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**DEVELOPMENT OF PRIMARY EDUCATION UNDER FIVE YEAR PLAN**

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**INTRODUCTION:**

The highly impressionable, plastic and educationally potent period of a child's life preceding the age of six, when compulsion begins, has been neglected in India although it is all the more important in this country in view of the extremely depressing conditions of home life in most cases. The existing schools are mostly concentrated in the towns and cater for the children of the richer classes while the need of the rural areas and of industrial labour, which is very much greater, is almost completely neglected.

In view of the shortage of funds Government can accept only limited responsibility in this field, confined to research in evolving methods suited to our needs, training of teachers, helping private agencies who take up this work in the rural areas by grants-in-aid and running a few model balwadis or nursery schools in each State. In labour areas, it should be the responsibility of industry to make provision for such schools. In other areas the major burden of organizing and running balwadis should be borne by local bodies. Where resources do not allow the opening of fulltime institutions, day nurseries, working for a few hours in mornings and evenings, should be organized by voluntary workers. Where buildings are not available seasonal open-air nurseries may be organized.

**PRIMARY (INCLUDING BASIC) EDUCATION**

The provision of free and compulsory primary education is the first necessary step towards establishing equality of opportunity for every citizen. At this stage, we deal with the entire future human resources of the country and, if it is properly handled, a way can be found for the full development and the most effective use of these resources.

Basic education— A most important development in the field of education in recent years has been the acceptance of basic education by the country as the pattern for the education of children of the age- group 6-14. Work in this direction, however, has only just begun. It has, moreover, varied to such an extent in the matter of approach and quality in different places that it is impossible to get an idea of the work done from statistics alone. This confusion should, however, disappear after the clear lead given by the Central Advisory Board of Education in March, 1952, when they enunciated: "A system of education cannot be considered as basic education in the real sense unless (a) it provides an integrated course, including both the junior and the senior stages, and (b) places adequate emphasis on craft work in both its educational and productive aspects. "The broad framework of basic education has been worked out and given inspiring expression at some places. But it has to be recognized that many of its details remain to be worked out and we are far from having fully developed the potentialities of basic education.

In addition to the expansion of educational facilities, provision has been made for curricular reorientation, work experience and strengthening of educational institutions for teachers.

It is proposed that the programme of universalisation of elementary education would be given serious consideration, especially in the educationally backward States and for reaching the socially disadvantaged who constitute the bulk of the non-attending children and of the drop-outs. The Sixth Plan assigns the highest priority to this programme which would continue to be a part of the minimum needs programme. While many States have reached 100 per cent enrolment of boys at the primary stage (classes I-V), some are lagging in respect of boys and many in regard to girls. Although the objective is to attain the universalisation upto the age of 14, operationally a strategy needs to be worked out to achieve this in two distinct stages

over a ten year period. Accordingly, the approach in the Sixth Plan is for all the States, which are yet to universalise the primary education, to reach universalisation of primary education (classes I-V), upto the age of 11 years, in the next five years, and, in case of other States, to achieve a substantial increase in the enrolment at the middle stage (classes VI-VIII of children up to 14 years so as to move towards the goal as fast as possible.

As part of the efforts to retain children and promote the internal efficiency of the system as well as achieve equalisation of educational opportunities, measures for improvement in the quality of education becomes very important' The curriculum would be developed with the goal of imparting necessary levels of literacy, numeracy, comprehension and functional skills related to local socio-economic factors and environment needs. It would suit flexible models, with provision or diversification and dexterous balance between common basic goal and varying methodology. The basic objective would stress curriculum as an instrument for inculcating humanistic values, capacity for tolerance, promotion of national integration, scientific attitude and temper and individual capability for learning from the surrounding world.

Keeping in view the progress already made in the different States in expanding elementary education and the feasibility limits of accelerated growth in the educationally backward States, it is proposed to lay down specific targets State wise for the Sixth Plan. It is estimated that universalisation of the primary stage of education would imply additional enrolment of about 170 lakh children in classes I-V over the next five years or an average annual rate of enrolment of 34 lakh children in recent years.

Though the review of literature suggests that a large number of variables can be identified which play a facilitative and supportive role in learner's achievement, but it is difficult to specify which variables are sufficient to improve achievement. The, primary aim of the present study is to assess the learners' achievement in Class I and Class IV. In doing so, it was assumed that the scores obtained by learners in standardized tests reflect their levels of learning in mathematics and language.

Another focus area for the study is to examine the differentials in achievement scores based on medium of instruction (Hindi and English), gender, caste, influence of preprimary education and management of the schools where the children study.

The analysis is also directed towards examining the following factors and their association and causal relationship:

- i) School and its environment.
- ii) Teachers' qualifications, experience, gender, caste and age.
- iii) Availability of instructional materials and their use by teachers.
- iv) Family support for the learner in which the home characteristics of the learners, family size and occupation of the parents educational attainment of the family members and the place of residence are considered: and
- v) Other support systems include the incentives, support to the learners from family friends, voluntary groups and NGOs operating in the areas where the children live.

The study uses the standard statistical procedures for the frequency distribution histograms, cumulative frequency distribution and Z scores.

Based on the analysis of the survey results the study makes a number of recommendations for improving the achievement level of learners reduce disparities in learning achievement based on gender caste and school management characteristics. The study also identifies critical issues like pedagogical aspects including the implications for pre-service and in-service training of teachers for improving the quality of education.

There are 22,000 teachers on roll in M.C.D. On April 2010. Out of these 2000 teachers has been promoted/moved to T.G.T. in Delhi Government education department. Now the balances of teachers are 20,000 in M.C.D. upto Nov. 30, 2010.

According to Right to Education Act the ratio of Teacher and Students should be (1:30) but it is quite different from that, due to lack of teachers. M.C.D education department is needed approximately 10,000—15000 teachers, for which the advertisement have been made many times. But the vacant/lying post for teachers has not filled yet, by the recruitment Department.

The allocation of agency, school and students are here;

S.No.	Agency	School	Students
1.	Govt. of Delhi	423	1,50,000
2.	Cantt. Board	06	3,500
3.	N.D.M.C.	80	33,000
4.	M.C.D.	1826	956000
5.	Govt. aided School	-	-
6.	Govt. unaided school	-	-
		<b>2335</b>	<b>1142500</b>

At present M.C.D. runs 1826 primary schools and 9.5 lacks children are enrolled. Nursery classes in 923 schools are also held besides it 33 independent nursery school comprising 50,000 students.

### Background Introduction

**Education Budget of Primary Education-** There was an amount of Rs. 1441 .76 Crore was allocated to primary education in M.C.D. budget for the year2010-11. Whenever the allocation in the precious financial year it was Rs. 1231.20 Crore, although it was a minor increase in the education budget but It was not quite sufficient for the facilities which are needed at primary education level.

Under the present study, an attempt has been made to look into the development of Primary Education in Delhi M.C.D. Primary School in particular according to the Socio—Economic Scenario of the Delhi.

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