

An Evaluation of Primary Education in Uttar Pradesh

VANDANA SINGH

Research Scholar

Department of Economics, University of Lucknow
India

Abstract:

Primary Education is important for every child. It is key factor of nation buildings. Education is an important need of Human beings. It is compulsory to enhance the quality of people. In our constitution, there are provisions of free and compulsory education of age groups 6 to 14 (class 1 to 8) children. The present research paper attempts a critical analysis on primary education in Uttar Pradesh. There are many programmes which are acting to improve the quality of education in Uttar Pradesh. This research paper is mainly based on field survey. Primary data and secondary data have been used for this research paper. For seeing the real condition of primary education in Uttar Pradesh I have developed a questionnaire which covers maximum features of primary schools to related quality of education, infrastructural facilities in primary schools and standard of MDM. Regression Analysis has been used as a main tool of analysis in the study to evaluate the impact of total expenditure on total enrolment in government primary school, effect of RTE and SSA on quality of education.

Key words: Primary Education, Primary Schools, Quality of Education, Infrastructural facilities, SSA, MDM.

Introduction:

Primary education plays a crucial role to develop any economy. Hence it demands more attention of government. It is

responsibility of government that they provide quality education to every child. But it is unfortunate that quality of primary education in government/ aided primary schools in Uttar Pradesh is not very satisfied. The present research paper examines the current condition of primary education in Uttar Pradesh. In order to make more effective of the research work, there has been used primary and secondary data. Primary data has been collected by the field survey in primary school during March 2014 to April 2014. The survey has done in 35 government/government aided primary schools in Uttar Pradesh by questionnaire which covers most features to related primary education. Through this survey, there has been tried to find the infrastructural facilities, status of MDM and the quality of primary education in primary schools. Secondary data has been collected from different government machinery. Following sample size had been used for the survey –

Table 1.1: An overview of Sample size which is used for the survey

Zone	Name of districts	Name of Primary School(PS)
Eastern	Pratapgarh	1- Primary School, Bhaiyapur, Sangipur
		2- Primary School, Shiv Ka Tara, Sangipur
		3- Primary School, Rajmatipur, Sangipur
		4- Primary School, lakhahara, Sangipur
	Deoria	5- Primary School, Nonapar, Salempur
		6- Primary School, Saraura, Deoria
		7- Primary School, Tiwai, Deoria
		8- Primary School, Koiel gadhaha, Deoria
		9- Primary School, Tilale belwa, Deoria
Western	Ghaziabad	10- Primary School, Bamhaita -1
		11- Primary School, Bamhaita-2
	Gautam Buddh Nagar	12- Primary School, Dadri
		13- Primary School, Badpura
	Pilibhit	14- Primary School, Rajan Colony, Puranpur
		15- Primary School, Matimafi, Puranpur
		16- Primary School, Satjhal, Puranpur
17- Primary School,		

		khidkiyabargadiya, Puranpur 18- Primary School, Parhiya, Puranpur 19- Primary School, Grant N-21 , Puranpur, Puranpur
Central	Lucknow	20- Primary School, Panchamkhera, Mohanlalganj 21- Primary School, Utrethia , Mohanlalganj 22- Primary School, Pashchimkalli, Mohanlalganj
	Lakhimpur	23- Primary School, Jar, Kumbhi 24- Primary School, Ahmadnagar, Kumbhi 25- Primary School, Chhtauniya, Kumbhi
	Azamgarh	26- Primary School, Bheemar, Bilariyaganj 27- Primary School, Barohi, Bilariyaganj 28- Primary School, Chalakpur, Bilariyaganj 29- Primary School, Piparava , Bilariyaganj 30- Primary School, Rasulpur, Bilariyaganj
Bundelkhand	Jhansi	31- Primary School, Mustara, Badagaon 32- Primary School, Palar, Badagaon
	mahoba	33- Primary Schoola, Naipur, Panwadi 34- Primary School, Chhanikala, Kabrai 35- Primary School, Parthaniya, Charkhari

Objectives of this research paper are followings –

- 1- To understand why the enrolment numbers are continuously decreasing in primary school while expenditure of government is increasing.
- 2- To examine the public expenditure and budgetary allocations on elementary education through different government programmes.
- 3- To understand the reasons of why children's are leaving the school.
- 4- To examine how can improve the quality of primary education.

- 5- To know what is the effect of Mid Day Meal and Sarva Shiksha Abhiyan on the enrolment and retention.
- 6- To know what is the condition of basic facilities in primary schools like toilets, electricity, play ground, number of rooms available in schools, medical facilities, functional drinking water and kitchen sheds.

Research Methodology

The presents study intends to examine the impact of Total expenditure of government on Total Enrolment in primary schools. The study also examines the condition of primary schools in Uttar Pradesh. The government is trying to improve the quality of primary schools. They are governing many programmes through department for development of education. An analysis of budget expenditure on primary education has been presented during 10th and 11th five year plan. The following hypothesis have designed for result analysis-

- 1- Enrolment has been increased because of government expenditure.
- 2- Quality of Education has been improved because of RTE and Sarva Shiksha Abhiyan.
- 3- Dropout ratio has been decreased because of MDM and scrapingof exam.

