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PRIMARY EDUCATION - A DETERMINANT OF ECONOMIC DEVELOPMENT

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ABSTRACT

Development is a purposeful change in a society that contributes to social and economic well being and advancement of its people without creating any disharmony. Development includes the fulfilment of each person's material, spiritual and societal needs. It is a dynamic process. However development cannot take place by itself. It requires an educated, skilled and competent people. Education becomes the most important factor for development as well as for empowering people. Education provides people with knowledge and information which in turn bring about desirable changes in the way of people think, feel and act. Education also builds in people a strong sense of self-esteem, self-confidence. Therefore education is considered as a social instrument for developing human resources and for human capital formation. The Indian constitution enshrines in the directive principle of state policy compulsory primary education to all citizens. Essential training means the principal and most fundamental instruction which establishes the frameworks for the resulting level of instruction, and in the meantime which at any rate makes a man educated and enriched with some fundamental learning of the world considered basic for his/her not too bad living. It is a financial need of a nation. It is the mainstay of a nation by which one nation can create human asset base and labor in a present day society. Level of improvement can be judged as far as degree of education rate. In India, deficiency in student enrolment and maintenance, particularly in country zones, in urban ghettos and among young ladies and individuals from planned stations and tribes remains an extreme test for quite a while. Our inclination is that the amount as well as the nature of essential instruction should be underlined if the objective is to make important and proficient HR in this period of neo-liberal globalization.

KEYWORDS: *self-esteem, self-confidence,developing human resources , social instrument.*

INTRODUCTION :

Development is a purposeful change in a society that contributes to social and economic well being and advancement of its people without creating any disharmony. Development includes the fulfilment of each person's material, spiritual and societal needs. Education becomes the most important factor for development as well as for empowering people. Education provides people with knowledge and information which in turn bring about desirable changes in the way of people think, feel and act. Education also builds in people a strong sense of self-esteem, self-confidence. Therefore education is considered as a social instrument for developing human resources and for human capital formation.

India after gaining independence from the colonial British rule in 1947 became one of the prominent members of the Third World camp, and inspired by the basic model of Western form of liberal democracy – particularly that of United Kingdom – adopted the ideal of liberal democratic state. At present, she is regarded as the largest representative democracy of the world where on regular basis as per the Constitution of the independent country government is elected by the people/citizens of the country through simple voting. Although education – particularly primary education was not rendered the status of Fundamental Right by the makers of Indian Constitution, it was mentioned in the Directive Principles of the State, which makes it as a duty of the Indian state to provide basic and primary education to all in the country. In fact, Indian state too adopted some welfare-centric policy stances within the feasibility of its limited resources. Social Justice was made one of the four major objectives of India's Five-Year Planning which started in April 1951. Indian case is to some extent comparable with that of China which also after its Socialist Revolution in 1949 adhered to the path of economic planning for overall socio-economic development in tune with the demand for modernisation and also, for a industrial society. China too laid great emphasis on universalisation of basic and primary education, and took major and concerted efforts to raise the literacy rate of common Chinese.

Essential instruction connotes the preeminent and most fundamental training which establishes the frameworks for the resulting level of instruction, and in the meantime which in any event makes a man educated and supplied with some fundamental information of the world considered basic for his/her not too bad living. Level of advancement can be judged regarding degree of education rate. In India, shortage in understudy enrolment and maintenance, particularly in country regions, in urban ghettos and among young ladies and individuals from booked standings and tribes remains an extreme test for quite a while. Our inclination is that the amount as well as the nature of essential training should be underlined if the objective is to make important and able HR in this time of neo-liberal globalization.

MEANING OF PRIMARY EDUCATION:

Primary education signifies the foremost and most basic education which lays the foundations for the subsequent level of education, and at the same time which at least makes a person literate and endowed with some basic knowledge of the world considered essential for his/her decent living. Development of a country is related to primary education. Education is the qualitative indicator of development. There are some objectives of primary education:

- Foundation of economic and social development of a country as well as human resource development also and growth of the country.
- Eradication of poverty and inequality in income distribution.
- Improve child's personality by providing for his/her physical, intellectual, social, emotional, moral and spiritual needs.

