

PRIMARY AND ELEMENTARY EDUCATION

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PRIMARY AND ELEMENTARY EDUCATION

- Policy and Programmes
- Growth and Development
- Organisation and Management
- Sociological and Psychological Aspects
- Democracy and Education

Edited by

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Preface

Primary or Elementary Education has been the major concern of all nations, since it is the foundation of the entire superstructure of Education and is directly related with success of democracy. Its universalisation has been taken as an international challenge, a national commitment and an important concern of the States over the last five decades. Universalisation of Elementary Education being a Constitutional Directive has still remained unrealised and removal of mass illiteracy being a "national stigma" as pointed out by Mahatma Gandhi, has still eluded the grasp inspite of a large number of projects, schemes, experiments, drives and campaigns. A plethora of reports furnished by various Committees and Commissions have been implemented half-heartedly without expected results. Although the problems are still serious they have to be tackled as early as possible with a strong political will and a determined national commitment.

This book is an humble effort in the form of a compendium on this major issue "Primary and Elementary Education" presented in 69 chapters under five parts. The Part I is entitled "Policy and Programmes of Primary/Elementary Education: International and National" in which there are 15 chapters dealing with the Role of various international bodies like UNESCO, UNICEF, UNDP, World Bank and UNEPA in the field of Universalisation of Primary/Elementary Education and Elimination of Mass Illiteracy, National Education System and National Policies, New Trends in Education like Deschooling Movement, Lifelong Education, Rights of the Child, Modern Media and Materials for Professional Growth of Primary School Teachers, Minimum Levels of Learning and the Constitutional Provisions and Amendments in Education and so on. All these chapters though concerned with education in general, seek to focus at Primary/Elementary Education in particular.

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The Part II "Growth and Development of Primary/Elementary Education" contains 15 chapters directly concerned with the Growth and Development of Primary/Elementary Education, Role, Objectives and Functions of Primary Education, Universalisation of Elementary Education, Disparities in Elementary Education, Innovations in Elementary Teacher and Adult Education, Operation Blackboard, Curriculum Development/Reconstruction, Elementary Education as Human Resource Development, Equalisation of Educational Opportunity, Learning without Burden, UN System Support for Community-Based Primary Education, DPEP, Education Guarantee Scheme and Alternative Elementary Education. The issues discussed in these chapters are very vital and core to Primary Education in general and the Universalisation of Elementary Education in particular.

The Part III entitled "Organisation and Management of Primary/ Elementary Education" embodies 15 chapters discussing the Role and Responsibilities of Teachers, Effective Teaching and Successful Teachers, Inservice Education and Training for Teachers, Classroom Organisation and Management, Duties and Functions of the Headmaster, School-Community Relationship, Improving Classroom Activities, Organisation of Co-curricular Activities, Art Education in the NPE 1986-1992, Role of Children's Literature in Elementary Education, Evaluation for Improving the Teacher Learning Process, Teaching Techniques and Skills and Audio-visual education. All these chapters seek to improve the quality and effectiveness of Primary Education.

The Part IV "Sociological and Psychological Aspects of Primary/ Elementary Education" consists of 17 chapters which generally deal with various constraints and concerns of different groups of clientele. The chapters therein mostly dwell upon Education of Girls, Children of the Underprivileged, Scheduled Castes and Tribes, Backward Learners, Specially Handicapped Children, Problems of Financing by Government and Voluntary Efforts. A good number of chapters have been devoted to the brief discussion of psychological issues and problems concerning Primary Education as it was felt that knowledge of them would enable teachers to do justice to their activities. Some of these chapters are on Child Growth and Development, Physical, Intellectual, Emotional, Social and a few of them deal with Promotion of Speech Activities, Language Development, Identifying and Encouraging Creative Activities of Young Children.

The Part V entitled "Democracy and Primary/Elementary Education: Case Studies and Investigations" include seven studies and research

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reports in brief which are related to Primary Education in its various aspects and dimensions like Impact of Democracy on Primary Education, Inspection Reports of Primary Schools, Methods of Inspection of Primary Schools, Need of Early Childhood Education for UEE, Efficacy of the Field Trip in Teaching Social Studies, (Primary), Reading Interests of Children, Problems and Prospects of School-Community Co-operation for Democratisation and Improvement of Primary Education. The findings of these studies are quite relevant to the needs and conditions of Primary Schools and would help

planning, organising and evaluating various programmes.

Lastly, in Appendices excerpts of four important documents of the Government of India, UN Agencies and NCTE, New Delhi have been given for enabling the planners, teachers and supervisors to perform their duties more effectively. Teachers can democratise the various activities of the Primary Schools, and follow some innovative methods of teaching. Supervisors can supervise the school programmes effectively, School-Community Relations can be improved and democratised for solving various problems of Primary Schools and Teacher Education Institutions at the Primary stage can be improved with standard infrastructure.

In this venture, I acknowledge my indebtedness to various Government and non-Government Organisations, concerned International, National and State Institutions for utilising their materials very profitably. Especially, the keen interest shown and encouragement given by Mr. G.S. Bhatia, Managing Director, Deep & Deep Publications Pvt. Ltd., New Delhi in developing this book, is very encouraging. I hope, in view of the international challenge, national commitment and State concerns for making Primary Education universal as well as successful, this humble attempt will be received well.

Bhubaneswar

JAGANNATH MOHANTY

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PART I POLICY AND PROGRAMMES OF PRIMARY/ ELEMENTARY EDUCATION: INTERNATIONAL AND NATIONAL

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1 National System of Education and National Policy on Education

BACKGROUND OF A NATIONAL SYSTEM OF EDUCATION

India achieved her Independence from the foreign shackles after the historic struggle of peace and non-violence under the ebullient and dynamic leadership of Mahatma Gandhi, the Father of the Nation on August 15, 1947. The Constitution of India was enacted and adopted in the Constituent Assembly on the 26th November, 1949 after a long period of hectic preparation and deliberation in a series of brain/storming sessions. India was constituted a Sovereign Democratic Republic on the four pillars of justice, liberty, equality and fraternity. The Preamble, the Fundamental Rights, the Directive Principles of State Policy and other articles of the Constitution have all breathed a robust spirit of nationalism and visualised a national structure of strong federalism. The National Anthem and the National Flag are the bright testimonies of these national characteristics. The Constitution Fathers have made adequate provisions for maintaining national unity amidst cultural diversities.

Education has ever been accorded an honoured place in the Indian society. The great leader of the nation when engaged in the Freedom struggle realised the fundamental role of education in accelerating the pace of Independence movement and stressed its unique significance for the national unity and development. Gandhiji formulated the scheme of Basic Education not only to harmonize intellectual and manual work, but also to unify various parts of the country into a national whole. Basic Education had most of the characteristics of a national system of education and it was intended to lay the foundation of a unified India.

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GENESIS OF THE NATIONAL POLICY ON EDUCATION

Just after the Independence it was decided to reorient the educational system of the country in order to adjust it to the changing needs and aspirations of the people. Education was also regarded as a potential instrument of social change and national upliftment. It was taken as a vital factor of the national progress and security. It has been the major concern of Government both at the national as well as state levels and increasing attention was given to educational reconstruction and reorientation. Several Committees and Commissions were required to review the educational problems and make recommendations for bringing about desired changes in the structure and strategy of education.