



## Elementary Education in India

**Dr. Mukesh Kumar**

Assistant professor, Babe ke college of education,  
Daudhar, Moga

### Abstract

Elementary education is crucial because it builds the basis upon which a person's learning is built. There have been plans and programmes implemented that focus on the beginning of primary education for children from disadvantaged, marginalised, and socioeconomically backward parts of society. We want to learn more about the significance of elementary education in India by doing this study. To ensure that all children had access to free and “compulsory education” until they were 14 years old by 1950, “Article 45 of the Directive Principles of State Policy” stated that the State should strive to do so. India has sought to improve its efforts at universal elementary education multiple times since then, including every “Five Year Plan, the 1968 National Policy on Education, and the modified 1992 National Policy on Education (UEE).”

**Keywords:** Elementary Education, Management Structures, Right to Education Act, Schools, Teachers, Students, Programs, Schemes etc.

### Introduction

Education is important not only for the “pleasant development of one's personality”, but also for the overall growth and success of the nation. Elementary education is considered as the basis for not only individual progress but also the wellbeing of the country as a whole. In India, elementary education is seen as the basis of obligatory schooling, which is deemed necessary for people. Pre-school or nursery education comes before it, while secondary education comes after it. The national and state governments have been working to expand elementary formal and non-formal education since India's independence to achieve the aim of “Universalization of Elementary Education (UEE). In a large area of the globe, Universalization of Elementary Education (UEE)” is still a long way off. The advancement of primary education has been aided by the “federal government, state governments”, and other organisations. Education became a basic “right for children from six to fourteen years” old via



the “86th constitutional amendment act of 2002. The Right of Children to Free and Compulsory Education Act of 2009” was passed, which declared that all children should be provided with free education until they reach the age of fourteen. The importance of education in the context of social and economic advancement is generally understood. Individuals have been given chances at UEE that have led to their social and economic growth. Education is intended to increase not just an individual's knowledge, but also their general quality of life.

Education's Management Structures

### **Major Goals of Universalization of Elementary Education (UEE)**

Since India's independence, one of the most significant aims of educational progress has been the “universalization of elementary education (UEE). Article 45 of the Directive Principles of State Policy commits to ensuring that all citizens have access to free and compulsory education.” This did not convert into action, as enrolment and involvement in schools remained low even decades after the nation gained independence. Because of the new thrusts provided by “the government's National Policy of Education, 1986, and the updated Program of Action, 1992”, rural India's elementary education started to experience modifications. The major goal of these laws is to promote access, reduce dropouts, and improve learning outcomes for all children aged six to fourteen. The 83rd Constitutional Amendment declared elementary education to be a basic right, which is projected to boost primary school enrolment.

**Universal Access** – This pertains to “the universal enrolment of all children, including females and those from Scheduled Castes, Scheduled Tribes, and Other Backward Classes.” All pupils within a one-kilometre radius have access to a primary school. Improvement of the primary school to upper primary school ratio from 1:2 to 1:4, which is a pre-requisite for more opportunities for females to participate in upper primary school.

**Universal Retention** – The universal retention programme attempts to keep pupils in school longer and reduce the dropout rate in primary school. The educational atmosphere should be designed in such a way that children like going to school and improving their learning. It is critical to improve educational facilities at the primary school level. The availability of school facilities and other related resources aids in student retention.



**Universal Attainment** – Attainment of a minimal level of learning by all pupils in primary school, and widespread adoption of this notion in upper primary school. Primary pupils should achieve a baseline level of learning and improve their fundamental literacy abilities of “reading, writing, and arithmetic.” There should be a rise in the number of pupils in upper primary school, as well as an improvement in universal educational achievement.

**Universal Monitoring** – To aid in the operation of elementary education and to supervise its functioning, a “local level committee with adequate representation of women and teachers” was formed. UEE's monitoring system should be improved to guarantee that goals and objectives are reached.