Both Gandhi and Tagore laid great emphasis on basic and primary education. While Gandhi talked about buniyadi siksha (foundational education) to generate capability, and to inculcate ethical moral values, Tagore took to the tradition of ashrama vidyalaya following the ancient Indian tradition to create human beings. In both cases basic and fundamental knowledge for making a complete man was stressed. Neither Gandhi's vision and ideal nor Tagore's wisdom and principles were followed by the policy planners in Independent India from the very beginning. The model of primary education with state playing the most important and large role (particularly in the rural India) was the idea based upon school-based education borrowed from the Western

World. Some indicators were chosen for evaluating the progress in the primary education front like literacy rate, female literacy rate, student enrolment ratio, drop-out ratio, and teacher-student ratio etc. No doubt they are no less important in judging the expansion of primary education among the masses. But they surely cannot tell us the quality and/or level thereupon of basic and fundamental knowledge of an average Indian necessary for his/her survival through generations meaningfully as human beings or as effective human resources.

Essential instruction is a financial need of a nation. Essential training is the mainstay of a nation by which one nation can create human asset base and labor in a present day society. Essential instruction is otherwise called rudimentary training. We would conversely utilize these two terms. Both the words essential and basic mean something without which appropriate start can't be made.

Instruction is additionally essential to manage focused markets and suitable popular government. Indeed, even at the full scale level, social advantages of basic instruction are tremendous. Instructed guardians send their youngsters to class; basic training prompts to propagation of advantages starting with one era then onto the next (Sinha, 2004, p.628).

The privilege to training is a key human right. Each individual regardless of race, sex, nationality, ethnic or social source, religion or political inclination, age or inability, is qualified for nothing basic training. This privilege is expressly expressed in the United Declaration of Human Rights (UDHR), embraced in 1948. Guaranteeing access to training is a precondition for full acknowledgment of the privilege to instruction, without get to, it is unrealistic to ensure the privilege to training.

Nature of training is the opposite side of the coin. Giving access to schools secures just a single part of the privilege to training.

The privilege to instruction does not restrict training to the essential or the principal phase of fundamental instruction or among offspring of a specific age run. The privilege to training is additionally not a conclusion to itself, but rather an essential device in enhancing the personal satisfaction. Training is critical to monetary advancement and the pleasure in numerous other human rights. Training gives a methods through which all individuals can gets to be distinctly mindful of their rights to duties, which is a fundamental device for accomplishing the objectives of fairness and peace.

Rudimentary training in India implies eight years of tutoring from the age of six. The 86th Amendment to the Constitution of India constitution made free and obligatory instruction a major ideal for all kids in the 6-14 Age Group. The Government has made basic instruction necessary and free. Be that as it may, the objective of general basic instruction in Indian has been exceptionally hard to accomplish till now. (Chandrashekhar, Mukhopadhyay, 2006) The Union Government is setting up a free and necessary Education Bill keeping in mind the end goal to make the 86th amendment to the constitution that has made rudimentary instruction a basic right, statutorily enforceable. State governments may take after instituting their own particular enactments. As of recently rudimentary instruction in India is neither free nor necessary. Free training is characterized to allude to just educational cost charge free instruction. The proposed charge goes a smidgen forward, and express that free instruction ought to imply that no expenses or charges of any sort are imposed on understudies.

PRIMARY EDUCATION AND DEVELOPMENT:

The requirement of economic development is setting priorities, but they are not over-riding. Education was not invented in order to enable men to produce more goods and services. The purpose of education is to enable men to understand better the world in which they live, so that they may more fully express their potential capacities, whether spiritual, intellectual or material. Indeed through the centuries the traditional attitude of practical men towards education has been that it unfits its recipients for useful work. Certainly, most people would agree that education is desirable even if it contributed nothing to material output (Lewis, 1962 p. 171).

The improvement is a dynamic procedure. However improvement can't happen without anyone else's input. It requires an informed, talented and able individuals. The guideline institutional component for creating human abilities and learning is the formal instruction framework. Most creating countries have been persuaded or have needed to trust that it is the fast quantitative extension of instructive open doors which holds the fundamental key to national improvement. The more instruction, the more quick is the expected advancement.

