



Primary Education in India: An Analysis of Regional Perspective

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Abstract

The development of any country depends on its level of education. The expansion of human capital is dependent on the quality of educational advancement. The centre of human capital is in India. However, its human capital is of poor quality. As a result, we are unable to exploit this population. New avenues for development open up whenever the people of any nation are able to utilize resources to their maximum potential. Health, the environment, and social safety all benefit from development in the education sector. In India, kindergarten through eighth grade is taught in primary schools. These classes typically have pupils between the ages of 5 and 12. It is the following level after kindergarten. The fundamental institution of the formal educational structure, the elementary school, is located all over the world. Elementary, which includes primary and upper-primary schools, secondary, and senior secondary schools make up the educational institutions. The growth of primary education in India has been highlighted in the present paper. Paper is based on mainly secondary data and pertinent literature. .

Introduction:

In the modern world, education is without a doubt the most effective tool for igniting young minds and guiding the next generation. The young generation is built with information and values at a time when our society is rapidly changing, and excellent education gives them the ability to dream big. Education and development go hand in hand; no civilization can advance and change without spending money on educating its people. This has primary education as its foundation. Because of this, all 189 of the United Nations' members are dedicated to reaching the Millennium Development Goals (MDGs). The achievement of universal primary education is the second MDG's goal. The Right of Children to Free and Compulsory Education Bill, 2009, was passed by the Indian parliament to ensure that all children between the ages of 6 and 14 have access to education. The bill also allots one-fourth of the available places in private schools to members of the less advantaged social groups. Any change in policy does not, however, immediately affect how things are done in schools. States and departments of education must focus their efforts in order to take advantage of the policy reforms and guarantee that every child has access to a high-quality education. India views education as a child's fundamental right and has provisions in its constitution to ensure that it is provided. Every child in the age range of 6 to 14 years has a right to a full-time elementary education of satisfactory and standard quality in a formal school that complies with essential norms and standards

as per the requirements, thanks to the Right of Children to "Free" and "Compulsory" Education (RTE) Act of 2009. The RTE Act becomes active on April 1, 2010.

During the 11th Five Year Plan, there have been tremendous advancements in Indian education. Enrollment in schools has increased, although differences in enrollment by gender and social category have shrunk significantly. The expansion of school infrastructure and facilities has greatly extended access to education, and providing incentives like textbooks, midday meals, and uniforms to huge numbers of kids has helped kids stay in school longer and improved their nutritional status. By incorporating Article 21-A into the Indian Constitution through the Constitution Act of 2002, basic education became a fundamental right. This was followed by the Right of Children to Free and Compulsory Education Act of 2009, which went into effect on April 1, 2010. The RTE Act is a significant step in the direction of realizing the objective of equal, universal, and high-quality education. The future of primary education will be greatly impacted by this development. It suggests that every child has a right to an elementary education of sufficient and equal quality in a formal school that complies with specific fundamental norms and criteria. The RTE Act codifies the child-centered education principles that were outlined in the National Policy on Education and further developed in the National Curriculum Framework of 2005. In order to comply with the RTE Act's requirements, the government has since amended the Framework of Implementation for the *SarvaShikshaAbhiyan* as well as the distribution of funds between the Central and State Governments to give the States a better sharing ratio. A budgetary estimate of Rs 2.31 lakh crore, approved by the government, will be used to implement the RTE Act over a five-year period, from 2010 to 2015. For the same year, the 13th Finance Commission set aside Rs 23,068 crore specifically for basic education. Other noteworthy events that followed the RTE Act's entry into force in the nation included the National Council for Teacher Education's prescription of a Teacher Eligibility Test and the notification of teacher qualifications under section 23 of the RTE Act. Additionally, the following actions were taken in the States to support the RTE Act: (a) 20 States notified the RTE Rules; (b) 31 States issued notifications banning corporal punishment and mental harassment; (c) 25 States prohibited screening for admission and capitation fees; (d) 31 States prohibited expulsion and detention; and (e) 30 States prohibited board exams until elementary education was completed. The Teacher Eligibility Test will be conducted in a number of States as well. The country's efforts to make elementary education universal have benefited from these policy changes.

