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Status of Elementary Education in Uttar Pradesh

Abstract

As per census 2011 Uttar Pradesh (UP) covers elementary education at broad scale. Total literacy rate of UP is approximately 70 % and with 351 million school-going children approximately, it has ensured that about 93 % of children are registered in school. At present there are 122,000 schools, 300,000 teachers and 100,000 Para-teachers to make sure about necessities of the students at primary and upper primary stages. Infrastructure facilities in primary school like drinking water; toilet facility well decorated class rooms study materials TLM is approximately met in every school. Sarva Shiksha Abhiyaan has been very successful in the last few years to increase the enrollment at elementary schools and improving the quality of elementary education in rural areas. Now a day's NIPUN program is running towards quality improvement in elementary education in the state.

ORIGINAL ARTICLE



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DIET, SSA, Elementary Education, SIEMAT.

Introduction

Education in present world is definitely the most powerful means to ignite the individual minds and guide the future generation. At a time when our culture is rapidly growing, it is sound education that makes the future generation with knowledge, skill and ethics and empowers them to create vision.

Before 1976, education was the subject of central list but a milestone step was taken by formal central government, our constitution was manipulated and draws 42nd amendment in 1976 and education became a subject of concurrent list. It means education became the common matter of the Centre Government and State Government, involving that both can build laws on it. Key point of this amendment was flourishing the education with quality in all sectors of education as per demand of current situation. It is said that quality is a continuous ride not a destination. Quality in education is to learn the right things and to learn them well. It is not good enough to learn the right things only half well and it may be even worse to learn the wrong things well. The criteria of education are quality. Quality in education means learning, doing, living, and serving. At present, improving the quality is the major challenge before the elementary education system. Quality in education is

purely depends upon quality of teacher education, and policy of education. The truth is to know that the quality of teacher education highly suffered at the cost of only quantitative expansion. As per NCERT (1970: 114) report Qualitative aspect did not receive the proper attention by policy reformers, and administrators. The NPE of 1986 expressed their views about the quality of teacher education. Regarding this Provision was developed to restructure and Revitalize Teacher Education in India in form of SCERTs, and further establishment of District Institutes of Education and Training; to ensure quality, in education. The guideline of DIETs functioning was decided. Firstly DIETs works on training and orientating program. For elementary school teachers; Head Masters, other BRCs members, Supervisors, Adult education instructors and others. The second function was to provide Academic resource support to the elementary education system, and last important function was to do Action research to deal with specific problems of elementary education (MHRD 1989: 8)

Elementary Education

In education, Elementary education is considered as the base for the development of not only one but also for the wellbeing of the entire country. In India it is regarded as the compulsory for everyone. After independence, the central Government continually engaged in the expansion of Elementary education and fighting against challenges.

The major challenge is expansion and assurance of quality management in elementary education .To overcome from such problems, there are two key developments aspect for elementary education, and these are: the Right of Children to Free and Compulsory Education Act, 2009 (RTE), and the National Curriculum Framework 2005 (NCF). The 86th constitutional amendment act, 2002 states, education is the fundamental right of the children within the age group of six to fourteen years. Right of Children to Free and Compulsory Education Act, 2009 was identified; it stated all children should be made provision of free education up to the age of fourteen years. It is meant to operational zed Indian Constitutional Article 21A act as elementary education a justifiable right of all the children of ages 6 to 14 years. Universalization of Elementary Education (UEE) has opened up opportunities for the children's leading their educational development ,not only meant to improve the knowledge but also enhancing the their quality of academic life. The former Government launched a flagship program named as Sarva Shiksha Abhiyan (SSA) in 2000 – 2001 on a mission mode to accelerate attention, retention, universal access, and improve the quality standard of education. The next National Curriculum Framework 2005 provides vision for understanding of issues concerns with children's learning, knowledge and school. It has big attention to the importance of the school ethos, culture, the classroom practices, learning activities, and academic resources, etc. Annual Status of Education Report (ASER) 2012, revealed that data 96.5% of all rural children (ages of 6-14 year) were enrolled in school. It is also reported that 83% of all rural children's between ages of 15-16 year were enrolled in school. The survey report also analyzed that decline in standard of education is due to rise in private schools enrollment as compare to Government school enrollment.

