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## Status of Primary Education In Uttar Pradesh

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### Abstract

There has been rapid expansion of education system in terms of enrolment, number of institutions, growth rate, etc since independence. The system has undergone a unique transformation from elitist to an egalitarian one. Therefore, all sections of the population have gained as a result of the enlargement of the system. However, the disparities between the disadvantaged groups' viz. minorities and non-disadvantaged groups have continued. Therefore, there is need to provide special care and opportunities to the traditional disadvantaged population in a democratic society such as ours, which stresses egalitarianism, social justice and economic development for all sections of society. It is with this in view that the Indian constitution provides an ideal of 'Equality of opportunities'. Efforts have been made to ensure greater access to the disadvantaged groups by making provisions for free ships, scholarships and reservation. Primary education is the basic need of all children. Learning at this stage may be characterized by group activities, play way techniques, language, number games and activities directed to promote socialization and environmental awareness among children to help them in the process of attaining physical, mental and emotional maturity. Approaches in developing life skills and the formation of good habit and living togetherness need to be addressed with great care. Against this backdrop, present paper aims at examining the status of primary education in Uttar Pradesh.

### Introduction:

Education in today's world is undoubtedly the most powerful tool to ignite the young minds and guide the young generation. At a time when our society is fast evolving, it is sound education that builds the young generation with knowledge and values and empowers them to dream big. Development and education go hand in hand, no society can make progress and transform itself without investing in educating its citizens. The base for which is laid with elementary education. It is for this reason all 189 member nations of United Nations committed to achieving the Millennium development goals (MDGs). The second MDG pledges to achieve universal primary education. It is for this Indian parliament enacted the Right of Children to Free and Compulsory Education Bill, 2009, to provide education to all children between 6 to 14 years of age. The bill also reserves one fourth of seats in private schools to weaker section of society. However, any change in policy does not immediately translate into practice in schools. Concentrated efforts must be made by states and departments of school education to capitalize on the policy changes and to ensure that good quality education is made available to one and all the children. India recognizes education as a fundamental right of a child and makes appropriate provisions in its constitution to impart the same. The Right of Children to 'Free' and 'Compulsory' Education (RTE) Act, 2009 ensures that every child in the age group of 6 – 14 years has a right to full time elementary education of satisfactory and standard quality in a formal school that fulfils essential norms and standard as per the requirements. The RTE Act came into effect on 1 April , 2010. Education is universally affected as most important determinant of economic wellbeing of households. Progress in educational attainment of girls and women has positive impacts on children as well as on economic

status of family. Universalization of education has been one of the important development agenda, however, gender and social gaps in education still remain significant. India still has the largest number of illiterate population. There has been significant improvement in gross enrolment ratios at primary and middle school stages during the corresponding period; however, gender disparity in education still remains significantly. One of the biggest challenges of education is the problem of dropouts. Though, dropout rates over the period have come down, the rates are still quite high for the elementary and secondary levels. Poor educational facilities coupled with economic distress often force children to dropout of schools, mostly to look for employment. Among the states, dropout rates for girls at the primary level are found to be very high in the states of Bihar, Rajasthan and Uttar Pradesh. North-eastern states so higher dropout rates for boys as well as girls. Dropout rates are found to be much higher for the disadvantaged classes as compared to general population.