### **Important Areas of Elementary Education**

The following are some of the most essential aspects of elementary education: 2011 (Mehta). “On the basis of school category and school” administration, the number of schools, teachers, and enrolment categories must be categorised. The number of students, instructors, their credentials, experience, teaching-learning procedures, instructional techniques, learning materials, and other facilities are used to determine the school's category and reputation. On the other hand, school management and administration are seen to be crucial in ensuring that all duties and activities are carried out efficiently. The schools' operational management and administration will help to improve their performance and reputation in the community.

The importance of the teaching and learning processes cannot be overstated. Academic topics are not difficult to grasp in primary school, and pupils are even helped at home by their parents. Parents assist their children in completing homework assignments, preparing for class quizzes and examinations, and working on other projects and tasks. The principles taught in primary school are simple to grasp and explain to kids. Students in nursery school are taught the fundamentals, which serve as the basis for the development of their reading abilities. Alphabets, numerals, images of various items in the surroundings, sketching, colouring, and so on are examples.

The physical environment of the schools is quite essential. The size, number of classes, instructors, students, and atmosphere of the schools varies from one another. Elementary school pupils like swinging on the swings, running about in parks, and participating in outdoor



activities. All of these amenities, as well as the presence of parks and swings inside the schools, encourage pupils to enjoy studying.

### **Features of Elementary Education**

The characteristics that have marked primary education in the nation since its independence are still evident now. These have been phrased as follows to continue to characterise basic education: (Rustagi, Shiva Kumar, and Shiva Kumar, 2010).

**Enrolment** – The enrollment rate in primary school has been steadily increasing since the 1990s. There have been a variety of schemes implemented that have resulted in a rise in the enrollment rate, including the hiring of local instructors, increasing the closeness of “schools, providing mid-day meals, and offering incentives and scholarships for students. One of the most significant reasons” is that people are beginning to understand the importance of education. As a result, improvements in all of these areas are critical if the enrolment rate is to rise.

**Equity** – At all levels of education, there have been various advancements. Despite advancements in all areas of education, disparities in basic education are increasing. Differences across regions, genders, castes, classes, nationalities, faiths, and other disenfranchised parts of the population persist, posing the greatest challenge to policymakers and educators. The educational attainment levels differ across states. In addition, there are gender discrepancies among the Scheduled Castes and Scheduled Tribes when it comes to children aged six to fourteen. Gender disparities should be addressed, and all people should have equal access to opportunities.

**Quality** – The quality of primary education is vital. Using relevant curriculum and teaching techniques, “materials and equipment, technology, physical environmental conditions, libraries and resources” may enhance school quality. In some primary schools, the supplies and equipment are inadequate to fulfil the pupils' needs. In order to improve the quality of primary education, competent teaching-learning techniques, good communication between instructors



and pupils, as well as enough resources are required. These should not only help kids study, but also raise awareness about many topics.

**Effectiveness** – The government schools suffer from a number of systemic and structural flaws. The school's effectiveness is determined by its ability to plan, organise, lead, direct, recruit, and control. These duties are shared by students and faculty. Elementary education effectiveness is based on treating “all students equally, providing equal opportunities, encouraging active teaching-learning methods and creative activities, having adequate materials and equipment, and improving the physical environment of schools, as well as effective communication processes.” All school personnel and students should work together to implement these elements.

### **Conclusion**

In India, primary education must reach the poor, disadvantaged, and economically behind. Girls, children in need, and ethnic minorities should all have access to high-quality free basic education. The administration of educational infrastructure should benefit pupils. Individuals' learning needs and expectations must be satisfied via fair access to relevant learning and life skills programmes. Everyone should be able to attend learning programmes and educational institutions regardless of their background. The “demand for basic education grew as parents and guardians realised the value of educating their children.” School infrastructure has improved, gross enrollment is universal, school dropout rates have decreased, particularly among females, and more teachers have been hired. “Elementary education in India” has evolved due to the expansion of many fields and possibilities.

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