

Primary Education and the Path of Development

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Abstract--- 'Education' is a vital and important event in human life; because, only human being is such a creature in the world that takes education keeping in mind for his future. It can be said simply and clearly that the work to do strong the way of the development, it is takes place on the strong shoulders of highly educated and energetic citizens of the country, because only highly educated and energetic people are able to develop new technology. But, it can also be clearly stated here that the meaning of a person being highly educated is called 'highly educated' in the same sense when this higher education is of good quality and has been obtained through logical method. Along with this, it can also be clearly stated here that good quality and logical higher education can be attained only when the education from primary level is good quality and logical. The country, whose education policies and education procedures are beneficial for the learners in the each situation and condition, that country definitely comes to be developed uninterruptedly. On the basis of advanced technology, that country produces good quality and reliable products, on which the citizens of that country as well as citizens of other countries trust. This not only improves the economic status of that country, but also paves the basis for learning new technology for their new learners. Thus, primary education is the basic foundation of higher education.

Keywords--- Primary Education, Higher Education, Quality, Technology

I. INTRODUCTION

On observing and studying the global phenomena, it can be said clearly and trustfully that education is the only medium and through the spread of education the national, statutory, social, cultural, economic etc. expectations of the country can be achieved. In independent India too, to meet these expectations, many education policies were implemented; but, they have proved to be unsuccessful on the real ground or have proved to be partially successful. It is probably due to the fact that they probably do not study the real ground and it was made effective and in their implementation, corruption, laxity etc. were also dominated. Overall, the children did not receive the benefits of these education policies.

II. PROBLEM

The study presented has focused on those points, due to which India has lagged behind many other countries in the field of higher education and due to this, India is dependent on other advanced countries for many advanced military, commercial products etc. China became independent in 1945 from Japanese rule and India gained independence in 1947 from British rule. After the 20 year civil war, on 1 October 1947, the 'People's Republic of China' was founded in China and its proper policies taken by China served to accelerate and enrich China at a rapid pace, while on the contrary, due to the short-sightedness of

the Indian governments such education policies were continuously implemented which instead of advancing the country, gave corruption and backwardness. According to the 'Times Higher Education World University Ranking 2016-2018', no Indian university was included in the list of top 200 universities in the world due to lack of high quality standards and only 02 Indian universities were included in the list of top 400 universities in the world.

III. RESEARCH PURPOSE

The following points have been focused on the study of Indian education.

- (A) Problems of poor children
- (B) Problems of primary schools
- (C) Problems related to basic needs of children in primary schools.
- (D) The obstructions related to quality in education

IV. SOURCES OF STUDY

The study presented uses secondary elements of thesis, research papers, reports and communication media.

V. REVIEW OF LITERATURE

(A) Requirement of Education and Environment

According to Dr. C.D. Yadav and Archana Charan¹, the education of children described in the Indian Constitution has been considered as a strong means of achieving national objectives as each country in the world

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has its own national system have developed for its social, political and cultural expression. On the basis of national education policy, Dr. C.D. Yadav and Archana Charan consider education as the custodian of the nation's culture and also believe that through the spread of education, a new generation can be created that can fulfill the resolutions of Indian Constitution. The statement of writers is that the main role of education is to create such 'manpower' which is capable of discharging the responsibilities of national objectives and at the same time can also enhance the culture of the country and this manpower can be perfect with national character and can stand with confidence in competitions at international level.

In order to achieve these objectives, it is necessary to make a balanced development of the personality of the students and teachers, in which the development of subjects, skills, attitudes and values is basically required and for this, education is the only option. Dr. CD Yadav and Archana have written in their paper that according to the kind of environment that children receive, their values are also affected that is the customs and behavior of children is depend on their environment.

(B) A brief introduction of government efforts related to education

Criticizing Indian education in his thesis, Sanjay Kumar² wrote that after the independence of India, the National Education Policy for Elementary Education (1986) was affected as per the directions of the Constitution regarding children's education and it was implemented in two phases. The objective, in the first phase of this policy was to provide primary education to all Indian children from class 1 to class 5 by 1990 and the second phase of this phase was to provide higher primary education from class 6 to class 8 to all Indian children by 1995. But in this regard, the government had expressed the apprehension that the current Indian education system would not be able to provide primary level education. For this reason, instead of imparting comprehensive primary education, a proposal for formal education was presented as a parallel system for poor children and especially for child laborers. However, in some subsequent years, adult education (National Literacy Campaign) was given priority over the formal education proposed. According to Professor Anil Sadgopal³, the government should have affected National Elementary Education in place of Primary Education and Adult Education (literacy campaign) in India. In his/her article Neeraj Dubey and Trupti Dubey⁴ have explained the ignorance and the lack of will power of Government and administration towards

the child laborers.