Table: 1.2

1- Facilities of Infrastructural Incentives in primary schools according to Survey

Number of school	Play Ground	Functional drinking water	medical checkup	Average school class rooms	Kitchen shed/NGO	Girls toilet	Common toilet	Electricity supply	Boundary wall	Pucea building
35	34	30	31	3	35	11	20	23	31	35

Source- Field Survey, 2014

On the basis of field survey, it has been found that problem of maximum schools are clean water, separate toilet for girls/boys,

water availability in toilet and electricity supply. Problem of adequate room and teachers are also present in schools. Schools of Eastern and western Uttar Pradesh have a good infrastructures like play ground, medical checkup, common toilet , boundary wall, pucca building. Inadequacy of teachers is present in every region in Uttar Pradesh. Supreme Court also ordered to ensure these facilities in primary schools. Appreciating the provisions contained under Article 21-A of the Constitution and scanning the provisions of Right to Education Act, 2009. He stated, “We are, inclined to dispose of this Writ Petition with a direction to all the States to give effect to the various directions already given by this Court like providing toilet facilities for boys and girls, drinking water facilities, sufficient class rooms, appointment of teaching and non-teaching staff etc., if not already provided, within six months from today. We make it clear that these directions are applicable to all the schools, whether State owned or privately owned, aided or unaided, minority or non-minority. As the writ petition is disposed of, no orders are required to be passed on the applications for intervention and implement and the same are disposed of.”

Table: 1.3: Status of MDM in Primary Schools of Uttar Pradesh according to the field survey –

Number of schools	Meal provided according to menu (Number of schools)		Quality of food (Number of schools)		
	yes	no	good	average	bad
35	6	29	8	25	2

Source- Field Survey

It is realized from field survey that condition of MDM is not good. School does not provide meal according menu. It is sufficient as quantitative but does not qualitative but as qualitative condition is not up to mark. Most of schools provide only tahri.

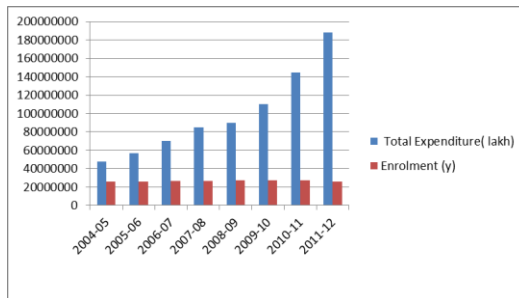
Quality of Education-

Table: 1.4: Enrolment has been increased because of government expenditure

Year	Total Expenditure(x) in lac	Enrolment (y)
2004-05	47339640	26139380
2005-06	57005613	26139380
2006-07	69878614	26468846
2007-08	85216150	26875400
2008-09	89548704	27044515
2009-10	110004938	27314948
2010-11	144767030	27319509
2011-12	187903998	26199323

Source: Prima Source: Primary Education, Department of Education, Uttar Pradesh and Sachivalay, Lucknow

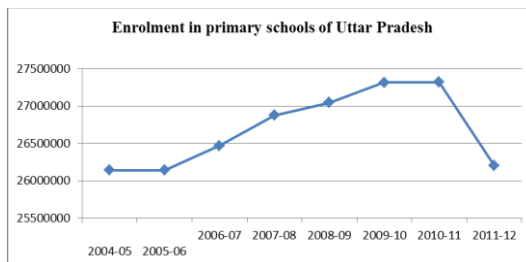
Graph: 1.1



Source: Primary Education, Department of Education, Uttar Pradesh and Sachivalay, Lucknow

The graph 1.1 shows that total expenditure is increasing fast rather than total Enrolement.

Graph: 1.2



Source: Primary Education, Department of Education, Uttar Pradesh and Sachivalay, Lucknow

From the graph 1.2 it is apparent that the enrolment of Students are growing very slow during 10th and 11th five year plan. This is the because of large number of children is going in private schools.

Dependent Variables Terms:

- Total Enrolment
- Quality of Education
- Drop Out Ratio

Independent Variables Terms:

- Total Expenditure
- Right to Education
- Sarva Shiksha Abhiyaan
- Mid Day Meal
- Scrapping of Exam

Table: 1.5: Regression Coefficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	25920842.691	256652.079		100.996	.000
1 Total Expenditure	.009	.002	.845	3.868	.008

Dependent Variable: Total Enrollment

Here the acceptance of null hypothesis. It implies that the explanatory variable to which this estimate relates, there is a very low influence in the dependent variable TE. Since the conducted study provided evidence that changes in Total Expenditure affects the dependent variable very slightly.

Table shows that the P value indicates that the regression equation is significant at 5 percent level of during 10th and 11th five year plan. There is a significant relationship between Government Expenditure and Enrollment per year as p value is less than 0.05. But dependency is very low as unstandardized beta value is only 0.009. It is near to 0 that means low correlation between them.

Regression Coefficient of Total Enrolment is significant during 10th and 11th five year plan at five percent of level with positive sign .Other thing is also clear from study that Total Enrolment increases very slow rather than Total Expenditure in primary schools.