Training is a standout amongst the most critical administrations gave by govts in practically every nation. The Indian constitution reveres in the order rule of state strategy mandatory essential training to all nationals. Be that as it may, deficient consideration is paid to the conveyance component of the essential training. In this way remains a fundamental Achilles' heel in the improvement procedure in India. Truth be told the insufficiency had added to bad form and disparity while hindering the possibility of improvement (Sengupta and Pal, 2010).

However, the relationship between and development is not as it appears to be. In fact, the impact of education on development depends basically on what we teach and how much the learners learn. In simple words, it is the education contents and the teaching methods that make the difference. Equally important is the interaction of education with other social and economic factors. Education can only be useful and meaningful when it brings about positive changes in one's life and empowers a person face to face day –to-day challenges. On the same ground, you may assert that education becomes meaningful when it provides knowledge and skills of reading, writing, simple arithmetic and problem solving and for improving the quality of life. Education organised and oriented on these lines is certainly going to have a lasting impact on income, agricultural productivity, fertility rate, birth spacing and pre and post natal health, nutrition, knowledge, attitudes and values.

The contribution of primary schooling to economic development is greater than has conventionally been perceived. The recent research shows that primary schooling increases labour productivity in both urban and rural sectors, and the economic returns to such investment are typically high. In addition, it reduces fertility, improves health and nutrition and promotes other behavioural and attitudinal changes which are helpful to economic development. Investment strategies which give primary schooling an important place would be more conducive of growth-with-equity than many alternatives (World Development, 1982).

Social change can be possible through education. Education can help a society to expand faster and faster. It helps to improve the thinking power of the people which needs for a society for development. People can think logically and can remove all sorts of superstitions with the help of education. The role of education as a specialist of social change and social improvement is broadly perceived today when the current social framework neglects to meet the current human needs and when new materials propose better methods for addressing human needs, social change happens. Social change does not occur all alone. Social change happens as a reaction to many sorts of changes that occur on the social and non-social environment. Instruction can start social change by achieve an adjustment in the standpoint and state of mind of individuals. It can achieve an adjustment in the example of social connections and along these lines it might bring about social changes. It is likewise expected that training guarantees changes in socio-social and hierarchical structures, other than its commitment to financial improvement and monetary development. Especially training has a considerable place in dispensing with conventional structures frustrating financial improvement (Demir, Ince, Mehrnaz and Amin, 2006).

The new theory of the economic growth underlines the fact that the education has a strong impact on the economic development from two points of view. First of all, the human capital is an input in the production function, thus explaining the options for the investment in education and society, the factors that involve the endogenous-growth especially the technological progress are correlated to the human capital stock because either it is supposed that it directly determines new technologies or new knowledge or it is an essential aspect for the research field that generates technology and knowledge. In the same direction more educated countries are developing faster due to the fact that the school enables the labour force to innovate new technologies to adapt the existing ones to the local production. (Harmon, Oosterbeek, and walker, 2000).

Whether economic growth, poverty reduction or human development and well being come to represent the super goal of development, education and learning underpin all three. Education can help to increase economic growth reduce poverty and increase well being. Education and learning have direct effects on economic growth, poverty reduction and human development. Poverty restricts investment in and the demand for education by households. Poverty is associated with low education of parents, malnutrition and poor health of household members. All three are linked in turn with low enrolment, late enrolment, transition completion and achievement of their children in school. Absence of sanitation and access to safe drinking water at both

home and in schools is associated with health problem which reinforce the effects of poor health on educational access and attainment. Low education outcomes of children increase their chances of remaining in poverty. Moreover when actions are taken across each of these areas simultaneously synergies and virtual spirals arise which add value to the separate effects of one on the other. Education and learning have direct, indirect, reciprocal and synergies effects on development (Little, 2013). .

There was a time when educational institutions and teachers were engaged in transmitting a way of life to the student. During those days, education was more a means of social control. But now the time has been changed. Education plays an important role for social change. If we want to bring about change in the society, we need to work from the grass root level. That is primary education.

