent Schedule Tribes population as per census 2011. There are a total of 22 languages and 60 dialects spoken by the tribes/sub-tribes of the state. These may broadly be classified under Tibeto-Burman language group. Each tribe has their own tradition and customs which differs from others. Each tribe have their own traditional folk dance which is generally performed on occasion like festival, marriages etc.

So far the evolution and growth of formal system of education is concerned, people of different districts of Arunachal Pradesh will have their own stories to tell because of the fact that they lived a scheduled life at that time. Most of the part of Arunachal Pradesh remained hidden and unexplored before India attained Independence in 1947. Spark of need for literacy started glowing in the minds of Arunachal people with the coming of the British for fear of domination, loss of liberty and freedom and exploitation of economic resources. At the same time, a section of the Europeans (Christian Missionaries) having sympathetic attitude towards Tribals, they built the need of extending the love of the Lord to make Tribals liberated from ignorance and by that to introduce changes in scheduled tribes approach and behaviour. Sadiya was one of the administrative centres at the eastern most part of Assam. There the Americans established a centre of Christian Missionary with a school. Aspiring young men from present East-Siang and Lower Dibang Valley Districts went there and got admitted in the school. Initially, it was difficult for the missionaries to have verbal communication with the locals because of differences in language. Missionaries therefore started teaching English language to the Adi youths. When the youths became proficient in that
language, the missionaries took the task of developing literature in Adi, using Roman Scripts. They developed a primer in Adi language in the form of booklet with the help of the Adi students. Pioneers of who were shri Okap Tayeng, Shri Dugyon Lego and others.

After independence the government of India took some initiatives for the social, economic and educational development of tribal people of Arunachal Pradesh. Indira Miri was appointed as the first Education Officer in the month of September 1947, for the smooth functioning of formal education system in Arunachal Pradesh. It was really a challenging task in the initial stage to educate the children of the region. Indira Miri mentioned in her book “Moi aru NEFA” in Assamese that Hoi Akramon Polayan, this means that the children of Arunachal Pradesh by that time would either assault a teacher physically or run away when she/he approached to them for admission in school. Arunachal Pradesh did not inherit any system of its own in case of educational development rather the system of education which was found in other part of the country, the same was planned too. The history of educational development in Arunachal Pradesh is of great significance from the stand point of the view of change and trend of the society. There was possibility of having an original and new system of education in the territory because the land was hidden and neither the ancient nor the mediavel education had any sign of influence here till 1947. However, during this period, Buddhist Monastries imparted education in Kameng (Tawang, Dirang, Rupa and Bomdial) and Tirap Districts.

There was no attempt by the British rulers in India to established educational institutions. In 1918, the first school was set up by the local tribal people at Pasighat. In 1922, another school was opened by Adi’s of Dibang Valley at Dambuk. Subsequently schools were started in 1934 at Nengroo, in 1940 at Boleng and at Riga (1940), in 1946
at Balek, in 1947 Along, Daring, Ledum and Yomcha. The medium of instruction was Assamese in all those schools. The department of education was established in 1947. The office of the education officer used to be at Sadiya. In 1952, the office of the education officer was shifted to Margherita in Assam as Sadiya town was washed out due to the flood. In 1961, Arunachal was 4 times behind national average with 7.28% literacy rate against 28.30% literacy rate of the country. In 1981, Arunachal was 25 years behind the national standard with literacy rate of 25.54% which the country attained it was around 1955. As per census report of 2011, Arunachal's literacy rate is 65.38 percent. At present Arunachal has 1 University i.e. Rajiv Gandhi University, 1 engineering college, i.e. NERIST, 1 National Institute of Technology, 2 Polytechnic, 1 Agricultural University, 1 Horticulture University, 15 Govt colleges, and 4 Private aided colleges, 90 Government Higher Secondary schools and 48 Private aided Higher Secondary School, 142 Government Secondary schools and 85 Private aided Secondary schools, 889 Government Middle schools and 232 Private aided Middle schools, 2025 Government Primary schools and 201 Private aided Primary schools. The above given figures are shown in the table below:

Table 1.1 Shows the Number of Institutions in Arunachal Pradesh

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Types of Institutions</th>
<th>Number of Institutions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Government</td>
<td>Private aided/Unaided</td>
</tr>
<tr>
<td>1.</td>
<td>Universities</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Arts and Science College</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Higher Secondary Schools</td>
<td>90</td>
<td>48</td>
</tr>
<tr>
<td>4.</td>
<td>Secondary Schools</td>
<td>142</td>
<td>85</td>
</tr>
<tr>
<td>5.</td>
<td>Middle Schools</td>
<td>889</td>
<td>232</td>
</tr>
<tr>
<td>6.</td>
<td>Primary Schools</td>
<td>2025</td>
<td>201</td>
</tr>
<tr>
<td>7.</td>
<td>Schools for Handicapped</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Director of school Education/Higher education/Registrar of Rajiv Gandhi University
In Arunachal Pradesh the system of formal education in particular had been conspicuously absent in the past. Even the system of informal education had also been non-existent excepting the Buddhist i.e. the Monpas who had their own script. A few literates of Monpas of Kameng District could read the Tibetan Script. But this was mostly confined to a few Lamas of the Tawang Monastery. Among the Monpas, the mythological education was used significantly only with a view to explain and preach the principles of Buddhist religion. But this was mostly confined to those who used to dedicate their lives to serve the society through monastary. The rest of the Non-Buddhist tribes in Arunachal Pradesh did not have their own script. The Khampytis who migrated from the direction of Burma had also derived their script for other than religious purposes who almost absent. The documentation practice remained totally absent in the territory in the past. The whole tribal society in Arunachal Pradesh remained verbal in the past. No effort was made during the British rule to introduce formal education in Arunachal Pradesh, the then North Eastern Frontier Agency. The real beginning of formal education started during 1947 when two lower Primary schools at Sadiya and Pasighat were established with 100 enrolments comprising both boys and girls. Afterwards, another Primary school was set up at Riga in the heart of the Minyong Land. Since then there has been rapid development in the field of education. In Arunachal Pradesh till independence literacy rate was less than 1 percent. In the succeeding five year plans, an increasing percentage of expenditure constraints like inaccessibility of territory, people’s unawareness of the need of education and traditional dependence on children for domestic and field work. With the increasing emphasis through successive plans, commendable progress could be made over the past few decades. Our popular government after independence formulated welfare schemes.
for the development of the people of this area giving high priority to education. With the introduction and expansion of education, Arunachal has taken a few leap forward, a lot of socio-cultural and economic development have taken place which are easily noticeable.

**Table 1.2** Shows the literacy rate of Male and Female in Arunachal Pradesh from the year 1961-2001

<table>
<thead>
<tr>
<th>Year</th>
<th>Person</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>7.13</td>
<td>12.5</td>
<td>1.42</td>
</tr>
<tr>
<td>1971</td>
<td>11.29</td>
<td>11.82</td>
<td>3.71</td>
</tr>
<tr>
<td>1981</td>
<td>25.55</td>
<td>35.12</td>
<td>14.02</td>
</tr>
<tr>
<td>1991</td>
<td>41.59</td>
<td>51.45</td>
<td>29.69</td>
</tr>
<tr>
<td>2001</td>
<td>54.74</td>
<td>64.07</td>
<td>44.24</td>
</tr>
</tbody>
</table>