### **Review of Literature:**

Sharma and Khan (2018) are of the view that privatization has other implications too, like the initiation of the process of private ownership in a sector that is controlled by the state. In a broader sense, privatization is the induction of private management and control in the public sector enterprise or a sector controlled by the state as in the case of education. Chand (2014) has made an effort to explain the factors which are responsible for privatization in teacher education in India such as need for competitive efficiency, growth in population, financial problem, for quality education for skilled manpower, desire for more autonomy, need for technological developments. It is very unfortunate that Indian teacher educational institutions suffer from large quality variation; some institutions are creating very good stuff whereas some are busy in creating teachers who are not competent enough for this profession of teaching. It may be because of problem of selection or other faulty procedures. Chand (2014) concluded that uses and misuses of privatization in the field of teacher education is to be analyzed and care should be taken for effective development in teacher education. Chaudhari (2015) revealed that most of selected student have shown positive attitude towards privatization of teacher education she stated privatization is not a bad option either no doubt private institutions are costly but if more student s enrol in these institution there will be competition among these private institution hence fee will fall and more quality student will be passed out. Kumar (2016) studied privatization of teacher education and quality concern. He stated that all deserving youth should get quality of teacher education. For highly populated and developing countries like India, it would be difficult for government alone to provide teacher education as per the demand of society. Goud,Somasekhar (2017) revealed that many of the private institutions get the recognition, affiliation and accreditation by doing various manipulations, like political power, money power and community power and they hardly follow the norms and standards of regulating bodies. Some management thing and behave like business houses to enhance their economic returns. Ahmad, Rehan & Mohammad, (2017) advised that privatization of higher education can be applied to improve the education system in all but with the regular control of some regulating authorities. According to Neary & Halvorsen (1995) “the best environment for learning are those in which students are motivated, learning is active and information is presented in a manner that recognizes the diversity of each student. General education teacher need to recognize, identify and understand that each student (special education or general education) attaches to the learning process at different levels and rates. Special

education students bring with them into the classroom a sort of “instructional manual” on how to create an environment fitted to meet their individual needs. Reddy and Shakuntal (2016) are of the view that teaching learning materials stimulate student’s activity and effectiveness, they make the process of learning easier, they help acquire knowledge of better quality, they encourage student’s independence and critical thinking when selecting and collecting information. The main intention of the study is to find the relation of attitude of Primary school teachers towards teaching learning material with age, teaching experience, annual income, qualification, number of teachers in the school, locality, management, gender, size of the family, marital status and caste. Shah (1976) found that educated parents had more favourable attitude towards secondary education than less educated ones. Doinbusch & Ritter (1988) found that parental attitude and involvement is generally negative or low in minority and low socio-economic status families. Mc Loyd (1989) found that parent who experience difficult economic times have children who are more pessimistic about their educational and vocational futures. Sen (1992) in his study found that the culture factor may play an intermediate role. They influence the choice made by individuals, through their own attitudes, and those of the people in their close environment. Breen & Goldthorpe (1997) indicated that household wealth, the educational level and labour market position of the parents is expected to play a major role in deciding the educational level of the child. It was found in his study that children with a working mother are significantly less in school. Children from wealthier households are significantly more in school. Conger et al. (2002) conducted that indices of family socio-economic status, including parent education, would predict the quality of family interaction and child behaviour. A review of the current literature has yielded many studies pertaining to correlations between parental involvement and student academic achievement, or student motivation and academic achievement.

### **Objectives and Methods:**

Present paper purports to review that current status of primary education in the state of Uttar Pradesh. The paper is based on secondary data and pertinent literature. The secondary data has been collected from Directorate of Basic Education, Uttar Pradesh besides internet search. The pertinent literature has been compiled from published and documented sources.

### **Background:**

Uttar Pradesh is the second largest and most populous state of India. Despite recent sign of progress, Uttar Pradesh is still facing challenges in social infrastructure like education, health, social welfare and safety net. State also has a low quality of human recourse .Uttar Pradesh is the hub of human capital but the quality of its human capital is low. Hence the state economy is not able to realize the benefits of its growing population. Though all indicators of social infrastructure having a distinct place in itself. I have taken here education sector to understand educational administration of Uttar Pradesh. An elementary education is an institution where children receive the first stage of compulsory education known as elementary or primary education. In India elementary school provide education from class 1 to 7. The students generally in these classes are aged between 5 to 12 years. It is the next stage of Kindergarten. Elementary school exists worldwide as the basic foundation institution in the formal educational structure. Like all other states in the country, schools in Uttar Pradesh are divided into elementary, which include primary and upper-primary, secondary and senior secondary schools.