In the Third Five Year Plan (1961-1962) the Indian Planning commission described education as the most important single factor in achieving rapid economic development and technical progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. The report of the Education Commission (1964-1966), bearing the eloquent title of education and national Development; makes an even stronger assertion that for achieving change on a grade scale there is one instrument only, that can be used: Education. The commission also believed that in fact, what is needed is a revolution in education which in turn will set in motion the much desired social, economic and Cultural Revolution. The sequence is therefore, very clearly indicated between education and social change (Kamat, 1966, pp. 7-9).

Education is also required for sustainable development. Sustainable development means a mode of human development in which resource use aims to meet human needs while ensuring the sustainability of natural systems and the environment, so that these needs can be met not only in the present but also for generations to come. In 1987, the United Nations released the Brundtland Report which included what is now one of the most widely recognised definitions that sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UnitedCountries, 1987). Instruction is basic to reasonable improvement. Nationals of the world need to take in their approach to maintainability. Our present learning base does not contain the answers for contemporary worldwide natural, societal and monetary issues. Today's training is essential to the capacity of present and future pioneer and natives to make arrangements and find new ways to a superior future.

LITERACY RATE IN INDIA:

India characterizes proficiency as the capacity to peruse and compose for a man matured 7 or above, which is generally proportionate to UNICEF's definition. Registration figures from 2001 put India's education rate at 65.4% leaving more than 250 million (including just individuals over the age of 7) individuals who can't read and compose. The female proficiency levels are more regrettable. In 1991, under 40 percent of the 330 million ladies matured 7 and over were proficient, which implies [then] there are more than 200 million uneducated ladies in India. The situation has improved marginally in 2011 with still around 35% of women in India above 7 years age group can read and write. A country hailed internationally for its engineers and doctors is also home to about a third of world's illiterates (UNESCO, 2000).

However, literacy is not the only criterion to judge the level of basic education of a country. In India literacy simply means ability to read and write. A nation's literacy rate is determined, to a great degree, by the definition of literacy and the method used to measure it. Countries struggling to achieve higher rates often tend to lower definitional bars, which then makes progress that much easier. India is no exception, and this raises simple but unanswered questions. How many of India's a literate person — literate according to the Census—can read the headlines of a newspaper? Somehow the majority of the literates in India can sign their name. That is all. After six decades of Independence, there are wide and wild variations in literacy rates among the states of India. Kerala, Maharashtra and Himachal Pradesh show high literacy rates whereas Uttar Pradesh, Rajasthan, and Bihar show low literacy rates. Still at the all-India level the country is yet to achieve the full literacy. This puts a question mark on our much avowed planned development and also on, liberalization and globalization-led and market-driven high growth process!

PROBLEMS OF PRIMARY EDUCATION:

The degree of essential instruction is very low in India. The present situation of essential instruction in India is very unacceptable. Just 66% of the Indian individuals are educated (76% of men and 54% of ladies). It is extremely agonizing that numerous towns in India have no grade school. The poor execution of the essential tutoring is that the greater part of the elementary schools are ugly – physically and academically. The official arrangement is that an elementary school must have at the base two rooms, two instructors and a student educator proportion of 40: 1. It must be situated inside a kilometers strolling separation for a youngster (Ramachandran, Mehrotra, Jandhalaya, 2007).

To illustrate the problem of primary education some quantitative and some qualitative indicators are required. There are some quantitative and some qualitative indicators by which the quality of the primary education can be judged. Some of the indicators may be the cause or effect of the problem of primary education. Following the existing literature for our purpose, we distinguish the indicators as cause and effect indicators. Cause indicators reflect the factors which may be held responsible for level and status of education while effect indicators signify the achievement so far in terms of imparting education. The relationship between these two types of indicators can best be described as the relationship between heat and temperature while heat is the reason temperature is the outcome of heat. Below we have attempted to identify some of the cause indicators:

Cause Indicators: It includes some quantitative and some qualitative indicators. These are:

Quantitative Indicators: The quantitative indicators are quantified and by quantifying it the effects of these indicators can be judged to assess the quality of primary education. These are:

1. Physical Infrastructure
2. Teacher-Student Ratio
3. Gender Disparity
4. Financial Resources
5. Government Programmes for Education

Qualitative Indicators: The qualitative indicators are not quantified. These are:

1. Parental Attitude / Orientation
2. Teacher Student Relationship
3. Socio Economic Background of Teachers

Effect Indicators: Among the effect indicators we can mention the following few:

- Drop-out ratio
- Enrolment ratio
- Literacy rate
- Ability to read and write properly

One of the significant issues of essential instruction is identified with physical foundation. The greater part of the elementary schools are experiencing this issue. The space of the classrooms, instructor's room, and office room is extremely meager and of low quality sort. Because of insufficient space for classroom understudies are not appropriately suited. Then again in the greater part of the schools in India (particularly which are situated in rustic territories) the latrine office is exceptionally poor. The drinking water offices and also power offices are not up to the stamp. Half of India's have a spilling rooftop or no water supply. 35% of the schools have no writing board or furniture, and near 90% have working toilets (Ramachandran, Mehrotra, Jandhyalay, 2007). There is not really any play area for the understudy.

There is inadequate and low quality perusing materials for understudies. Accordingly, the nature of instruction stays low. The vast majority of the understudies have no appropriate school uniform. Another issue is the absence of satisfactory feast before going to class what has ordinarily been alluded to as transient craving, which adversy affects the tyke's execution in school, his/her capacity to focus and additionally learn new ideas. (Ramachandran, Jandhalay, Saihjee, 2003).

Another issue of essential instruction is educator truancy, low quality instructor, deficient number of instructor, and poor accessibility of instructor. Supply of training alludes to both accessibility and the nature of school offices materials and instructors. The absence of qualified custom curriculum instructors debilitates the nature of training that understudies with incapacities get. (Bonnie S. Billingsley, 2004, pp. 2-4). Because of the lack of talented educator the nature of essential training does not make strides. There are four noteworthy things identified with supply variables. These are educator's attributes and individual components, instructor's capabilities, workplace, and educator's powerful responses to work. The states of mind of instructors in urban ranges remain a major issue. The social separation between instructors (who are working class) and larger part of kids (who originate from to a great degree poor families) uncovers limitless and harsh conduct, censorious dialect and discipline which thus influence the self regard and certainty of youngsters. The instructors are not made responsible for learning results of kids, particularly in the essential and center schools where there is no board examination. (Test 1999, Vimala Ramachandran 2002, Pratichi Education Report 2002, Jha and Jhingan 2002).

In elementary schools of India the instructor understudy proportion is low. The Student instructor Ratio is characterized by the proportion amongst understudy and educator, i.e. the quantity of educators in a school concerning the quantity of understudies who go to the class. The understudy educator proportion is 42:1 at the essential level, i.e. there is one educator at each 42 understudies. Ascend in this proportion suggests the quantity of understudies increment as opposed to increment in teachers and the other way around which is not alluring. In this way, to enhance the nature of essential training the proportion ought to be lessened. There ought to be a legitimate adjusting of understudy educator proportion (Pratichi Education Report 2002).

Sexual orientation difference is measured by the proportion between female interest in instruction to male support in training. The hole between female support in training and male investment in instruction is called sexual orientation divergence. High sex difference suggests the female investment in instruction is low. Enumeration figures anticipated amid 1991–2001(Selected Educational Statistics Primary Education 1999–2001 MHRD, Government of India) show male proficiency to be 63.86% and 75.85% against female education of 39.42% and 54.16%. Out of 13,459,734 dropouts from Secondary tutoring, 6.08% are guys and 7.98% are females. There is a wide sexual orientation divergence in the education rate in India. Compelling education rate in 2011 were 82.14%for men and 65.46% for ladies. The low female education rate has had a drastically negative effect on family arranging and populace adjustment exertion in India (en. wikipedia.org/wiki/education –in-India).

Training in India is predominantly given by people in general division, with control and financing originating from three levels government, state, and nearby. As a part of the five year arrange (2002 to 2007), the focal govt of India laid out a use of 65.6%of its instructive spending plan of Rs. 432.25 billion i.e. on rudimentary training 9.9%, i.e. 43.25 billion. While India's focal govt has been expanding use on basic training, the general monetary issue of state govt stay extreme particularly in the which represent 66% of the nation's kids out of school. (Mehrotra, 2004 p. 987).