**Table 1.3** Shows District wise distribution of literacy rate of Arunachal Pradesh

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Districts</th>
<th>Literacy rate 2001</th>
<th>Literacy rate 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tawang</td>
<td>47.3</td>
<td>59.00</td>
</tr>
<tr>
<td>2</td>
<td>West Kameng</td>
<td>60.8</td>
<td>67.07</td>
</tr>
<tr>
<td>3</td>
<td>East Kameng</td>
<td>40.6</td>
<td>60.02</td>
</tr>
<tr>
<td>4</td>
<td>Papumpare</td>
<td>69.3</td>
<td>79.95</td>
</tr>
<tr>
<td>5</td>
<td>Lower Subansiri</td>
<td>59.4</td>
<td>74.35</td>
</tr>
<tr>
<td>6</td>
<td>Kurung Kumei</td>
<td>25.7</td>
<td>48.75</td>
</tr>
<tr>
<td>7</td>
<td>Upper Subansiri</td>
<td>50.3</td>
<td>63.80</td>
</tr>
<tr>
<td>8</td>
<td>West Siang</td>
<td>59.5</td>
<td>66.46</td>
</tr>
<tr>
<td>9</td>
<td>East Siang</td>
<td>60.7</td>
<td>72.54</td>
</tr>
<tr>
<td>10</td>
<td>Upper Siang</td>
<td>49.8</td>
<td>59.99</td>
</tr>
<tr>
<td>11</td>
<td>Dibang Valley</td>
<td>53.0</td>
<td>64.10</td>
</tr>
<tr>
<td>12</td>
<td>Lower Dibang Valley</td>
<td>59.8</td>
<td>69.13</td>
</tr>
<tr>
<td>13</td>
<td>Lohit</td>
<td>58.7</td>
<td>68.18</td>
</tr>
<tr>
<td>14</td>
<td>Anjaw</td>
<td>38.4</td>
<td>56.46</td>
</tr>
<tr>
<td>15</td>
<td>Changlang</td>
<td>51.3</td>
<td>59.80</td>
</tr>
<tr>
<td>16</td>
<td>Tirap</td>
<td>41.7</td>
<td>52.19</td>
</tr>
</tbody>
</table>

*Source:* Census of India 2001, 2011

From the above given table we can see that there is an increase in the literacy rate of the various districts of Arunachal Pradesh. Till independence the literacy rate of
Arunachal Pradesh was less than 1 percent has made tremendous progress in the field of education since independence. There is increase in the literacy rate, enrolment, retention and educational institution. After independence this state began to receive financial assistance from the central government. Along with the growth of educational institution there is a rise in the share of outlay from Rs. 41.81 lakhs during first five year plan to Rs. 43.534.41 lakhs during the Ninth Five year plan. Over the years, these are changes in administrative set up, policies and strategies and outlook towards education. These changes bear greater socio-economic and policy implication in the tribal state of Arunachal Pradesh. The schools have adopted NCERT syllabus, and are affiliated to CBSE New Delhi. the literacy rate for male and female population has gone upto 64.07 percent and 44.24 percent respectively (census 2001) from negligible figure during independence.

The districts of Papumpare and Upper Siang were under darkness till 1947. The literacy rates of these districts were very negligible till independence. There were hardly few educated people found in these districts. The people by and large were plunged in ignorance and illiteracy. They paid more importance to their work in the field than to go to school for learning. Moreover, they were not interested to send their children to school rather they were more interested in training them some manual task at home. There were no formal educational institutions found in these districts where the children could learn. The children learned by remaining in the home where they were trained by the elder member of the family. The people used to lived their life in a traditional way. Agriculture were the main sources of earning. Their economic lives were completely based on agriculture. Besides agriculture, the people were also experts in Basketry of cane and bamboo, weaving, animal husbandry, hunting and fishing. As
per the census 2011, at present the literacy rate of Papumpare district is 79.95 percent and Upper-Siang district is 59.99 percent

elementary school, as it reveals some of the relevant problems of teachers and students. Finally, it will fill the research gap in these areas.

1.5  Statement of the Problem

"STATUS OF ELEMENTARY EDUCATION IN PAPUMPARE AND UPPER SIANG DISTRICTS OF ARUNACHAL PRADESH: A COMPARATIVE STUDY"

1.6. Objectives

The main objectives of the study are put as under:

1: To study the growth and development of elementary education in Papumpare and Upper Siang districts of Arunachal Pradesh.

2: To study the enrolment of students at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

3: To investigate the stagnation of students at elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

4: To investigate the Academic Achievement of the students at elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

5: To study the attitude of teachers and parents towards elementary education in Papumpare and Upper Siang districts of Arunachal Pradesh.

6: To study the problem faced by the teachers and students at elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.
1.7 Hypotheses

In view of the objectives of the study, following hypotheses has been formulated

1. There is a significant difference in the Stagnation of students at the Elementary School Level in Papumpare and Upper Siang districts of Arunachal Pradesh.

2. There is a significant difference in the Stagnation among male and female students at the Elementary School Level in Papumpare district of Arunachal Pradesh.

3. There is a significant difference in the stagnation among male and female students at the elementary school level in Upper Siang district of Arunachal Pradesh.