Elementary Education Scenario in Uttar Pradesh

As par census 2011 Uttar Pradesh (UP) has made giant steps in the area of Elementary education. Total literacy rate of UP is approximately 70 % and with 351 million school-going children approximately, it has ensured that about 93 % of children are registered in school. Presently the UP has 122,000 schools, 300,000 teachers and 100,000 Para-teachers to make sure about necessitates of the students at primary and upper primary stages. Dropout rate For Uttar Pradesh, around every 12 student out of 100 is unable to complete his Elementary education. Another important criterion is the retention of student in primary school, around 80 % of students continuing the Elementary education in Uttar Pradesh. Other infrastructure facilities in primary school like drinking water; toilet facility is approximately no met in every school. The performance of Uttar Pradesh in the field of educational development, particularly in elementary education, has been on an upscale during the last decade. Even though Government has not yet attained their goal of universal access, retention in elementary schools, but also evenly focus on improving quality of this education. Sarva Shiksha

Abhiyaan has been very successful in the last few years to increase the enrollment at elementary schools and improving the quality of elementary education in rural areas.

State Institute of Educational Management and Training (SIEMAT) in Prayagraj Uttar Pradesh: SIEMAT established in 1995 under society's registration act 1860. It is fully active in teacher's capacity building program and school management activities. It provides orientation program for BEOs, DIETs mentors, BRCs/SRGs and CRCs. SIEMAT regularly conducted action research program for quality improvement in elementary education.

Table 1: Status of Elementary Education in Uttar Pradesh, DISE 2011-12

Indicators	Uttar Pradesh
Number of schools imparting elementary education covered by DISE	221653
Percentage of Government share to total schools	69.78 %
Percentage of private share to total schools	29.65 %
Schools in Rural Areas (All Schools)	89.18 %
Total enrollment in primary school	26188803
Gross enrollment ratio	105.17
Net Enrollment ratio	94.18
Average Dropout rate	11.85
Average Retention at primary level in Schools	80.39

(Source: ASER 2012)

Role of DIETs in Quality Elementary Education

Like NCERT, NUEPA and SCERTs, basically DIET is the third most important support system for the qualitative enhancement of elementary education at district level. It as well as caters to qualitative development as the teacher is closer to the teaching field and, thus, more aware to their needs and difficulties. The goal of a DIET is to supply academic and resource support materials at the grass root level for the accomplishment of various strategies and plans being undertaken in the field of elementary and adult education, particularly in area of universalization of elementary education and National Literacy Mission. Teaching learning process is a continuous process it may be as pre-service or in-service. If DIETs are entirely set with both physical and physiological resources the graph of quality of education at elementary level should be elevated. If adequate resources are available in the DIETs to train in- service and pre –service teachers is very easy. DIET also integrates both formal and informal organization of elementary education so as to determine and ensure the quality standard of education. DIET have right to coordinate its functions with the functions of other institutions like who have active responsibility for the quality cause of elementary education in terms of monitoring and evaluation. They are regularly monitoring and evaluating learning imparted in elementary schools with their specific inputs. DIETs regularly works in field of evaluation of several plans, schemes and programs implemented by the quality concern departments and organizations like collection of the data, compilation of data, analysis-inference, reporting, determining students achievement, undertaking remedial work, introspection, etc. DIETS with coordinating agencies, involved in the creating awareness and promotion of elementary education. DIETs continuously organizes professional development programs for pre-service and in-service teachers like seminar, workshop, guest lecture, subject specific competency enhancing program, training etc. continuation of follow-up activities after the training, and other research work. It regularly works in the area of resource development for elementary school like, preparation of teaching-learning materials, audio–visual aids, formation of learning experience, formation of other teaching aids (maps, graphs, etc.), preparation of training materials, refresher course materials. DIET also works in collaboration with Block Resource Center (BRC) and Cluster Resource Center (CRC), to offer the academic facilities related mainly to elementary education. DIETs regulate education quality of elementary school at four levels:

1. Planning, managing and evaluating of Training programs.
2. Developing economical teaching –learning resource materials.
3. Performing research works.
4. Other Miscellaneous activities.

