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PRIMARY EDUCATION IN INDIA

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ABSTRACT

Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences. Achieving universal elementary education will be an enormously challenging task given the fiscal crisis of the state at both central as well as state level. The challenges is heightened by the fact that the state governments, which account for 90 per cent total government spending on elementary education, have a fiscal deficit of at least 5 per cent of GDP and the central government's fiscal deficit of an additional 5 per cent of GDP, compounds the challenge of universalizing elementary education. The present analyses the growth of primary education in India and the public expenditure on primary education in India during 1991-92 to 2005-06. The study reveals that there is a tremendous growth in primary education. The public expenditure on education particularly primary education is also increased by the government.

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KEYWORDS

Dropout rate, Education, Gross enrolment ratio, Primary Education, Public expenditure.

INTRODUCTION

Education is a critical input for human capital. Education is sought not only as it confers higher earning capacity on people but also for its other highly valued benefits. It provides knowledge to understand changes in the society and scientific advancements and thus facilitates innovations. Investment in education is considered as one of the main sources of human capital. Economically, expanding educational opportunities in a nation accelerates the development process. Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. In this stage of education is usually known as elementary education and is generally followed by middle school. In most countries, it is compulsory for children to receive primary education although it is permissible for parents to provide it. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences. The relative priority of various areas, and the methods used to teach them, and an area of considerable political debate. Primary education is the most important step in child's educational step in a child's career. Primary school can offer children a safe environment in which to grow, even if their worked beyond the school walls is less than stable. Primary education provides children with skills and motivation that can help them cope with their individual circumstances. It provides children with better chances to explore new ideas, spend time with children of same age group and to develop their individual skills personality as well. Children who effectively develop during their primary education will be emotionally and socially healthy. Achieving universal elementary education will be an enormously challenging task given the fiscal crisis of the state at both central as well as state level. The challenges is heightened by the fact that the state governments, which account for 90 per cent total government spending on elementary education, have a fiscal deficit of at least 5 per cent of GDP and the central government's fiscal deficit of an additional 5 per cent of GDP, compounds the challenge of universalizing elementary education. The government of India has initiated a programme to achieve Universal Elementary Education is called as Sarva Shiksha Abhiyan (SSA).

REVIEW OF LITERATURE

Sonia Bhalotra¹ and Bernarda Zamora (2006) in their study "Primary Education in India" analysed the growth of school enrolment and completion rates for boys and girls in India, and also investigated the extent to which enrolment and completion rates have grown over time. They found that primary school attendance grew for both boys and girls in the age range 6-11, indeed, more rapidly for girls and completion rates for 12 year old children deteriorated. They also found that the elasticities of models for these schooling outcomes changed between 1992-93 and 1998-89. **Nirupam Bajpai and Sangeeta Goyal** (2004) in their study "Primary Education in India: Quality and Coverage Issues" have analysed the state of primary education in India. They found that literacy rates, especially in the younger age groups, for both boys and girls are on an upward trend. However, rising literacy rates have been accompanied by unevenness of achievements: across Indian states and across various socio-economic groups. States in the Western and Southern zones of India outperform those in the East and Center. Moreover, the densely populated states of Uttar Pradesh, Bihar and Rajasthan continue to lag behind the rest of India. Many schools have only one or two classrooms and most lack running water and toilets which shows that the Indian public education system is in low quality. The percentage of children who dropout before completing primary schooling is high. They also pointed out that public expenditure on education in India has been rising over time. **Shanti Jagannathan in her study** "The role of Non Governmental Organizations in primary education - A study of six NGOs in India" analysed the role and contribution of a few NGOs in primary education and impact of the collaboration of the NGOs surveyed with the Government on elementary education in India. The results of the study established that NGOs can and do play a strong role in assisting the State. It has validated the premise in the introduction of the report and they have influenced the larger educational scenario through the adaptation of their models. It is, however, obvious that in aggregate terms, the participation of NGOs in primary education is negligible in the context of the large network of Government schools in India. The impact of NGO activities in primary education is, therefore, inherently limited in terms of the sheer scale of India's requirements. **Kapil Kaushik** (2010) in his research article "Problems and prospects of primary education in Mathura district: A geographical analysis" analysed the micro-regional variations in the attainment of primary education in Mathura district and examined the causal relationships between the variables of attainment in primary education with variables of primary educational facilities and socioeconomic development. This study showed that there were great spatial variations in the children's attainment in primary education at the block level in Mathura district. The co-relation results showed that, both indicators that is, primary education facilities and socio-economic development were positively influenced by the attainment of children at primary level of education in the study area. But the influences of the socio-economic conditions on the attainment in primary education was more pronounced than availability of facilities for the primary education which shows that attainment of children in primary education was determined by the wish of parents rather than the children themselves. He concluded that the problem of primary education in Mathura district are still serious, in spite of many government-run programmes like SSA, mid-day meal etc. that they have to tackle as early as possible. So particular measures should be taken, like increasing the employment rate in rural areas, transformation of technology, knowledge or ideas from urban to rural areas and increase in the numbers of private schools can bring the homogeneity and increase the rate of attainment in primary education in the Mathura district.