For the purpose of educational administration and management the department of education in Uttar Pradesh is divided into 18 divisions. Each division is headed by a Joint Director of Education and a Divisional Deputy Director of Education. Both these officers look after the issues that relates to secondary education. The state is divided into 75 districts. In every district, there is one office headed by district Basic Shiksha Officer who looks after all issues related to basic education, mid day meal and education for all (SSA). Sometimes, they also manage Saksharta and Vaikalpik Shiksha (as per directives of district level committee. One of the distinguishing features in Uttar Pradesh is that there are different cadres for male and female teachers at all levels. Significantly, a large part of increase in number of teachers is due to increase in number of women teachers. As mentioned earlier, the rate of growth in numbers of schools has outpaced rate of growth of teachers. Under SSA, there was a provision to hire para-teachers for classes I and II in primary schools that were run by the Basic Shiksha Parishad. About 1.71 lakh Shiksha Mitra posts were approved over between 2001-2008. Out of these, 1.65 lakhs Shiksha Mitras were recruited and posted in schools. It is important to note that the Shiksha Mitras are paid very low salaries i.e. Rs. 3,500 per month, for 11 months in a year. The state government has recently taken a decision to regularize the Shiksha Mitras, which will bring their salaries at par with the existing primary teachers. In order to fulfil the requirements of the RTE Act, the State Government made a provision to appoint instructors for SUPW in Upper Primary schools in which there are more than 100 students. Project Approval Board had approved 41307 part time instructors for Upper Primary School in the supplementary AWP&B 2010-11 on the basis of DISE 2009-10. These posts were created under three categories – Health and Physical Education, Art Education, and Work Education. The Anudeshaks, like Shiksha Mitras, are contractual teachers and are paid a consolidated salary of Rs. 7,000/- per month. The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme enables the establishment of residential schools for girls at upper primary level. The aim of the scheme is to reach out to girls from marginalized social groups in over 3,000 educationally backward blocks in the country where the female rural literacy rate is below the national average. Uttar Pradesh has established the highest number of schools in the country under this scheme.

### **Status of Education:**

Growth of schools in Uttar Pradesh is shown in Table 1. There has been significant growth in private and government aided schools in the state during the period of 2014-15 to 2017-18. Similarly, there has been increase of 284.32 per cent in the number of Madarsas during the corresponding period. Out of total schools, about 31 per cent schools were private schools during 2014-15 which slightly increased to 32.12 per cent during 2017-18. Out of total primary schools, less than 1/4<sup>th</sup> schools were private schools however, about 76 per cent secondary schools were private schools during 2014-15. The proportion of private schools in the category of upper primary schools was reported 23.23 per cent during 2017-18.

**Table: 1**  
**Growth of Schools in Uttar Pradesh**

Category of Schools	2014-15	2015-16	2016-17	2017-18
<b>Primary Schools</b>	155011	155756	159686	164319
Govt. Schools	113566	113947	113927	113976
Govt. Aided Schools	1405	617	475	364
Private Schools	37659	38748	38508	40082
Madarsas	2381	2446	6776	9897
<b>Upper Primary Schools</b>	62882	63551	63817	64231
Govt. Schools	46446	46431	46397	46411
Govt. Aided Schools	2600	2605	2569	2543
Private Schools	13691	14332	14555	14919
Madarsas	145	183	296	358
<b>Secondary Schools</b>	4839	4830	5164	5253
Govt. Schools	1127	1160	1339	1382
Govt. Aided Schools	27	22	33	68
Private Schools	3680	3644	3719	3756
Madarsas	5	4	73	47
<b>All Schools</b>	252917	255967	265078	275278
Govt. Schools	162241	162645	162872	163274
Govt. Aided Schools	9281	8362	8242	8270
Private Schools	77409	80746	83284	88415
Madarsas	3986	4214	10680	15319

**Source: Directorate of Basic Education, Lucknow, 2018**

Enrolment of students in schools in Uttar Pradesh is shown in Table 2. There has been decrease in enrolment of students of various classes in the state during the period of 2014-15 to 2017-18. Overall, 2.37 crores students were found enrolled in the classes of 1-5 during 2017-18. However, enrolment of students in class 1-8 was reported to be 3.43 crores during 2017-18.



