

## CHAPTER--I

### I N T R O D U C T I O N

1.1 In the history of mankind, education has formed continuum and a basis for the development of human society. It determines the quality of life of the citizens of tomorrow. Only education can imbue people with the knowledge, the sense of purpose and the confidence essential for building a dynamic, vibrant and cohesive nation capable of providing its people with the wherewithal for creating better, fuller and more purposeful life.

#### 1.1.1 EDUCATION AND NATIONAL DEVELOPMENT

Plato, in his Republic, considered education as the means of achieving an 'Ideal State'. The hypothesis that sustained national development is not possible without educational growth, has been universally accepted. Education is an essential ingredient in the programme of national development. There exists imperatively interactive relationship between the two. The national development does not mean, only economic growth, it is development in totality, cultural, intellectual, artistic, moral and economic for all and sundry. For such 'gestalt' development there are certain preconditions. Everyone must be assured freedom of thought and action compatible with democratic processes, social justice and well organised norms and nuances. It is in this sense that education's role is crucial in national development. Education's pivot is 'man', with many dimensions, wholesome development of which is a key to national emancipation and development.

In the words of A.N.Khosla, an ex-member of the Planning Commission, 'the wealth of a nation consists in its natural resources and the man power to develop these resources. India has vast resources of land, water and minerals..... The building up of the country's human resources is, therefore, our first task and

education has the most vital role to play in this task. Education is a process by which individuals develop to the limit of their abilities and is thus a process of capital formation. Education is an investment in human capital which is positive force in human development. Education helps in developing attitudes, values, capabilities both of knowledge and skills in individuals and thereby enables them to contribute effectively in the national development.

Studies conducted by Vaizey, Schultze and several other modern economists made during the recent years show the contribution of education to the national development. These studies have conclusively indicated that by far the major factor in growth is not capital, physical resources, and labour inputs but the residual factors i.e. organisation inventiveness and education. If natural resources were the only factor in development the Scandinavian countries or Switzerland would be among the poorest in the world-- they are not endowed with rich natural resources and the oil-rich Arab lands and mineral laden Congo and Brazil would be the richest. The developed State of the former countries and the underdeveloped conditions of the later countries show that there is some key variable which links the resources and the per capita income of the country. This is education. Compared to Mexico and Brazil (rich in natural resources) Denmark and Switzerland (low in natural resources) are nevertheless high in per capita income because of effective system of education. High standards of living are linked with universal literacy. Sweden, Denmark, Germany, Japan, U.S.A. and U.K. have made rapid advance in the agricultural, economic and industrial fields in step with the introduction of universal literacy in each country.

### 1.1.2 EDUCATION AND ECONOMIC DEVELOPMENT

The classical economists from Adam Smith to Alfred Marshal recognised the relationship between education and economic development. Marshal called for a big expenditure on education and scoffed at those who would deny the funds

required for financing a vast programme of education. In his Principles of Economics, Alfred Marshal has significantly observed that 'No change would conduce so much to a rapid increase of material wealth as an improvement in our schools and especially those of the middle grades.' He emphasised repeatedly the role of skills in increasing production and specifically identified education not only as a target but also as an instrument of economic development. Education is both a condition and a stimulant for economic development.

Analysing the factors that contribute to the growth of national economy and to an increase in national income, it was realised that rise in the national income depended largely on investment, but it was also discovered that investment alone did not explain the whole of the process of economic growth. In fact, investment in terms of physical inputs like coal, steel, power, appliances and raw materials not only did not explain the whole process of economic development but also could not wholly account for the rate of economic growth. There appeared to be another factor besides capital and this was described as the residual factor, a factor which in fact contributed more than 50 percent to the quantum of growth and which had to be identified, described, explained and analysed. This residual factor, of course, consists of several components, some of them not visible. Among the components that constitute this residual factor, education was given a big place. The other components included science, technology, organisation, research, innovation and certain qualities of enterprise and risk-taking<sup>2</sup>. It is, therefore, that expenditure on education came to be regarded as investment and as productive expenditure that pays for itself and leads to acceleration of economic growth.

