

An Introduction to the Primary Education in Uttar Pradesh

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Abstract-

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. This paper will emphasis on overall development and administration of primary education in Uttar Pradesh.

Introduction-

Education is necessary factor for the development of any country. Growth of human capital depends upon qualitative development of education. India is the hub of human capital. But the quality of its human capital is low. Therefore we are not able to take advantage of this population. When population of any country is able to utilize resource with full potential, then new ways to development opens. Development in education sector leads to development in other sectors like health, environment and social safety. When education sector is developed, then only we can achieve Nehru's dream of 'ending of Illiteracy, inequality, poverty and disease.' Gandhiji has called that 'Basic Education' or 'Buniyadi Shiksha' is the indicator of development in any country. Gunnar Myrdal in his book Asian Drama 1968 volume 3rd offers an institutional approach for the analysis of issues of social infrastructure in South East Asia. He has emphasized the importance of 'investment in man' for the development of social infrastructure. Neither health nor education can be dealt with in isolation. Conditions of health and education are closely interdependent. Both have an independent value. Gunnar Myrdal approach of 'Investment in man' is important in this way. He agrees that investment in education is nothing but investment in man. Education is means as well ends of economic development. According to

Amartya Sen basic education is also a catalyst of social change. He agrees that there is pivotal role of basic education in the development of social infrastructure or human resource development. Development in primary education is the indicator of rival change in human development in any state. Education is the single most important factor in achieving rapid economic development and technical progress. Gunnar Myrdal introduces us with term 'functional literacy'. Obviously, the ability not only read and write figures with understanding but also to add, subtract, multiply, divide is of importance in all industrial work, in rationally managed agriculture, in commercial and credit transaction, and of course in such and building up a network of cooperatives. Education is not a static commodity to be dealt in isolation from its greater context; it is an on-going process and holds its own inherent value as human right. All human beings are born free and equal in dignity and rights. Human rights embody the fundamental values of human civilizations. According to Union Budget, Government of India 2008-09, 54% of total expenditure on education is spent on Elementary Education.

Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. This has since been affirmed in numerous global human rights treaties, including the United Nations

Educational, Scientific and Cultural Organization (UNESCO), Convention against Discrimination in Education (1960), The International Convention on the Elimination of All Forms of Discrimination against Women (1981). These treaties establish an entitlement to free, compulsory primary education for all children. The right to education has long been recognized as encompassing not only access to educational provision, but also the obligation to eliminate discrimination at all levels of the education system. It was expected to set minimum standards and to improve quality. The world conference on Education for All (1990) set the goal of universal primary education for the year 2000, a goal not met but subsequently reaffirmed for 2015 at the World Education Forum in 2000. International community and leading development institutions have agreed to the Millennium Development Goals (MDGs) expressed in the Millennium Declaration, which commit them to ensuring that all girls and boys complete a full course of primary education and gender disparity at all level of education must be eliminated by 2015.

Constitutional Provisions of Education in India

The following provisions have a great bearing on the functioning of the educational system in India:

Article 28: According to our Constitution article 28 provides freedom as to

attendance at religious instruction or religious worship in educational institutions.

Article 29: This article provides equality of opportunity in educational institutions.

Article 30: It accepts the right of the minorities to establish and administrate educational institutions.

Article 45: According to this article "The state shall endeavor to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years."

We notice that the responsibility for universal elementary education lies with the Central Government, the State Governments, the Local Bodies and voluntary organizations.

Article 46: It provides for special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society.

Article 337: This provides for special provision with respect to educational grants for the benefit of Anglo-Indian community.

Article 350A: This article relates to facilities for instruction in mother tongue at primary stage.

Article 350B: It provides for a special offer for linguistic minorities.

Article 351: This article relates to the development and promotion of the Hindi language.

Making India educated, judiciary of India has explained the concept of education, as the constitution holds in itself, by delivering various decisions. Identification of Right to Education with reference to Part IV and Art. 21 and 14. The extent of right to education as a component of right to life is determined with reference to State's duty under Part IV of the Constitution and by applying Art. 21. While primary and secondary education is inevitable for the right to life. Universal Declaration of Human Rights also makes such distinction. According to Article 45 of the constitution, "The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years". While this duty is irrespective of State's economic ability, under Art. 41 State's duty of making effective provision for securing right to education is "within the limits of its economic capacity and development". The Five Judges Bench of Supreme Court in Unnikrishnan V State of A.P. overruled the principle laid down in Mohini Jain's case. The majority in Unnikrishnan viewed that content of right was to be determined in the light of Directive Principles, and so understood it meant that (a) every child/citizen of this country has a right to

free education until he completes the age of fourteen years and (b) after a child/citizen completes 14 years, his right to education is circumscribed by the limits of economic capacity of the State and its development.