4. There is a significant difference in the stagnation among the male students at elementary school level in Papumpare and Upper Siang.

5. There is a significant difference in the stagnation among the female students at elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

6. There is a significant difference in the overall academic achievement of students at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

7. There is a significant difference in the overall academic achievement of male and female students at the elementary school level in Papumpare district of Arunachal Pradesh.

8. There is a significant difference in the overall academic achievement of male and female students at the elementary school level in Upper Siang district of Arunachal Pradesh.
There is a significant difference in the overall academic achievement of male students at the elementary school level in Papumpare and Upper Siang district of Arunachal Pradesh.

There is a significant difference in the overall academic achievement of female students at the elementary school level in Papumpare and Upper Siang district of Arunachal Pradesh.

There is a significant difference in the achievement of students in English subject at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the achievement of male and female students in English subject at the elementary school level in Papumpare district of Arunachal Pradesh.

There is a significant difference in the achievement of male and female students in English subject at the elementary school level in Upper Siang district of Arunachal Pradesh.

There is a significant difference in the achievement of male students in English subject at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the achievement of female students in English subject at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the achievement of students in Mathematics subject at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.
There is a significant difference in the achievement of male and female students in Mathematics subject at the elementary school level in Papumpare district of Arunachal Pradesh.

There is a significant difference in the achievement of male and female students in Mathematics subject at the elementary school level in Upper Siang district of Arunachal Pradesh.

There is a significant difference in the achievement of male students in Mathematics subject at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the achievement of female students in Mathematics subject at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the achievement of students in Social Science subject at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the achievement of male and female students in Social Science subject at the elementary school level in Papumpare district of Arunachal Pradesh.

There is a significant difference in the achievement of male and female students in Social Science subject at the elementary school level in Upper Siang district of Arunachal Pradesh.
There is a significant difference in the achievement of male students in Social Science subject at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the achievement of female students in Social Science subject at the elementary school level in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the attitude of school teachers towards elementary education in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the attitude of male and female school teachers towards elementary education in Papumpare district of Arunachal Pradesh.

There is a significant difference in the attitude of male and female school teachers towards elementary education in Upper Siang district of Arunachal Pradesh.

There is a significant difference in the attitude of male school teachers towards elementary education in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the attitude of female school teachers towards elementary education in Papumpare and Upper Siang districts of Arunachal Pradesh.

There is a significant difference in the attitude of Parents towards elementary education in Papumpare and Upper Siang districts of Arunachal Pradesh.
There is a significant difference in the attitude male and female Parents towards elementary education in Papumpare district of Arunachal Pradesh.

There is a significant difference in the attitude male Parents towards elementary education in Upper Siang district of Arunachal Pradesh.

There is a significant difference in the attitude of female Parents towards elementary education in Papumpare and Upper Siang districts of Arunachal Pradesh.

1.8 Delimitations

The present study has been limited to-

1. Growth and Development of elementary education in Papumpare district and Upper Siang district.

2. The size of the sample is limited to the (600) Elementary school level students of VI, VII and VIII grades. 43 Government schools, 200 teachers and 200 parents.

3. Enrolment, Stagnation, Academic Achievement of students at elementary school level since 2005-06 to 2010-11

4. Problems of teachers and students at elementary school level and attitude of teachers and parents towards elementary education.
1.9 Operational Terms

Enrolment – The sum total of original entries of the learners in a given school. It is counted as the original entries in the school register irrespective of male and female, tribal and non-tribal of all classes in a school.

Stagnation – Retaining a student at the same grade from one year, rather than promoting him to the next grade. Or, it is the failure of a student in the same class. This happens generally because, the students has not accomplished with the classroom teaching, or he has not assumed to satisfactory in required works at the grade level or in the previous grade.

Attitude – a Sum total of students or individuals’ inclinations and feelings, ideas and convictions towards the specific objective (Elementary Education) it is a personal disposition, which implies an individual to react to an object favorable or unfavorable ways.

Achievement – It is level of Proficiency attained in an academic work of a student. It is formally acquired knowledge or outcome of class activities in various subjects in a school which is generally represented by marks or grade or rank obtained by students in tests or examinations.