MAJOR OBJECTIVES OF THE STUDY

1. To study the growth of primary education in India.
2. To analyse the public expenditure on primary education in India.

METHODOLOGY**PERIOD OF THE STUDY**

The present study covers a period of fifteen years from 1991-92 to 2005-06.

SOURCES OF DATA

The present study is entirely based on secondary data. The secondary data related to growth of recognized Primary education institutions, Enrolment in primary education, Gross enrolment of primary students, Drop-Out rate, Teacher pupil ratio, Public expenditure on Education in collected from department of education Ministry of Human Resource articles and websites etc.

TOOLS OF ANALYSIS

In order to study the growth of primary education in India in terms of number of primary education institute, enrolment, gross enrolment of primary student, drop-out rate, teacher pupil ratio and the growth of public expenditure on education in India the annual growth rate was estimated as follows.

$$AGR = \frac{y_t - y_{t-1}}{y_{t-1}} \times 100$$

Where,

Y_t = current year

Y_{t-1} = Previous year

t = Time Period

ANALYSIS AND DISCUSSION

The Table.1 shows the growth of recognized primary education institution in India during the period 1991-92 to 2005-06.

TABLE 1: GROWTH OF PRIMARY EDUCATION IN INDIA

YEAR	PRIMARY EDUCATION INSTITUTIONS	ENROLMENT IN PRIMARY SCHOOL (IN MILLIONS)	GROSS ENROLMENT	DROPOUT RATE
1991-92	566744	100.9	86.5	45.8
1992-93	571248 (0.79)	99.6 (-1.29)	85 (-1.73)	45.0 (-1.75)
1993-94	570455 (-0.14)	97 (-2.61)	81.7 (-3.88)	44.2 (-1.78)
1994-95	586810 (2.87)	105.1 (8.35)	87.7 (7.34)	43.6 (-1.36)
1995-96	593410 (1.12)	107.1 (1.90)	88.6 (1.03)	42.0 (-3.44)
1996-97	603646 (1.72)	108.2 (1.03)	88.8 (0.23)	40.2 (-4.51)
1997-98	619222 (2.58)	110.3 (1.94)	91.1 (2.59)	39.2 (-2.49)
1998-99	628994 (1.58)	111.7 (1.27)	92.8 (1.87)	41.5 (5.87)
1999-2000	651434 (3.57)	113.6 (1.70)	94.9 (2.26)	40.3 (-2.89)
2000-01	638738 (-1.95)	113.8 (0.18)	95.7 (0.84)	40.7 (0.99)
2001-02	664041 (3.96)	133.9 (0.09)	96.3 (0.63)	39.0 (-4.18)
2002-03	651382 (-1.91)	122.4 (7.46)	95.3 (-1.04)	34.9 (-10.51)
2003-04	712239 (9.34)	128.3 (4.82)	98.2 (3.04)	31.5 (-9.74)
2004-05	767520 (7.76)	130.8 (1.95)	107.8 (9.78)	29.0 (7.94)
2005-06	77568 (0.66)	132.1 (0.99)	109.4 (1.48)	25.7 (-11.38)

Source: Department of Education, Ministry of Human Resource Development

Figures in the parentheses are annual growth rate.