A landmark development in the matter of right to primary and secondary education is the passing and incorporation of the Constitution (Eighty-sixth Amendment) Act 2002. It inserted a new Article 21-A that states, "The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may by the law, determine." It substituted Article 45: "The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years". A new fundamental duties was added in Art. 51-A, so that it shall be the duty of every citizen of India "who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years". The interactions of provisions in Arts. 19(1)(g), 26(1), 29(1) and 30(1) vis-a-vis Art. 21-A would mean that State has power and duty to ensure right to education under Art. 21-A by imposing reasonable obligation upon private educational institutions to realize the objective of compulsory education. Martin Luther King, Jr. (1929-1968)-The function of education is to teach one think intensively and to think critically. Intelligence plus

character –that is the goal of true education.

An Introduction to Uttar Pradesh

Uttar Pradesh described as ‘heartland of India’ is the most populous state of India, with nearly one sixth of the population or 200 million people, according to 2011 census. With a population density of 828 people per square kilometer, UP is also one of the densest states in the country. Over the last decade, the population of the state has increased by over 25.8 percent. Out of the 200 million population of the state, nearly 78 percent lives in rural areas across nearly 100,000 villages. According to the 2011 Census, UP also has the largest rural population in India. The state is now organized into 75 districts, 311 tehsils and 820 development blocks. Only three states (Assam, Orissa and Bihar) have a lower per capita income than Uttar Pradesh. Economic growth has decelerated in Uttar Pradesh since 1991, while growth accelerated in other states of India. The gap between Uttar Pradesh and the rest of India widened substantially in the 1990s as annual growth in per-capita income slowed down to 1.2 percent in Uttar Pradesh (Ahluwalia, 2000)

Status of Primary Education in Uttar Pradesh

Uttar Pradesh is the fifth-largest state in the country. The state can be broadly divided into four economic regions of western, central, eastern and Bundelkhand with distinct socio-cultural livelihood systems. The first three regions fall in the Gangetic plains, while Bundelkhand forms part of the southern plateau. The highly productive western region is the most developed and has the highest per capita income among all regions. Uttar Pradesh is one of the most educationally backward states in India with 43 per cent of the population as non-literate according to the 2001 census. Despite recent sign of progress, U.P. is still facing challenges in social in social infrastructure. Uttar Pradesh is the hub of human capital, but the quality of its human capital is low, hence the economy is not able to realize the benefits of its growing population. Investing in education is one of the most critical components of the ‘Inclusive Growth’ agenda of the government of India. There are significant interregional disparities in respect of development indicators among four regions. The Eastern and Bundelkhand regions are less developed as compared to Western and Central regions. The literacy rate at 69.72 percent is also a major challenge, particularly when measured against the national literacy rate of 74.04 percent. The gap between male literacy

(79.24 percent) and female literacy (59.26 percent) is also quite significant.

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. Elementary Education System in India is the second largest in the world with 1,285,576 government recognized elementary level schools located in 633 districts, enrolling 187,727,513 children during 2008-09. The school education in India is organized in four stages primary, upper primary, secondary and upper secondary. Elementary level of education is up to class 8th, while minimum number of years to complete. The Right to Free and Compulsory Education (RTE) Act (2009), which came in to effect on 1 April 2010, ensures the rights of all Indian children aged between six and 14 years to free and compulsory elementary education. Under the act the state is liable for all direct and indirect costs of education including tuition, provision of uniform and textbooks. In 1986 New Education Policy was framed. According to this, it became the national goal to educate all children of age group between 6-14 years. In 1991, Janardhan Reddy Committee was appointed to examine the implementation of the New Education Policy. This committee gave definition of elementary education. It has suggested that the education which was

given to the children of the age group of 6 - 11 should be called as Primary Education and the education that covers 7 or 8 years or given to the children up to 14th years is elementary education.

