

A CRITICAL ANALYSIS OF BASIC EDUCATION INCLUDING TEACHING HINDI LANGUAGE IN RURAL AREAS OF INDIA

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ABSTRACT

In the field of education various programmes and schemes are being conducted for the universalisation of primary education in Hindi among rural and educational underserved communities as Sarva Shiksha Abhiyan for rural empowerment and Janshala for tribal communities. This article presents the status of primary education including Hindi teaching in the rural areas of district Bijnor, U.P.

District Bijnor is divided into 11 blocks which contain 1756 primary schools. These schools are providing education to about 51,600 teachers and 34,400 Shiksha Mitras. The girls and boys ratio of education is 55: 45 respectively. According to Right to Education (RTE) every child should be enrolled in school attendance register. Under various schemes of U.P. government every student between 6-14 age groups will be sufficed with hundred grams of food under Mid Day Meal Scheme. The students belonging to the category of SC/OBC/Minority get scholarships worth Rs. 300/- per month. Apart from this girl students will be provided uniform, books etc. For their physical development there is Health Check up Scheme for all the students. There are various activities like inter and intra school sports and tournaments and cultural programmes for all around development of a child. Now according to the new policies like private schools the first, second and third toppers of the school are encouraged with the rewards as school bags, pencil box etc.

In this century the creamy layer of educated scholars is inclining towards primary education jobs which are certainly beneficial for the students. But teachers' accountability is the most important factor that matters in making the district completely literate and developed. This paper presents a critical analysis of basic education including teaching Hindi language in rural areas of Indian state.

Keyword : - Education, Indian State, Rural Area, Primary School, RTE etc.

1. INTRODUCTION

Swami Vivekananda said, **'If the poor boy cannot come to education, education must go to him.'** Undoubtedly the quotation is speechless but an idea struck, 'Are not we imparting poor education to poor children?' Indeed education must be such as may empower one's own country which may make that body confident and strong enough to face new challenges of the world as well as challenges going on within him. Education is the future of any country. It is necessary for moral, spiritual, Physical, Material, Financial or Economical, and natural development of a country. Without education there is no world. Without education the man will behave like an animal. Education is very necessary for all the children of whole world because these children are the future of our world. Education removes illiteracy of our India. Without education we cannot progress in the field of science & technology. Education helps the person to become a good citizen. Without education there is no life on earth. From these above points it can be said that education is a big power for society. An uneducated person can neither be a good citizen nor a good parent. He is ignorant and superstitious. Deprived, he falls in the darkness of ignorance. Thus education in mother tongue is a very necessary part of everyone's life. Education is right for every child and so it should be provided to all.

In the Indian education policy 1986, law is made to provide free, compulsory education up to the age of fourteen i.e. up to middle standard. For example: reading, writing, simple mathematics and some knowledge about our country and society, these are some basic concept of education. Also all these are some basic needs to become a good citizen

and to get higher education. This is a fact that the investment in the primary education proves very beneficial in future. So the government gives high importance to primary education.

2. EDUCATION AS A MEANS OF EMPOWERMENT

It is said that a government should invest much amount in education only then it can lead towards the summit of sky. Empowerment is the process of challenging existing power relations and of gaining greater control over the sources of power. Empowerment could be recognized as an ability undertake a number of tasks either individually or in groups, so that they have further access to and control of society resources. It is recognized as an essential strategy to strengthen the well being of individuals, families and communities, government and non government agencies.

If one has to be nation builder, they will have to empower in five factors i.e. Community Empowerment, Organizational Empowerment, Political Empowerment, Psychological Empowerment and Educational Empowerment. Among these factors the most important is Educational Empowerment. In this age of Globalization an individual or a country is considered as rich as educated citizen and technology it has. To achieve this goal education is a necessary means. Education is both the means as well as the end to a better life: means because it empowers an individual to earn his livelihood and the end because it increases one's awareness on a range of issues from healthcare to appropriate social behavior to understand one's rights- and in the process evolves as a better citizen.