**Table: 2**  
**Enrolment of Students in Schools in Uttar Pradesh**

Class	2014-15	2015-16	2016-17	2017-18
1-5	25807618	25270348	23899902	23681862
6-8	11033150	11155285	10807843	10644326
1-8	36840768	36425633	34767745	34326188
9-10	6703859	6818225	6825768	6366217
11-12	5241840	5162417	5007568	4658177

**Source: Directorate of Basic Education, Lucknow, 2018**

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**Table: 3**  
**Percentage of Children Enrolled in Different Types of Schools by Age and Gender**

Age/Gender	Govt.	Private	Others	Not in School	Total
6-14: All	44.3	49.7	1.3	4.9	100
7-16: All	40.7	51.3	1.2	6.9	100
7-10: All	48.1	47.7	1.4	2.8	100
7-10: Boys	44.2	51.7	1.4	2.7	100
7-10: Girls	52.6	43.1	1.5	2.8	100
11-14: All	38.5	54.3	1.1	6.2	100
11-14: Boys	35.8	58.2	1.0	5.0	100
11-14: Girls	41.5	49.9	1.2	7.4	100
15-16: All	27.5	52.8	0.6	19.1	100
15-16: Boys	29.2	54.4	0.5	16.0	100
15-16: Girls	25.8	51.2	0.8	22.2	100

**Source: Annual Survey of Education Report, 2018**

Number of teachers in schools in Uttar Pradesh is shown in Table 4. There has been about 11 per cent increase in the number of teachers in various schools in the state during the period of 2014-15 to 2016-17. During

2016-17, about 6 lakh teachers were employed in primary sections and 2.5 lakh teachers were in upper primary sections. However, less than one lakh teachers were deployed in higher secondary classes.

**Table: 4**  
**Number of Teachers in Schools in Uttar Pradesh**

Class	2014-15	2015-16	2016-17
1-5	570681	546381	608789
1-8	72794	78246	89497
1-12	32614	33663	38646
6-8	220861	242310	250350
6-12	87536	91967	96688
1-10	7251	7489	10699
6-10	17613	18856	20116
9-10	21815	22634	23165
9-12	38890	42618	45151
11-12	85	85	168
<b>Total</b>	<b>1070358</b>	<b>1084249</b>	<b>1183792</b>

**Source: Directorate of Basic Education, Lucknow, 2018**

Number of vacant posts is shown in Table 5. There has been huge deficit of teachers at primary and upper primary level in the states. Even, the appointment of Shiksha Mitra could not fill this deficit. The higher number of posts was found vacant for head teachers as compared to assistant teachers both at primary and upper level. All schools in 68 out of 75 districts in Uttar Pradesh have more than 30 students per teacher.

**Table: 5**  
**Number of Vacant Posts**

Type Of School	Head Teacher Posts			Assistant Teacher Post		
	Sanctioned	Vacant	Vacancy %	Sanctioned	Vacant	Vacancy %
Primary School	88,698	33,709	38%	3,00,671	58,791	20%
Upper Primary School	44,999	25,367	56%	1,17,477	11,178	10%
<b>Total</b>	<b>1,33,697</b>	<b>59,076</b>	<b>44%</b>	<b>4,18,148</b>	<b>69,969</b>	<b>17%</b>

**Source: Directorate of Basic Education, Lucknow, 2016**

Number of Anudeshaks is shown in Table 6. There were 31253 Anudeshaks working in the educational institutions in the state. More than 10,000 posts of Anudeshaks were found vacant against the sanctioned number of posts. This is further corroborated by the fact that a large number of vacancies exist at primary and upper primary levels.

**Table: 6**  
**Number of Anudeshaks**

Type of Teachers	Sanctioned	Working	Vacancies	Vacancy %
Health & Physical Education	13,769	11,099	2,670	19%
Art Education	13,769	10,916	2,853	21%
Work Education	13,769	9,238	4,531	33%
<b>Total</b>	<b>41,307</b>	<b>31,253</b>	<b>10,054</b>	<b>24%</b>

**Source: Directorate of Basic Education, Lucknow ,2016**

Physical education sports in schools are shown in Table 7. About 63 per cent schools reported physical education period in their time table. However, about 23 per cent schools had no physical education period but dedicated time allotted. Only 7 per cent schools had separate physical education teacher while about 72 per cent schools had other physical education teachers. About 72 per cent schools had playground inside the school premises while about 13 per cent schools had playground outside the school premises.