It acts as a nodal agency of centralized admission D.L.Ed., course.

The Ministry of Human Resource Development (MHRD), GOI assigned the NCERT to undertake a survey on Quality Monitoring Program in 100 Clusters of over all States and Union Territories, focusing on quality education and learning achievements of children covered under the RTE Act. The survey generally intended to observe the position of quality interventions in elementary schools through a monitoring channel involving schools, SMCs, CRCs and BRCs. The report analyzed the status of various quality factors, processes and interventions in the elementary schools of the country to support the policy maker’s administrators, implementers, and other stake holders in improving quality in teaching learning processes and learning outcomes.

Universalization of elementary education, universal enrollment, retention in schools and quality education in elementary schools were major challenges of post independent India. Efforts are made under Serve Shiksha Abhiyan to ensure the challenges, yet we are unable to improve the actual standard of quality in elementary education. Later on, the Government of India introduced a new program for quality education was “Minimum Levels of Learning” to raise the learning levels of elementary children and ensures an evenhanded quality across different categories of elementary schooling. To fulfill these fundamental needs of elementary education, we required competent teachers who can serve the cause more effectively. To maintain dynamicity in elementary teachers through give continuous professional development opportunity for the enhancement of their competencies and skills.

There are seventy DIETs, maintained by the Government of Uttar Pradesh to impart quality education to qualified candidates to generate competent teaching faculty for the schools of Elementary Education. DIET conducts two year courses for D.L.ED and six months courses of bridge for B.Ed. pass Students and in-service training program for teachers of Elementary Education.

Digital Study Hall (DSH) in 2010 began an intervention program in the DIETs of Uttar Pradesh with the plan of using innovative ideas of teaching- learning and enhancing the quality standard of elementary education so that every interaction among teacher and students is much more fruitful than before. This intervention was launched through a program named as “Capacity building of DIETs for enhancing teacher performance through mediation based pedagogy” in collaboration with State Council for Education Research and Training (SCERT) and UNICEF India. Initially this intervention program was begun with 12 DIETs of UP later it cover all entire 70 DIETs of UP. This Program was imitated with the idea of using feasible technology to improve the quality standard of teaching- learning at DIETs which would then percolate to elementary schools. It works as a bridge among the pedagogical practices and the students need. This program was highly successful in capacity building of DIETs for improving teacher educator’s performance and motivation level through mediation pedagogy and behavior change communication.

Study Hall Educational Foundation is a non-profit organization setup in Luck now, Uttar Pradesh. It was launched in March 1994 with the aim of imparting quality elementary education to children all over India, with a special reference to focus UP.

The MHRD with the goal to overhaul the quality in school education sector has launched ‘Samagraw Shiksha’ by join together with Sarva Shiksha Abhiyan (SSA), National Secondary Education Campaign (RMSA), and Teacher Training Institute (DIETs) centers. The MHRD said that a teacher is the fulcrum of the school education system. Scheme will focus on strengthening this crucial pillar by making SCERTs and DIETs the nodal agencies for teacher training. DIETs in coordination with Sarva Shiksha Abhiyan (SSA) should

participate in the improvement of the school development plans and proposals of the Block Resource Centers (BRC) and Cluster Resource Centers (CRC), and give efforts especially on issues relating to teacher professional development.

Currently NIPUN programs running in Uttar Pradesh to improve quality in elementary education in 1.6 lakh primary schools under the Basic Shiksha Parishad across the state. It was launched in 5th July 2021. The goal of this program includes accessibility, quality in education, learning outcomes of desired objectives, and assessment of quality education.

Conclusion

Uttar Pradesh has complex connection of quality programs which are running time to time in quality improvement in education sector. The state also has vast network of education system include infrastructure in private and Basic Shiksha Prishad department. DIETs are also regularly working towards quality improvement in elementary education.

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