Educational Development:

Children's education is impacted by a number of factors in school, community, and families, especially for tribal children. All three criteria must be favourable, or at the very least one or two must be significantly favourable,

for school involvement. Both in developed and developing countries, children from households with more socioeconomic advantages are more likely to be enrolled in school. For wealthier homes, the direct costs of education, such as tuition, books, and uniforms, are less likely to constitute a barrier. The opportunity costs of children not being able to help out at home, on the family farm, or by earning additional money through child labour, according to EvangeltraCarvalhoFilhoIrineu (2008) and Basu (1999), are also less substantial. Parents' educational level and employment status are projected to be significant variables in addition to household wealth. Parents who have finished a certain level of education may want their children to graduate at least at that level as well. Several studies have indicated that children with highly educated parents attend school more regularly and tend to drop out less (Breen and Goldthorpe, 1997). The mother's education may be especially important for the attendance of girls in school (Emerson and Souza, 2007; Shu, 2004; Kambhalpati and Pal, 2001; Fuller et al., 1995). The value of a certain level of education has been recognised by mothers who have successfully completed it, and they are aware that daughters are capable of achieving that level. We therefore predict that they will use their influence and expertise from their higher education to guarantee that their daughters acquire an education. The financial position of the parents has a big influence on how well their kids are educated. In terms of fathers' employment status, we believe that salaried fathers will be more aware of the value of education and will invest more resources in it; (Breen and Goldthorpe, 1997). Kids themselves may have a greater understanding of the benefits of schooling. On the other hand, parents are less likely to invest in their children's education when direct occupational transmission or capital transference offers a feasible option to giving their children a high social position (Treiman and Ganzeboom, 1990; and Bluu and Duncon, 1967). Farmers and business owners may therefore feel less of a need to spend in their children's education than those who have dependent jobs. Furthermore, small farmers may incur significant opportunity costs by sending their children to school since they are more likely to expect them to help with livestock and land maintenance, especially during times of high employment demand (Bhalhotra and Christopher, 2003; and Basu et. al, 2003).

In recent years, there has been a notable expansion of reputable educational institutions in India. In 2015–16, there were 4.29 lakh upper primary schools and 8.4 lakh primary schools. There are reportedly 2.5 lakh secondary and higher secondary schools worldwide. In the academic year 2015–16, there were about 4 lakh higher education institutions. Table 1 displays the percentage of various types of schools. While private aided and private unaided recognised schools were also significantly represented in most states, the vast majority of schools were government institutions. Even Assam, Kerala, Jharkhand, and Bihar reported a sizable percentage of private unassisted unrecognised schools. In the states of Rajasthan, Uttar Pradesh, West Bengal, Telengana, Madhya Pradesh, and Bihar, it was determined that the ratio of *Madarsas* to the overall number of schools was substantial.

Table1: Percentage of Schools of Different Types of School

School Management	Government Schools	Private Aided Schools	Private Unaided recognized School	Private Unaided Unrecognized School	Madarsas	Total
Andhra Pradesh	73.5	3.8	21.9	0.6	0.3	100
Assam	76.1	6.0	5.9	11.6	0.4	100
Bihar	89.1	0.3	4.1	5.1	1.5	100
Chhattisgarh	87.5	0.8	11.2	0.0	0.4	100
Gujrat	76.8	1.8	21.4	0.0	0.0	100
Haryana	65.6	1.0	29.7	3.7	0.1	100
Himachal Pradesh	85.4	0.0	14.6	0.0	0.0	100
Jammu & Kashmir	81.6	0.0	18.4	0.0	0.0	100
Jharkhand	85.2	2.4	3.1	9.0	0.3	100
Karnataka	73.8	5.1	21.1	0.0	0.0	100
Kerala	27.8	41.7	20.4	10.1	0.0	100
Madhya Pradesh	80.3	0.7	17.9	0.0	1.2	100
Maharashtra	68.5	18.5	12.4	0.5	0.0	100
Odisha	84.8	7.0	5.3	2.8	0.0	100
Punjab	71.2	1.6	23.3	3.8	0.1	100
Rajasthan	65.5	0.0	32.3	0.0	2.2	100
Tamil Nadu	66.4	14.6	18.7	0.3	0.0	100
Telangana	70.3	1.8	26.5	0.4	1.1	100
Uttar Pradesh	65.6	3.3	29.4	0.0	1.7	100
Uttaranchal	74.0	2.3	22.2	0.8	0.7	100
West Bengal	86.4	0.3	9.9	1.7	1.7	100

Source: www.dise.in/statereportcards.

According to Table 2, the number of government schools in India's 20 major states increased by just 16,376 during the four-year period 2010–11 to 2014–15. In contrast, there were 71,360 more private schools than there were before. Despite the slight rise in the number of government schools, over this four-year period, total enrollment in government schools actually decreased by 11.1 million children, but total enrollment in private schools increased by 16 million. Private school enrollment increased by nearly 7 million (70 lakh) students over this short four-year period at private schools while declining by 2.6 million (26 lakh) students at government schools in some states, such as Uttar Pradesh, where the number of private schools increased by 31,196 over this short period.