To ensure economic development, it is important that the population as a whole should have a minimum standard of education, which not only means literacy but also education. Literacy by itself has no meaning, unless it is used, and used

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rightly. The minimum level of education must involve some understanding of science and technology and the relevance of logic. The essential condition for economic development is the creation of mass literacy and mass education in the essentials and fundamentals of science, technology and logic.<sup>3</sup>

According to V.K.R.V.Rao adult literacy is one of the reasons for the failure of many of the development schemes in the country as for example, those aimed at increasing agriculture production. The country aims at progressive farming; we want to demonstrate improved farming and we want our agriculturists to understand and appreciate the need for new agricultural practices. To be able to appreciate all this, the farmer must be in a position to read. Written communication is always more effective than oral communication. In every country in the world, extension work means the production of vast amount of literature. In India, it largely means the production of village level workers and extension officers. The more important thing is to produce simple, understandable literature related to farming and agriculture which can be used, discussed and absorbed by the farming population. If we want advanced knowledge to contribute to a more rapid rate of economic development we must ensure that every worker in the economy is in position to read and understand.<sup>4</sup>

Education has positive effect on agricultural production. This was the finding of the study 'Education of farmers and productivity' conducted by D.P.Choudhary. He obtained a positive relationship between literacy and yield per worker, literacy and yield per acre and elementary education and yield per acre. He found education of farmers and demand for fertilisers were positively correlated.<sup>5</sup>

Using A Cobb Douglas production function, Baldev Singh<sup>6</sup> showed that level of farm production was significantly higher on farms where the decision - maker was literate.

A rank order correlation analysis made by K.Venkatasubramanian in developmental districts of Tamil Nadu clearly showed significant positive correlation between agricultural production per work force in agriculture and literacy. The co-efficient was 0.4295.<sup>7</sup>

Education has a positive effect on efficiency of an individual. Researches conducted in Russia many years ago showed that the work of persons who had received primary education was one and a half times more productive than that of illiterate worker of the same age during the same work, and work of those who had received secondary education was twice as productive whereas with University graduation, the productivity increase was fourfold. This view has been confirmed generally by recent researches in Europe and America. Japan provides a startling instance of parallel growth of educational expenditure and national income. In that country, expenditure on education rose from 1.85 percent of the national income in 1900 to 6.2 percent in 1959. During the same period, Japan's income rose from 83 to 309. This would seem to establish a high correlation between the growth of expenditure on education and the increase of income.<sup>8</sup>

Education makes a tremendous difference to an individual's income. It has been fully realised and many persons are prepared to under-privatation in order to afford education to their children. A study was made in America to find out the return to education per year of schooling and it was found that each year of schooling made a difference of about 40,000 dollars to the total life income of the individual.<sup>9</sup>

An individual possesses better organisational skill and sharp inventiveness because of education. Taking education as a single item in terms of costs and returns, the U.S. Bureau of Census calculated that in 1949 a man with Elementary Education earned on an average \$3112, a man with high school education \$4519

and a college graduate earned \$7960. Professor Oscar Lowe's survey of a slum area on the outskirts of Mexico city showed a positive correlation of education with income; those in the upper income group of the sample had approximately one year more schooling than those in the upper middle group and about a year and a half more than the lower middle and lower groups. At the poverty level education is such a positive factor in raising income that even a bare modicum of extra primary education enables members of a poor community to outstrip the income of their neighbour.<sup>10</sup>

The Soviet Scholar Professor Kairov avers that when universal 4-year education was introduced in U.S.S.R., it was calculated that the benefit of the economy would be 43 times greater than the sum expended on it.<sup>11</sup>

### 1.1.3 EDUCATION AND DEMOCRACY

Judged by the population, India is the largest democracy in the world. We have a democratic Constitution, a parliamentary form of government, the rule of law, respect for individual freedom and all those characteristics which belong to a democratic system of government. It is necessary that we have an educated democracy. We have adult suffrage. According to M.C.Chagla, education must work towards educating the electorate to make every man and woman realise what it is to go to ballot box and cast a vote.<sup>12</sup> Every adult has the right to exercise vote. As such he must have minimum standard of education so that he can cast his vote judiciously and with understanding. He must cast his vote in favour of a deserving candidate. He is electing his government and so he must be very careful and thoughtful in casting his vote.