Administration of Education in Uttar Pradesh

In India Education falls under the control of both the Union Government and State Government. There are various articles related to education in Indian constitution, which ensures our fundamental rights related to education. Basically education system divided in three stages primary, secondary and tertiary or higher education. The Ministry of Human Resource Development (HRD or MHRD) is an government ministry, responsible for the development of human resources. The ministry is divided into two departments: the Department of School Education and Literacy, which deals with primary and secondary education, adult education and literacy, and the Department of Higher Education, which deals with university education, technical education etc. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters in school education in India. NCERT provides support and assistance to all schools and oversees policy aspect of education. In India various school education governing bodies like State government boards, Central Board of

Secondary Education (CBSE), National Institute of Open Schooling (NIOS), National University Educational Planning and Administration (NUEPA) and National Council for Teacher Education (NCTE) are responsible for the management of the education system and teacher accreditation. The government started the *Kendriya Vidyalaya* project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a government scheme to spread the education to all till secondary level. India's higher education system is the third largest in the world, after China and the United States. University Grant Commission (UGC) is the main governing body at the tertiary level, which enforces its standards, advises the government and helps coordinate between the centre and state. The emphasis in the tertiary level of education lies on science and technology. Distance learning is also a feature of the Indian higher education system. Both the central and state governments have direct responsibilities for public universities and colleges, which are managed through their education and other ministries. The University Grants Commission (UGC), a central government statutory authority, has responsibility for nationwide standards setting and coordination for universities and non-

specialized colleges, while the All India Council for Technical Education (AICTE) established in 1948 and awarded statutory authority in 1988, performs similar functions for technical colleges. The Government has launched Rashtriya Uchchattar Shiksha Abhiyan to provide funding to State higher and technical institution. Primary responsibility of school education is taken by state governments. There policy changes is main participation and involvement of state governments. However proper implementation of schooling will require active involvement of both central government as well as state government. NCERT was established in 1961. It functions as resource centre in the field of school education and teacher education. NCERT undertakes programmes related to research, development and training. Its headquarter is located in Delhi. Central Institute of Educational Technology (CIET) is an important unit of NCERT in the satellite based audio video programmes for elementary and secondary level education which are aired on All India Radio and Doordarshan. Central Board of Secondary Education (CBSE) the headquarter of which is in Delhi from 1962, provides a participative education system as per norms of National Policy on Education. Centre state relations are predominantly by the guidelines of the Central Ministry of Human Resource Development and state districts relation governed by dictates of concerned state office. The key academic institutions at

the state level are State Council of Educational Research and Training(SCERT) and District Institute of Education and Training(DIET).

Establishment of Village Education Committee

National Policy of Education (1986), supported the involvement of local communities. It was decided that appropriate bodies would be assigned a major role in school management activities to establish a link between school and local community. With 73th and 74th constitutional amendment in 1992, provision for a village level education committee was also made. Article 40 of the Constitution of India states that 'the State shall take steps to organize village Panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government'. Subsequently, the Balwant Rai Mehta Committee recommended the establishment of the Panchayati raj system as an inter-connected three-tier organizational structure of democratic decentralization at the village, block and district levels. Panchayati Raj is a system of governance in which gram panchayat are the basic units of administration. It has 3 levels: village, block and district. At the village level, it is called a panchayat. It deals with affairs related to village.

Conclusion

Education is the indicator of knowledge and regarded also the potential investment of national development. In India the right to free and compulsory education was retained in article 45 of part 4th of constitution which incorporates the directive principle and state policy. On 1 April 2010 a new right to education act (RTE Act) was passed. Universalization of elementary education (UEE) is a major programme of tenth plan in Uttar Pradesh. This study will try to understand bottlenecks in progress of primary education in U.P. and the ways to overcome it. There is considerable range of variation in HDI value at the district level. In 2005 the top ranked district is Gautama Buddha Nagar with a HDI value of 0.7017 while at the bottom lies district Shrawasti with a HDI value of 0.4132. Variation in literacy is greater in backward districts of Bundelkhand and eastern region as compared to developed regions Western and Central region. There are too many factors which are responsible for this regional disparity like poor infrastructural facilities, poor student-teacher ratio, no boundary walls in schools, lack of quality learning etc. we must focus on drawbacks of poor administration of primary education in Uttar Pradesh. Passing a new law of education is not succeeded fully until it is properly implemented in any country.

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