Table 2 : Government and Private Schools in India

State	Government Schools		Private Schools	
	2010-11	2015-16	2010-11	2015-16
Andhra Pradesh	6186492	5367402	4592255	4943739
Assam	4082132	4140192	998944	1013270
Bihar	19495910	21548010	404132	1812378
Chhattisgarh	3808619	3281257	755632	1113912
Gujarat	5901456	5816280	2017575	3031588
Haryana	2093700	1663752	1304015	2006442
Himachal Pradesh	745712	580395	284026	370371
Jammu-Kashmir	1213246	1024643	786400	832133
Jharkhand	5591346	4727894	928935	1508344
Karnataka	4624287	4043609	2328793	3007783
Kerala	1075886	859682	375084	1471373
Madhya Pradesh	10634585	7979148	4623450	4720051
Maharashtra	7418628	5937688	2433975	3803480
Odisha	5659929	5053711	599886	992117
Punjab	2165466	2072324	1642518	1760579
Rajasthan	7132668	6264557	4736520	6073144
Tamil Nadu	4262160	4170562	3250332	3196288
Uttar Pradesh	19688240	16602404	10280445	17622294
Uttaranchal	936630	757137	617344	886874
West Bengal	13484910	11193885	1349964	1662095
Total	12,62,02,002	11,30,84,532	4,43,10,225	6,18,28,256

Source : DISE ,2017

According to Table 3, the average number of students enrolled in government primary schools in India decreased from 122 in 2010–11 to 109 in 2014–15, a decrease of 12 students per school or around 10% over the

course of a relatively short four-year period. The average size of government schools shrank dramatically in various states, including Maharashtra, the U.P., and others. Contrarily, the average size of private schools was significantly higher in the baseline year (202 instead of 122), and it increased even further from 202 to 207 in the four years between 2011 and 2015, despite the fact that the number of private schools (supply) increased significantly over the same time period by roughly 70,000 new institutions. In just 4 years, the mean government school size in Madhya Pradesh decreased by 26.3 percent from an already low level of 95 kids in 2010 to barely 70 students in 2015. Although it is anticipated that average school sizes in hilly regions will be less, the extremely low average enrollment per government school in Himachal, Uttarakhand, and Jammu-Kashmir of 49 in 2010, 54 in 2011, and 55 in 2015 fell even further to 38, 44, and 43, respectively. Less than 8 students per class (for primary schools with classes 1 to 5) or less than 5 students per class are represented by an average enrollment of 38 students per government school (for elementary schools, with classes 1 to 8). Therefore, the government schools in these three hilly states are unsustainable from a pedagogical and financial standpoints. The average size of government schools also decreased significantly in the states of Uttar Pradesh, West Bengal, Maharashtra, and Haryana. By 2015–16, the average number of students enrolled in government schools in several large states had fallen to significantly below 100, including Madhya Pradesh (70), Andhra (73), Chhattisgarh (74), Assam (83), Odisha (86), Maharashtra (88), Karnataka (89), and Rajasthan (89), indicating once more a lack of pedagogical and financial resources.

Table3: Change In Number of Government And Private Schools in India

State	Government Schools			Private Schools		
	2010-11	2015-16	Change	2010-11	2015-16	Change
Andhra Pradesh*	79314	73078	-6236	24823	25159	336
Assam	44371	50143	5772	13144	11821	-1323
Bihar	67930	71411	3481	1423	8534	7111
Chhattisgarh	46390	44387	-2003	4552	5918	1366
Gujarat	33531	33843	312	6405	9418	3013
Haryana	14955	14598	-357	5549	7443	1894
Himachal Pradesh	15126	15386	260	2285	2638	353
Jammu-Kashmir	22180	23329	1149	4915	5249	334
Jharkhand	40517	40437	-80	2949	5870	2921
Karnataka	46522	45556	-966	10259	13063	2804
Kerala	4958	4573	-385	906	5023	4117
Madhya Pradesh	111943	114465	2522	23710	27194	3484
Maharashtra	68691	67294	-1397	9775	12737	2962
Odisha	57171	58476	1305	4347	5642	1295