The schools must produce citizens who are honest, truthful, self-reliant, dedicated to work, secular in outlook, conscious of their rights and duties, etc. By

Incorporating democratic way of life in schools, citizens with qualities of head and heart can be produced. The democracy would not only be safe in the hands of these young educated people but also would get consolidated and matured.

With the spread of education, there seems to be a lot of political consciousness. People show a lot of interest in elections and turn out in large numbers to cast their votes and thereby to elect the government-to-be.

#### 1.1.4 EDUCATION AND SOCIETY

According to Kant, education is to develop in each individual all the perfection of which he is capable. Accordingly education is to ensure a harmonious development of all faculties in an individual. In this consideration education is a social instrument. This shapes character and influences the social order simultaneously through its own schemes. In a very practical sense, therefore, it can be said that the object of education is to maintain the continuity of society.

Discussing the relationship between education and society P.N.Pandey writes: Every person is educated in, by and for a particular society. What society is and what society wants are evident in the way society educates its young ones. The education, therefore, retains the values of society as well as attempts to improve upon them. <sup>13</sup> Education reflects the social structure and tends to make children like their parents. As an agent of social change and a force directed towards implementing the ideals of society education must be something of disturber of status-quo. For instance, since society places high emphasis on the socio-cultural and economic improvement of Scheduled Castes and Scheduled Tribes the educational institutions serve to modify their social and cultural conditions. Since democracy and socialism are the accepted values, the education seeks to enable the down-trodden castes to realise and practise these values.

There has been tremendous educational development since Independence. As a result of this development some significant social changes are evident. For example, the untouchability has almost been eradicated from cities and towns and it is losing its sting even in the rural areas. The education of girls has got a big boost. A serving girl was looked down upon in the past but now on the contrary every eligible bachelor wants to marry a serving girl. Education has brought in its wake, the concept of small family norm. The educated women prefer to have a fewer children in comparison to those women who are less educated or are illiterate.

Education has brought about a lot of mobility among people. There has been a lot of migration from rural areas to urban areas. People are adopting new occupations leaving behind the occupations practised by their fore-fathers.

#### 1.1.5 EDUCATION AND THE INDIVIDUAL

'Education is not just a functional concept nor it is merely an instrument of economic development -----'. It is important to realise right from the start that education has a dual aspect. While education is necessary for the promotion of economic development, education is also essential for enjoying the fruits of life. One needs to be educated in order to be a better man, to have a richer life and to have a more integrated personality. We must never ignore what one could call the 'self-discovering' and 'self-fulfilling' aspect of education, the aspect that relates to its enrichment of human personality,<sup>14</sup> in these lines V.K.R.V.Rao has referred to the multi-functional aspect of education.

Mahatma Gandhi said, 'By education I mean, the drawing out the best in child's mind, body and soul'. According to Mahatma Gandhi, the role of education should not be merely confined to the development of mental faculty but it should

be actively concerned with building a sound body and inculcation of some basic values like truth, honesty, co-operation, love for fellow-beings, fearlessness to say and to do the right, etc.

Education is expected to produce self reliant and vibrating youngmen imbued with basic qualities like the scientific temper, the power of reasoning and logical thinking, the power of discrimination to draw inferences from facts and situations, capability to find solution to problems, etc. All these qualities are very basic to life.