3. BASIC EDUCATION IN INDIA

The British rule came to an end in 1947. All of us know very well that Macaulay, the well-wisher and promoter of British imperialism in India, had changed the traditional system of Indian Education and had established the present system of our education to promote the interests of the British Raj through the subjugation of Indians. So, even during the British Rule, opposition to Macaulay-Education was sounded by many prominent Indians. And Mahatma Gandhi, though highly preoccupied with the struggle for political freedom in our country, was very conscious of the ills of Macaulay-Education established in India by the British Rule. So, even when freedom in India was still ten years away in the future, Mahatma Gandhi gave us a full fledged scheme of educational reform, so that India could adopt a new educational system, which would promote the values of Indian culture, Indian freedom and Indian democracy. This scheme of education conceived by Gandhiji, and explained by the Hindustani Talimi Sangh under the chairmanship of Dr. Zakir Hussain, was called 'Basic Education'. The word '*Basic*' as a qualifying adjective to the word 'education' was used to convey that this education was to be founded or based on a productive craft-work, which would serve as the nucleus of all educational activity. This word '*Basic*', as an adjective of this newly conceived scheme of education, indirectly and silently declared that Macaulay-Education, which was in vogue at that time, was a '*Baseless*' education, i.e. 'education in a vacuum.'

The year 1937 was a year of significance in the history of education in India. In that year, a decision of introducing Basic education based upon the educational ideas of Mahatma Gandhi was taken immediately after the publication of the Wood Abbott report. Mahatma Gandhi, through his articles in Harijan published during March to October 1937 insisted that manual and productive work should not only be an appendage to the on-going productive programme of education but the latter should be woven around the former. By education Mahatma Gandhi meant an all round drawing out of the best in the child. He distinguished between literacy and education. The scope of literacy is limited to reading, writing and computation of numbers, whereas education is aimed at development of the all round personality. According to his philosophy of education, it is not a process of filling an empty pot with information. This would solve the problem of financing education as well, because the income from the craft would support the running cost of the schools.

The Zakir Hussain committee pointed out that modern educational thought was practically unanimous on the idea of educating the children through some creative work. This approach was regarded as the most effective method of providing an integrated all sided education. The justification given was that the active nature of the child never agreed with the purely academic and theoretical instruction provided in the primary schools. Moreover, the integrated all sided education balances the intellectual and practical elements of experience and serves as an instrument of educating the body and the mind in coordination.

4. STATUS OF BASIC EDUCATION IN BIJNOR AREA

Under the basic education department, free education is being imparted to the children of age group six to eleven including teaching of Hindi language. The government has introduced District Primary Education Programme in which arrangements are being accomplished after appointing teachers and Shiksha Mitras (Literacy Friends). Basic

Education Department is one the largest departments if viewed statistically. Millions of teachers work under this organization. Apart from teaching, this department is involved in several other activities as – Population Counting, Election and Voting Staff, Pulse Polio Program Leaders, mid day meal scheme, Scholarship scheme, Non- Formal Education Programme, School Chalo Abhiyan etc. The Chief Minister is paying special attention to primary education. Various schemes are being implemented in this area keeping in view that basic education is the base of students. If that base will be strong enough, the building built on it will be undaunted. Usually it is seen that whatever a child learns in his earlier schooling, that becomes his permanent knowledge as pronunciation of certain words, tables, basic mathematic formulas, hand writing, discipline etc. In government scheme of basic education all these topics are strictly taught to students in mother tongue Hindi language. Now the pattern of education has changed as new generation or youngsters are inclined towards this field. They are imparting education to the new generation with full zeal and means. Students are learning practically in the fresh atmosphere of village. Time to time they are introduced with modern technology. They are visited to watch documentary movies in theaters, science exhibitions, inter house tournaments etc for their all around development. According to the rule of RTE (Right to Education) there should be hundred percent enrollments of the children who are 9-14 age groups. It is mentioned in the rule book that if a nine year child takes admission in standard 3, he should be brought to that level of education within a certain period of time. Any child who goes for taking admission in a school needs to admit irrespective of caste, category or religion.