Punjab	20238	20488	250	10139	7820	-2319
Rajasthan	77529	70664	-6865	26760	37267	10507
Tamil Nadu	36120	38200	2080	10622	10946	324
Uttar Pradesh	151448	161329	9881	41961	76546	34585
Uttaranchal	17345	17505	160	4823	5616	793
West Bengal	79323	82737	3414	10227	12733	2506
India	10,35,602	10,47,899	12,297	2,19,574	2,96,637	77,063

Source: Educational Statistics at A Glance, MoHRD, GOI, New Delhi, 2017

Table 4 displays the gross enrollment rate for each category of students. Between 1990–1991 and 2015–2016, there was a varying pattern in the gross enrollment of students at the elementary level. Over time, gross enrollment has decreased. 99.2% of gross enrollment was recorded for 2015–16. When compared to men, girls had slightly higher gross enrollment. Gross enrollment at the upper elementary level has similarly demonstrated a shifting tendency. Since 2011–12, it has, nevertheless, seen an ascending trend. Over the same time period, elementary school gross enrollment has been on the decline.

Table 4: Gross Enrolment Rate of All Categories of Students

Level/ Year	Primary (I-V) 6-10 Years			Upper Primary (VI-VIII) 11-13 Years			Elementary (I-VIII) 6-13 Years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1950-51	60.6	24.8	42.6	20.6	4.6	12.7	46.4	17.7	32.1
1960-61	82.6	41.4	62.4	33.2	11.3	22.5	65.2	30.9	48.7
1970-71	95.5	60.5	78.6	46.5	20.8	33.4	75.5	44.4	61.9
1980-81	95.8	64.1	80.5	54.3	28.6	41.9	82.2	52.1	67.5
1990-91	94.8	71.9	83.8	80.1	51.9	66.7	90.3	65.9	78.6
2000-01	104.9	85.9	95.7	66.7	49.9	58.6	90.3	72.4	81.6
2005-06	112.8	105.8	109.4	75.2	66.4	71.0	98.5	91.0	94.9
2006-07	114.6	108.0	111.4	77.6	69.6	73.8	100.4	93.5	97.1
2007-08	115.3	112.6	114.0	81.5	74.4	78.1	102.4	98.0	100.3
2008-09	114.7	114.0	114.3	82.7	76.6	79.8	102.5	99.6	101.1
2009-10	113.8	113.8	113.8	84.3	79.0	81.7	102.5	100.4	101.5

2010-11	114.9	116.3	115.5	87.5	82.9	85.2	104.5	103.3	103.9
2011-12	105.8	107.1	106.5	82.5	81.4	82.0	97.2	97.6	97.4
2012-13	104.8	107.2	106.0	80.6	84.6	82.5	95.6	98.6	97.0
2013-14	100.2	102.6	101.4	86.3	92.8	89.3	95.1	99.1	97.0
2014-15	98.9	101.4	100.1	87.7	95.3	91.2	94.8	99.2	96.9
2015-16	97.9	100.7	99.2	88.7	97.6	92.8	94.5	99.6	96.9

Source: Educational Statistics at A Glance, MoHRD, GOI, New Delhi ,2017

Girls' enrollment as a share of overall enrollment significantly increased between 2000-01 and 2013-14 across all levels of schooling. The percentage of girls enrolled in elementary education (Classes I–V) as a share of all students climbed from 43.8% in 2000–01 to 48.4% in 2012–13 before slightly declining to 48.2% in 2013–14. Between 2000-01 and 2013-14, there was a 4.4 percentage point increase in the proportion of girls enrolled in primary education as a percentage of all students. At the upper elementary stage, the improvement has been more noticeable. In upper primary school (Classes VI–VIII), the enrollment of girls climbed from 40.9 percent in 2000–01 to 48.8 percent in 2012–13 before slightly declining to 48.6 percent in 2013–14. From 2000-01 to 2013-14, there was an overall increase in the proportion of girls enrolled in upper primary school as a percentage of all students. Girls' enrollment in primary education (Classes VI–VIII) as a share of all students climbed from 43% in 2000–01 to 48.5% in 2012–13 before falling to 48.3% in 2013–14. Between 2000-01 and 2013-14, there was a 5.3 percentage point increase in the proportion of girls enrolled in elementary school as a percentage of all students.

Conclusion:

The data shows that there is a broad network of elementary and secondary educational institutions in India . Along with a variety of religious schools and institutions, the institutions include public and private schools that educate kids. The Right to Education Act undoubtedly increased education's reach and accessibility, but there is still much need for improvement in terms of education and educational standards. The majority of basic and upper primary schools lack adequate educational services and facilities. Additionally, several schools have been determined to have subpar teaching standards.

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