PRIMARY EDUCATION INSTITUTIONS

The primary education institutions are increasing year-by-year in India. The primary education institutions have been increased from 5, 66,744 in 1991-92 to 7, 72,568 in 2005-06. The annual growth rate of primary education institution has been fluctuated during the study period. The annual growth rate was highest 9.34 per cent during 2003-04 and it was lowest (-1.94 per cent) during 2000-01.

ENROLMENT IN PRIMARY SCHOOLS

The enrolment in primary education is fluctuated in the study period. The table.1 depicts that the enrolment in primary education in India has been increased from 100.9 million in 1991-92 to 132.1 in 2005-06. The annual growth rate of enrolment in primary education was highest 8.35 during 1994-95 and it was lowest -2.61 during 1993-94.

GROSS ENROLMENT RATIO

Gross enrolment ratio is defined as the percentage of the enrolment in the primary to the estimated child population in the age group of 6 to 11. The Gross Enrolment of Primary student has been increased from 86.5 million in 1991-92 to 109.4 million in 2005-06. The annual growth rate Gross Enrolment of primary student has been fluctuated during the study period. The annual growth rate of Gross Enrolment was highest 9.78 per cent during 2004-05 and it was lowest -3.88 per cent during 1993-94.

DROP-OUT RATE IN PRIMARY EDUCATION IN INDIA

The gross drop-out represents the percentage of pupil who drop-out from a given or cycle or level of education in a given school year. The drop-out rate in primary education has been decreased from 45.8 in 1991-92 to 25.7 in 2005-06 which is a welcomed one. The annual growth rate of drop-out rates in primary education has been fluctuated during the period. The annual growth rate was highest (5.87 per cent) in the year 1998-99 and it was lowest (-11.38 per cent) in the year 2005-06. This was due to the positive effects of government schemes and programmes such as SSA, Free education to primary children, noon meal scheme etc.

PUBLIC EXPENDITURE ON EDUCATION IN INDIA

Investment in education is considered as one of the sources of human capital. Economically, expanding educational opportunities in a nation accelerates the developmental process. Economic growth means the increase in real national income of a country and naturally the contribution of an educated person to economic growth is more than that of an illiterate person. Expanding access to education, especially at lower level is a common objective of governments in developing countries and it has met with considerable success over the last two decades. Developing countries have been quiet successful at expanding enrolments in education, especially at the lower levels. Developing countries also increased their investment in education particularly primary education. The following table.2 shows the public expenditure on primary education in India.