VI. OBSTRUCTIVE PROBLEMS IN ACHIEVING NATIONAL OBJECTIVES

(A) Problems related to children of poor families

(i) Child Labor and Malnutrition

Children of poor families are seen all over India working on dhabas, shops, trucks, trolley, cart etc. for increasing their family income and for general expenses of the family. At some places, the parents put their children as bonded labour to take away the loan taken. Children from poor families are often malnourished; because, such families have such a low income that they become deprived of common medicines when they are suffering from difficult diseases, in such a situation it is meaningless to imagine balanced and nutritious food. As a result of lack of balanced and nutritious food, children from poor families are not physically and mentally healthy and are mostly unable to obtain quality and rational education of the level of global standards even after obtaining higher education due to physical and mental illness.

(ii) Lack of scholarship completion

Children of poor families who are mentally and physically able, they do not get education in the absence of cubic. The scholarships offered by the government are so low that they are unable to meet their requirements.

(B) Problems related to schools

(i) Maximum leaves taken by the teachers and uninterested in teaching

The maximum amount of leave taken by the teachers hinders the completion of the prescribed syllabus. Due to maximum leave, the time to complete the course is reduced. That is why teachers try to memorize the syllabus to the children. This rote affects the quality of education due to which the basic objectives of education are lost. Some teachers do not teach children in class so that they become compelled to tutoring.

(ii) New methods and technologies, library, laboratory, resources and appropriate number of instruments and buildings

New methods and technologies in science subjects and the tools related to it are very important to understand the deepness of science. But in India, the necessary funds are not available to search new methods and to buy equipment related to it. Due to this, children are not getting education as per national objectives. Apart from this, due to instability of governments and administrative inability caused due to this, maintenance and expansion of library,

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laboratory, resources and buildings is not possible.

(C) Problems related to quality of education

(i) *Ungrammatical language and lack of esoteric writing*

To understand the facts of a subject, it is as important to accomplish in the language as a doctor should have knowledge of medicines. But, the linguistic differences in the Indian states and the different regions of the states make nonsense of meaning and due to these linguistic differences, grammatical errors and spelling errors, the lack of an esoteric writing is found in Indian languages. In addition to this, a person who is not profound in the language, he can't be able to understand the elements and then to explain its true implication or meaning. The basis of quality of higher education depends on primary and upper primary education because in these classes children get knowledge of grammar and pure spelling. Therefore, books written for children should be based on grammatical rules and full of information related to the subject. Impure writing always makes confusion to understand the actual implication. That is why writing in books should have the exact meaning that the author wants to reveal. Due to the lack of grammatical rules for this reason, even a highly educated person is not able to do pure writing. The scholars of the society have written books on related subjects; however, it is found that they do not have any significance and literature related to the subject and due to this, due to lack of necessary information in them, there is a situation of confusion in the brain of children. This makes it difficult to understand the education of the next class.

(ii) *Uninteresting in education and knowledge and low number of logically qualified teachers*

Due to various reasons, such teachers are selected, who are qualified on the basis of certificates; however, they do not have the ability to teach factual, explicable and reasoned teaching. Such teachers are definitely a hindrance in the path of quality education. For quality education, it is necessary to have an interest in teaching and in this way it is also important for children to be interested in learning and acquiring knowledge.

(iii) *Lack of uniform syllabus and accurate assessment*

There are many states in India and due to the linguistic diversity in them various education councils exist. At the regional level, many variations are found in their courses at many levels and the basis of evaluation of the answer sheets of the children after the examination is also different. Based on observation and experience, it has been found that children's answer sheets are not evaluated

accurately. The quality of education is being affected due to lack of uniform syllabus and improper evaluation.

VII. CONCLUSION AND SUGGESTIONS

It is clear from this study that in the present times too many problems are being found in the field of education in achieving national objectives. But it is also true that higher education and national objectives have a direct and clear relation to primary education; because, the quality of primary education paves the way for world-class standards of higher education. But in India, where many problems are being found at the political, economic and administrative level, to bring education to the global level, the Indian government should make the provision of proper scholarship in primary education and promoting the respective languages of the states uniformly. Affecting the uniform syllabus in the entire India, it must be given special emphasis on accurate assessment of answer books of examined children. It is necessary for modern methods to make radical changes immediately. It is necessary to eradicate the misuse of schemes run for the benefit of children.

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