## 1.2 STATEMENT OF THE PROBLEM

Our national leaders were aware of and also appreciated the importance of education. They made it a Constitutional obligation of the government to provide free and compulsory elementary education to all children. Article 45 under Directive Principles of State Policy in the Constitution states: The State shall endeavour to provide within ten years from the commencement of the Constitution, free and compulsory education to all children until they complete the age of 14 years. Since the commencement of the Constitution, the Central and State Governments have been putting in a lot of effort to achieve the objective of universalisation of elementary education comprising primary and middle stages of education. These resulted in tremendous increase in the number of schools, enrolment and teachers. The expenditure on education has increased manifold. In spite of this, the Constitutional goal still eludes us. National Policy on Education (1968) reiterated the resolve for free and compulsory education. In the Fifth Five Year Plan (1974-79), elementary education was included in the Minimum Needs Programme and huge amounts were allocated for the programme of universalisation of elementary education. In order to boost up this programme,

the elementary education was included in the 20-point programme (1982) of the government. The resolve to achieve UEE was reaffirmed in NPE (1986).

Central government and State governments are making efforts to achieve the constitutional objective of free and compulsory education by opening new primary and middle schools, by bringing children within the school-fold through enrolment drives and by offering various incentives like Mid-day meals, Free textbooks, Free uniforms, attendance scholarships to girls, scholarships to Scheduled Caste and Scheduled Tribe children, etc. Consequently there has been a substantial increase in the number of schools and in enrolment at the elementary stage.

Provision of educational facilities is an essential input for the spread of education and enrolment is an indicator of the utilisation of the educational facilities as well as of the efficiency of the Education System. In order to have a true perspective of the growth of educational facilities and of enrolment, the study entitled:

'A Study of the Growth of Educational Facilities and Enrolment at the Elementary Stage in India' has been undertaken. The following are the main objectives of the study.

1. To study the growth of educational facilities for primary stage.
2. To study the growth of educational facilities for middle stage.
3. To study the growth of enrolment of classes I-VIII, I-V and VI-VIII in respect of total enrolment, enrolment of girls and of Scheduled Castes and Scheduled Tribes.

This study envisages to investigate and discuss the following issues for the country as a whole and also for the selected States:

1. Growth of educational facilities for primary stage
2. Growth of educational facilities for middle stage

3. Unserved habitations and unserved population for primary and middle stages
4. Imbalances in the availability of educational facilities at primary and middle stages between the States and within the selected States
5. Growth of enrolment in classes I-VIII, I-V and VI-VIII over years
6. Growth of enrolment of girls, Scheduled Castes and Scheduled Tribes over years
7. Study of Retention Rates for classes I-V and I-VIII

### 1.3 ASSUMPTIONS

1. If the educational facilities for primary and middle stages are available in a habitation then those are meant for all, both for boys and girls.
2. It is assumed that all urban areas have primary and middle schools in them and as such these have educational facilities for both primary and middle stages.

### 1.4 SCOPE

1. This study relates to elementary education comprising primary and middle stages of general education.
2. This study relates to the availability of educational facilities in the rural areas only.
3. This study relates to only the availability of educational facilities and not to their adequacy.
4. Different sets of school classes constitute the primary stage and middle stage in States. In most of the States classes I-V constitute the primary stage but in States like Assam, Gujarat, Karnataka, Kerala, etc. classes I-IV constitute the primary stage. In most of the States classes VI-VIII constitute the middle stage but there are States like Assam, Gujarat, Karnataka, Kerala, etc. where classes V-VII constitute the middle stage

and in Andhra Pradesh classes VI-VII constitute the middle stage.

The educational pattern as recommended by the centre is classes I-V are to constitute the primary stage and classes VI-VIII the middle stage.

As such in this study comparability between the States on the growth on enrolment, retention rates, etc. has been studied for classes I-VIII (corresponding to elementary stage), classes I-V (Primary Stage) and classes VI-VIII (middle stage).

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