At every one kilometer distance from one school there is another school for children. There is minimum one teacher with three Shiksha Mitras in a school. The maximum strength of students in a school at Bijnor is about 600-700. The girls and boys ratio in school is 55:45. Students' thrashing is strictly prohibited by the government. At various intervals Basic Shiksha Officer and District Magistrate themselves check academic records and students level of knowledge. There are 11 Blocks in Bijnor District which contain 1756 primary schools. In these schools about 17,200 students are getting primary education and about 51,600 teachers are getting employment. There used to be 8-14 Nyaya Panchayat Resource Co-coordinators in every block who sent information in their respective schools as well as fulfill the needs of the resources of school. According to the current rule the post of Nyaya Panchayat Resource Co-coordinator (NPRC) has been transformed into Sankul Prabhari who supervise all the schools which come under his supervision. The statistical analysis of the primary schools with the strength of students is available here which has been received through various sources of Basic Education Department. This data is as follows in table 1:

Table – 1:

Blocks	Girls	Boys	Strength	Boys/ Girls
Kiratpur	860	703	1563	55:45
Mohammadpur Devmal	710	855	1565	45:55
Najibabad	800	750	1550	52:49
Haldaur	840	740	1540	55:48
Sihoraha	860	655	1515	55:44
Afzalgarh	865	702	1567	55:45
Nurpur	860	703	1563	55:45
Kotwali	866	700	1566	56:45
Alhaipur	869	690	1559	56:44
Aku	890	655	1545	57:44
Jalilpur	801	715	1516	53:47

So this statistical analysis shows that overall girls and boys ratio in government primary schools in the district Bijnor is 55:45 which is quite satisfying because now anyone who aspires to get education, is getting it thoroughly ;

money is not a bar ; distance is not an obstacle and the pupil who is studying is not empty stomach. It is really making true the dream of Swami Vivekananda that **'If the poor boy cannot go to education, education must go to him.'** U.P. Government is running some policies in the field of basic education to empower India and its citizens.

5. RUNNING PROJECTS IN DISTRICT BIJNOR

Under Basic Education Department some fruitful schemes are running for the easy – going flow of education to make it universal and easy. These schemes are mid day meal scheme , scholarship scheme , Area intensive Programme, Special Health Check Up Scheme, Free Distribution of Bags and uniform to girls etc. In these projects children under age groups 6-11 and 11-14 are being benefitted. Central and State Government is spending crores of rupees on basic education so that everyone may at least get basic education and illiteracy may be removed from the nation.

5.1 Mid Day Meal Scheme

Under this scheme all the children up to class 5th class are given hundred grams of food every day. There is a particular menu for a week in every primary and junior school. As on Mondays daal chawal, on Tuesdays sabji roti, on Wednesdays curry chawal , on Thursdays udad chawal , on Fridays puri aalu and on Saturdays Tahiri will be given to the small children. Now the new generation does not stay hungry. Even all the children of family of villagers can easily come to school and their parents can go to earn easily as they need not to care for the lunch of their children. It also proves the proverb that a healthy mind consists in a healthy body.

5.2 Scholarship Scheme

Under this scheme the students from 1-5 class belonging to the category S.C./ OBC/ Minorities get scholarship worth Rs-300/- whereas the students studying in class 6th to 7th get Rs-480/- per month. This grant is received from Samaj Kalyan / minority's kalyan department.

5.3 Non –formal Education Programme

Under this scheme free education is imparted to the children of 6-11 age groups. This scheme is running in 11 Blocks in the district.

5.4 Sarva Shiksha Abhiyan

Under the scheme of D.P.E.P. School **Chalo Abhiyan** was conducted from 1/7/2000 to 31/7/2000. Efforts have been made to get all the children admitted under this scheme. Now this scheme has been renamed as Sarva Shiksha Abhiyan. U.P. government as well as Basic Shiksha Department is leading to make the district developed and educated one.

5.5 Special Health Check up

All the Children of all the primary schools in this district have been medically examined from 15/8/2000. Health Department has given full Co- operation in this respect.

6. CONCLUSIONS

On the basis of statistical data received from reliable sources of State Basic Education department it can be said that literacy level including Hindi language teaching in district Bijnor is about 60-70 percent in spite of so many efforts of government and other organizations. One of its reasons may be the drawbacks of this education system. The drawback of public education system in India is lack of Technology and lack of accountability, in particular teacher accountability. Unless this issue is addressed, the quality of education in India will not improve at desired pace. And, technology or rather strategy in basic education context can play its part in creating a positive change only if used in the right way, by thinking in terms of the local context - by taking into consideration the social, cultural and economic condition. One other drawback of basic education is the various other responsibilities which are given to teachers as election and voting duty, pulse polio duty, jangarna, mid day meal responsibility etc. A teacher should be given responsibility only toward his students then only the nation will have better citizens. This paper has given a critical analysis of basic education including teaching Hindi language in rural areas of Indian state.

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BIOGRAPHIES

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