TABLE 2: PUBLIC EXPENDITURE IN PRIMARY EDUCATION

Year	Expenditure on Primary Education (Rs. in crores)	Expenditure on education (Rs. in crores)	Total Expenditure (Rs. in crores)	GDP (Rs. in crore)	% of primary education expenditure to		
					total expenditure on education	total expenditure	GDP
1991-92	10367.22	18757.61	170370.38	589086	55.3	6.09	1.76
1992-93	11321.50 (9.2)	2952.97 (11.7)	190327.49 (11.7)	673221	54.0	5.95	1.68
1993-94	13071.14 (15.5)	23413.1 (11.7)	218535.15 (14.8)	781345	55.8	5.98	1.67
1994-95	15133.05 (15.8)	27232.15 (16.3)	251691.92 (15.2)	917058	55.6	6.01	1.65
1995-96	18433.93 (21.8)	31516.59 (15.7)	286194.55 (13.7)	1073271	58.5	6.44	1.72
1996-97	21543.63 (16.9)	36371.64 (15.4)	329389.92 (15.1)	1243546	59.2	6.54	1.73
1997-98	24083.17 (11.8)	41109.32 (13.0)	370838.48 (12.6)	1390148	58.6	6.49	1.73
1998-99	30191.07 (25.4)	51225.26 (24.6)	439768.12 (18.6)	1598127	58.9	6.87	1.89
1999-2000	34068.78 (12.8)	61281.46 (19.6)	512519.33 (16.5)	1786525	55.6	6.65	1.93
2000-01	39274.60 (15.3)	62498.09 (2.0)	572160.14 (11.6)	1925416	62.8	6.86	1.88
2001-02	40019.36 (1.9)	64847.7 (3.8)	619713.14 (8.3)	2100187	61.7	6.45	1.75
2002-03	43403.45 (8.5)	68561.55 (5.7)	678548.31 (9.5)	2265304	63.3	6.20	1.76
2003-04	47409.51 (9.2)	73044.93 (6.5)	743668.96 (9.6)	2549418	64.9	6.38	1.89
2004-05	52123.42 (9.9)	81280.85 (11.3)	797345.74 (7.2)	2855933	64.1	6.54	1.82
2005-06	59561.84 (14.3)	97224.19 (19.6)	916465.26 (14.9)	3250932	61.3	6.50	1.83

Source: Educational Statistics in India, 2006-07, Department of Education: Ministry of Human Resource Development.

Figures in the parentheses are annual growth rate.

From the above table it is clear that the public expenditure on education has increased from Rs. 18757.61 crores in 1991-92 to Rs. 97224.19 crores in 2005-06. The lowest annual growth rate was -13.38 in 2001-02 and the highest annual growth rate was 13.57 in 1998-99.

The public expenditure on primary education in India during the period from 1991-92 to 2005-06 has increased sizably. The public expenditure on primary education has increased from Rs. 10367.22 crores in 1991-92 to Rs. 59561.84 crores in 2005-06. The lowest annual growth rate was -13.38 in 2001-02 and the highest annual growth rate 13.57 was seen in 1998-99.

Public expenditure on primary education as a percentage of total expenditure of India has increased from 6.09 per cent in 1991-92 to 6.50 per cent in 2005-06. The average share of public expenditure on education during the study period is 6.9 per cent.

Public expenditure on primary education as a percentage of total expenditure on education has increased from 55.3 per cent in 1991-92 to 61.3 per cent in 2005-06. The average share of public expenditure on education during the study period is 63.5 per cent.

Public expenditure on primary education as a percentage of Gross Domestic Product of India has increased from 1.76 per cent in 1991-92 to 1.83 in 2005-06. It is evident from the table.2 that during the period from 1991-92 to 2005-06, the public expenditure on primary education as a percentage of GDP of India is nearly same.

CONCLUSION

The primary education institutions are increasing year-by-year in India. The primary education institutions have been increased from 5,66,744 in 1991-92 to 7,72,568 in 2005-06. The enrolment in primary education in India has been increased from 100.9 million in 1991-92 to 132.1 in 2005-06. The gross Enrolment of primary student has been increased from 86.5 million in 1991-92 to 104.4 million in 2005-06. The drop-out rate in primary education has been decreased from 45.8 in 1991-92 to 25.7 in 2005-06. Public expenditure on education has increased from Rs. 18757.61 crores in 1991-92 to Rs.97224.19 crores in 2005-06. Public expenditure on primary education in India during the period from 1991-92 to 2005-06 has increased sizably from Rs. 10367.22 crores in 1991-92 to Rs. 59561.84 crores in 2005-06. The average share of public expenditure on education during the study period is 6.9 per cent. The average share of public expenditure on education during the study period is 63.5 per cent. It is evident from the study that during the period from 1991-92 to 2005-06, the public expenditure on primary education as a percentage of GDP of India is nearly same. The study reveals that there is a tremendous growth in primary education. The public expenditure on education particularly primary education is also increased by the government of India should take necessary steps to decrease the dropout rate by allocating more funds to harvest the yield of education and also to realize the fruits of economic growth in India.

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