So far the Government of India every once in a while has executed a few projects to raise the proficiency rate furthermore to spread instruction everywhere throughout the nation. They incorporate (i) the District Primary Education Program (DPEP), which was propelled in 1994 with a plan to universalize essential instruction; (ii) DREP which had opened 160000 new schools including 84000 option training schools; (iii) Sarva Shikhsa Abhiyan (SSA) which goes for universalisation of instruction for all and which is the biggest training activity on the planet; (iv) Mid-day Meal Scheme which was propelled in mid-1995 as a national program for nutritious support to the essential level understudies; and, (v) Integrated Child Development Scheme (ICDS) propelled in 1975 with a view to give both wellbeing and dietary support to a kid at the pre-essential age.

Interest for training is made by the choices that guardians make generally on the open door cost tutoring additionally on the impact of social and religious elements. Kids from poor family units are not exceptionally customary. They have a tendency to truant themselves for a scope of reasons. A few guardians said that they require their youngsters at home for little tasks particularly amid the substantial farming seasons, when a tyke is

wiped out or when they need to move for work. (Ramachandran, Jhandhyala, Saihjee, 2003 p.4994).

For quite a while, poor execution on the fundamental tutoring front was ascribed to an absence of schools and instructors on the supply side and destitution, parental demeanors, social boundaries and predominant social custom on the request side. Critical advance has been on both fronts. The official approach is that an elementary school must have at the base two rooms, two instructors and an understudy educator proportion of 40:1. It must be situated inside a kilometers strolling separation for a tyke.

The educator understudy relationship is the most essential element to judge the nature of essential training. It relies on upon the nature of instructors and his/her level of duty towards the understudies. (Ramachandran, Jhandhyala, Saihjee, 2003)

Essential instruction in India is portrayed by high dropout proportion. Late research shows that an essential component clarifying both the high dropout proportion furthermore the perseverance of out of school youngsters in the stark truth that a large portion of our schools are ugly, physically and educationally. (Ramachandram, Mehrotra, Jandhyalay, 2007). 40% youngsters in the age gathering of 6 to 14 years stayed out of school s on March 2005, four years after the dispatch of the Sarva Shiksa Aviyan. Drop out proportion in 2002-2003 34.9% at the essential level.

Add up to enrolment at an instructive level regardless of age is a rate to the relating school age populace. In India the enrolment proportion in instruction is low. Numerous kids are prohibited from a training due to neediness, struggle, their extraordinary needs, their sexual orientation and so forth. Costs connected with training, e.g. school charges and school regalia, individual course readings, costs for showing materials and so forth. Insufficient water and sanitation supply at the school need to work or assist at home, e.g. caring for sick relatives lessen the enrolment proportion in instruction. For quite a while, poor execution on the essential tutoring front was credited to an absence of schools and educators on the supply side and neediness, parental states of mind, social boundaries and predominant social custom on the request side. Huge advance has been on both fronts. The official arrangement is that a grade school must have at the base two rooms, two instructors and an understudy educator proportion of 40:1. It must be situated inside a kilometers strolling separation for a youngster.

Most states with the poorest instructive pointers have major issues with the structure and supportability of their example of open spending .The high accomplishing states have a moderately higher per capita consumption on rudimentary training than the rest. The low per capita use in the instructively in reverse states is the consequence of three variables: their low assets as a rule, generally low financial need connected to training by state govt. (Mehrotra, 2004 p. 987).

In a late subjective research concentrate supported by World Bank Educational Resource unit, investigated elements that contribute towards or hinder effective elementary school finishing among youngsters living in various neediness conditions. The issue was drawn closer from select vantage focuses crosswise over five social spaces the tyke, family, group, establishments, (pre-school and elementary school), and different administrations human services, sanitation, water, transport, and so forth.). This space approach comprehended the causality and social procedures, ensnared completely or in part, in kids' full interest in tutoring (e.g., destitution, class, sexual orientation, birth arrange, ethnicity, absence of schools or transportation, weakness, and so on.)..

CONCLUSION:

As the primary education is the pillar of economic development so people should conscious about primary education. It will help to live a better life in future with self respect. Wellbeing will rise. Economy can move from underdevelopment to development. India is a poor underdeveloped economy. Poverty affects the education. The fund for primary education should increase. The primary schools should enrich financially.

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