The above study reveals that during 10th and 11th five year plan correlation between Total Expenditure and Total Enrolment in primary education is very low. It shows that positive significance between both of them with low dependency.

2-Quality of Education has been improved because of RTE and Sarva Shiksha Abhiyan

For knowing the quality of education I developed question paper for standard 1to5. In this paper I have included the question of Mathematics, Hindi and English.

Table: 1.6 Learning Statures of Students

Name of Subjects which have been selected for the test	Number of Students who could solve this question paper	
Mathematics	Add	73/350(21%)
	Subtraction	70/350(20%)
	Multiply	65/350(19%)
	Divide	67/350(19%)
	Table	80/350(23%)
Hindi	Read	95/350(27%)
	Write	88/350(25%)
English	Read	27/350(08%)
	Write	20/350(06%)
	Grammar	10/350(02%)

Source: Field Survey

The above table presents the status of learning. Children in standard 5 cannot read standard 2 level text, enrolled children are completing primary level without learning to read fluently, majority children of standard 5 levels cannot do simple division,

majority children will complete primary school without learning basic arithmetic. According to a report, '91.2% children of Std 3 cannot read the sentence of English. 75% and 69% student of Std 5 cannot solve the division and Subtraction. 67% students of Std 4 cannot read the Hindi text book of Std 2'

Table: 1.7: Regression Coefficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.476	.068		7.015	.000
	RTE_SSA	.530	.054	.492	9.765	.000

Dependent Variable: Quality of Education

There is a significant relationship between Quality of Education and RTE and Sarva Shiksha Abhiyan per year as p value is less than 0.05. But dependency is quite good as unstandardized beta value is only 0.530. It is true that SSA and RTE are trying to give best facilities of primary schools. But they are not possible as well as require. In Bundelkhand region Teacher-pupil ratio is very high. Mostly schools have only one assistant/trained teacher and other one is shiksha mitra. Here unstandardized beta value is showing the strong effect of SSA& RTE which play also a very crucial role to improve the quality of education. But here standard error is .054 makes clear that there is nothing positive impact of SSA & RTE on quality of primary Education.

Basic competencies of students in UP are low but improving. According to the ASER data, UP's western region has the highest learning outcomes of all four regions although the regional differences are not large. All learning outcomes in private schools are higher compared with government schools. While this indicates private schools might be providing a better education, the population of children attending private schools could also be different. For example their learning environment could be different from children attending government schools.

Children attending private schools come from wealthier households. This correlates with better learning outcomes.

Table: 1.8

3-Dropout ratio has been decreased because of MDM and scrapping of exam-

Year	Total Expenditure(lakh)	Enrolment	The total number of students with mid-day meal
2004-05	47339640	26139380	
2005-06	57005613	26139380	
2006-07	69878614	26468846	
2007-08	85216150	26875400	
2008-09	89548704	27044515	
2009-10	110004938	27314948	12656111
2010-11	144767030	27314948	10100000
2011-12	187903998	27319509	9000000
2012-13	-	-	8900000
2013-14	-	-	8679126

Source: Primary Education, Department of Education, Uttar Pradesh, Sachivalay, Lucknow and MDM office Gomati Nagar, Lucknow.

As of the mid-day meal, half of the students are attending the school of enrollment and each year it is going down. Which demonstrates the government could not succeed to achieve its goal. On the one hand, primary education enrollment is growing very slow while government expenditure is increasing each year. Table clearly shows that the presence of students to eat of mid-day meals is falling steeply each year.

Conclusion:

From the present research paper, it is clear that union and state government are formulating many programmes to attain hundred percent literacy rates in Uttar Pradesh. Government is trying to make primary education more accountable. Now, more right's have headmaster to take decision relates to its school. School management committee is also working to increase the participation of guardian. However, none of the programmes have performed very effective. During field survey it has been

realized that natural calamities, economic compulsion and lack of political will forces are the reason of the low performance of the educational programmes. Hence large numbers of children are still out of schools. His childhood is languishing and they are leaving like slavery and working as child labour.

REFERENCES:

1. Education Status Report – Uttar Pradesh Elementary Education Working Paper, November 2013 Prepared by Catalyst Management Services (CMS) | CEI – India.
2. Final Report on Quality in “School Education for Quality Council of India”, New Delhi Institute for Studies in Industrial Development 4, New Delhi.
3. Godbole, Madhav (2001): “Elementary Education as Fundamental Right the Issues” .Economic and Political Weekly, December, pp 102-03.
4. Gounden, A.M. Nalla (2008): “Investment in Education in India”, The Journal of Human Resources, Vol. 2, No. 3, (Summer, 1967), pp. 347-358 Published by: University of Wisconsin Press Stable.
5. Koutsoyiannis, A. (2006): “Theory of Economics: An Introductory Exposition of Econometric Methods”, Palgrave, New York.
6. Puri, Mohit. : “Issues and Concerns in Elementary Education”, Kanishka Publishers Distributors, New Delhi.
7. Zusti, Bhupinder and Ramakant Rai (2012): Status of Elementary Education in India, Pentagon Press, New Delhi.