**Table: 7**  
**Physical Education and Sports in Schools**

Particular	1-5	1-8	All Schools
Physical Education Period in the Time Table	61.7	70.0	63.3
No Physical Education Period but Dedicated Time Allotted	23.8	21.8	23.4
No Physical Education Period and No Dedicated Time Allotted	14.5	8.2	13.3
Separate Physical Education Teachers	5.0	15.6	7.1
Other Physical Education Teachers	72.9	66.9	71.7
No Physical Education Teachers	22.1	17.5	21.2
Playground inside the School Premises	69.6	80.8	71.8
Playground Outside the School Premises	12.9	11.4	12.6
No Accessible Playground	17.5	7.8	15.6
Availability of Sports Equipment	55.2	64.8	57.1
Supervised Physical Education Activity Observed on the Day of Visit	24.9	33.8	26.6

**Source: Annual Survey of Education Report, 2018**

Percentage of schools with selected facilities is shown in Table 8. There has been significant increase in physical facilities in schools during the period of 2010-2018. Most of schools had facility of mid-day meal, and availability of drinking water. However, availability of usable toilets was reported by 72.7 per cent schools in 2018 while separate usable toilets for girls were reported by 67.2 per cent schools during the year. The library facility was reported by more than 1/3<sup>rd</sup> schools while a negligible proportion of schools had computer facility for children



**Table: 8**  
**Percentage of Schools with Selected Facilities**

Facilities		2010	2014	2016	2018
Drinking Water	No facility for drinking water	6.9	2.5	5.4	3.3
	Facility available but no drinking water	10.9	11.7	12.6	11.5
	Drinking water available	82.2	85.8	82.0	85.1
Toilet	No toilet facility	6.7	4.2	4.7	3.0
	Facility but toilet not useable	45.9	40.9	40.5	24.4
	Toilet useable	47.4	54.9	54.8	72.7
Girl's Toilet	% schools with no separate toilet for girls	24.9	12.3	10.5	8.4
	% schools with separate girls toilet and Toilet locked	25.3	18.6	16.6	6.5
	% Schools Toilet not useable	15.9	20.0	21.5	17.9
	Toilet useable	33.9	49.1	51.5	67.2
Library	No library	51.4	25.5	28.5	36.9
	Library but no books used by children	25.8	38.4	28.8	36.9
	Library books used by children	22.9	36.2	42.8	35.7
Mid-Day Meal	Kitchen shed for cooking midday meal	89.3	96.0	96.5	95.4
	Mid day meal served in school on day of visit	71.3	93.9	91.2	93.3
Electricity	Electricity Connection and Availability	--	--	41.0	55.2
Computer	No computer available for children to use	98.6	97.8	97.3	96.7
	Available but not being used by children on the day of visit	1.1	1.9	2.1	2.6
	Computer being used by children on the day of visit	0.3	0.3	0.6	0.7

**Source: Annual Survey of Education Report, 2018**

**Conclusion:**

The analysis demonstrates that Uttar Pradesh has vast network of educational institution at basic and secondary level of education. The institutions include government and private schools besides there are number of religious schools and institutions which impart education to children. Right to Education Act has no doubt improved the outreach and access of education, however, there is still vast scope to improve the quality of schooling and education. The large proportion of primary and upper primary schools lack proper educational infrastructure and services. Moreover, the quality of teaching in many schools has not been found up to the mark.

### Recommendations:

- Teachers need to be trained to shed away some of the lecture method of teaching, and use more of group–discussion method and interactive method, using more of audio–visual devices, over–head projectors, multi–media devices etc. The institutions must make adequate provision for these devices, and the teachers should be encouraged to make their optimum use.
- Students should be provided with the basic study material (on reasonable price), and should be further motivated to substantiate the same by additional readings from library, field surveys etc. This is done in some management institutions. This should be extended to all courses and programmes.
- Infrastructure of schools should be developed and further strengthened. Teachers find computer laboratory, communication facility (such as telephone, fax, e–mail etc.), and electricity supply, as inadequate. These facilities should be made more and more accessible to both the teachers and students.
- Library resources need to be further enriched. They must be made more and more accessible to the students. Librarians of these schools need to shed away their “close access” approach to work and display of literature and information resources.
- The shortage of teachers in primary and upper primary schools should be addressed through engaging trained Shiksha Mitra and Subject Experts. The vacancies of teachers should be filled with priority while the unrest among Shiksha Mitra regarding their posting should be removed through bold political decision.

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