

ELEMENTARY EDUCATION IN UTTAR PRADESH: A SOCIOLOGICAL STUDY OF LUCKNOW AND UNNAO DISTRICTS

Thesis

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DEDICATION

This research work is dedicated to my mother

Mrs. Bitti Devi,

*never attended a formal education but always inspired me
to achieve higher education.*

DECLARATION

I hereby declare that, this research work entitled "**Elementary Education in Uttar Pradesh: A Sociological Study of Lucknow and Unnao Districts**" is completed under the supervision of **Prof. Bibhuti Bhushan Malik**, Department of Sociology, Babasaheb Bhimrao Ambedkar University, Lucknow. This is my original work and has not been previously submitted in part or full the award of any other degree or diploma to this or any other University.

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CERTIFICATE

This is to certify that the thesis titled "**Elementary Education in Uttar Pradesh: A Sociological Study of Lucknow and Unnao Districts**" submitted by Mr. **SHASHI PAL** is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

This thesis submitted to Babasaheb Bhimrao Ambedkar University Lucknow satisfies all the requirements as stipulated in the *Doctor of Philosophy (Ph. D.) regulations -1999 as amended in 2008/2010/2013* and it is fit for submission and evaluation for the award of the degree of Doctor of Philosophy of the University.

Date: 9/21/2018


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ABBREVIATIONS

BEO	:	Block Education Officer
BRC	:	Block Resource Center
CBO	:	Community Based Organisation
CRC	:	Cluster Resource Centre
DEO	:	District Education Officer
DFID	:	Department for International Development
DISE	:	District Information System for Education
DoR	:	Drop out Rate
DPEP	:	District Primary Education Programme
DRC	:	District Report Cards.
EMIS	:	Education Management Information System
Enr	:	Enrolment
EWS	:	Economically Weaker Sections
FGDs	:	Focus Group Discussions
GDP	:	Gross Domestic Product
GER	:	Gross Enrolment Ratio
Govt.	:	Government
MDM	:	Mid Day Meal
MHRD	:	Ministry of Human Resource Development
MOE	:	Ministry of Education
NCF	:	National Curriculum Framework
NCPCR	:	National Commission for Protection of Child Rights
NER	:	Net Enrolment Ratio
NGO	:	Non-Governmental Organization
No.	:	Number
NPC	:	National Planning Commission
NUEPA	:	National University of Educational Planning and Administration
OBC	:	Other Backward Class
PS	:	Primary Schools
UPS	:	Upper Primary Schools
PRA	:	Participatory Rural Appraisal

PRI	:	Panchayati Raj Institution
PTR	:	Pupil-Teacher Ratio
Pvt.	:	Private
RTE	:	Right to Education
SDP	:	School Development Plan
SHG	:	Self Help Group
SMC	:	School Management Committee
SPSS	:	Statistical Packages for Social Sciences
SSA	:	Sarva Siksha Abhiyan
TLM	:	Teaching Learning Material
UNDP	:	United Nation Development Programme
UNICEF	:	United Nations Children's Fund
VDCs	:	Village Development Committees
VEC	:	Village Education Committee

Chapter One

Introduction

CHAPTER-1

INTRODUCTION

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 education that builds the young generation with knowledge and values and empowers them to dream big. In this context elementary education plays a vital role as it is important in formative years of the childhood. In most countries, it is compulsory for children to receive primary education, though in many jurisdictions it is permissible for parents to prove it. The major goals of elementary education are achieving basic literacy and numeracy, as well as establishing foundations in science, geography, history and other social sciences (Tomar and Srivastava: 2007).

In India, contemporary education draws from western origins. According to Yogendra Singh, the traditional content of education in India was esoteric and metaphysical, its reach was limited to upper castes and its organization was ascriptive. Modern education, on the other hand, is rational and scientific and open to all groups on the basis of merit. Education is seen as the most influential agent of modernization-apart from industrialization and urbanization in India (Singh: 1986)

The role of education in facilitating social and economic progress or development is implicit and recognized. Education helps to improve functional and analytical abilities and opens up opportunities for individuals and groups, and enables access to the labour market, providing livelihood to people. Education is not a mere tool to enhance efficiency, but an effective mechanism to augur democratic participation in social life. Hence, education is a dynamic and powerful force to usher in social and economic empowerment; but its effectiveness depends on its spread, utilization, and social circumstances. In this direction, one exemplary effort is the Right of Children to Free and Compulsory Education Act of 2009 (RTE: 2009), which came into effect after many drafts. The Act seems to have an inclusive character, which seeks to raise the educational standards of marginalized communities and to be a tool for any child to

demand basic opportunity. In this regards a close look at provisions and their implementation reveals disconcerting features. The RTE Act is being implemented from 1 April 2010 in Uttar Pradesh. In this backdrop and in order to understand issues concerning the Elementary Education in Uttar Pradesh this study has been undertaken in two districts of Uttar Pradesh i.e. Lucknow and Unnao. The study reveals that the students of government primary schools who belongs to lower caste and class. They do not have enough resources to get better education. They have only hope from government schools but the condition of these schools is good. The infrastructure and other things are not sufficient. Teacher and student both are unsatisfied with these conditions. But government is not bother because caste and class group study in these group are from lower strata of the society who did not have education, awareness, economy etc. and do not know about their rights.

Statement of the Problem

Our Constitution provides equal opportunity for all, and all citizens have a fundamental right to education up to 14 years. But the question is- Do the students are getting proper and quality education? To know this there is a need to study the functioning and operational status of Schools at different levels. To know this, there is need to study what is the status of implementation and functioning of schools as a government institution for equality of opportunity available to the disadvantaged sections in terms of actual access to elementary education. In fact promoting equitable access to the disadvantaged social groups (in terms of caste, class, and gender) to educational opportunities in elementary education has a major challenge before the policy makers and with public education providers, the situation looks more vulnerable.

In this backdrop, this study unearthed the existing community perception regarding elementary education vis-à-vis schools environment and situations. Further, issue of assesses to school and education is described in the pretext of RTE, SMCs and other provisions enshrined in the Act. Further, it intends to highlight the present condition of elementary education in both the districts like physical and operational condition of Schools and MDM condition and educational condition of marginalized communities in pretext of right to education act vis-à-vis educational status, opportunity and access to education. Further, a modest attempt is being made to encapsulate gap in

implementing the right to education act and Sarva Siksha Abhiyan. This study draws reference from international scenario from where ‘education as a right’ has emerged and implemented in India with the certain constitutional provision.

Objectives of the Study

1. The social perspective on elementary education and its related aspects are discussed in this study.
2. The socio-economic profile is ascertained in the context of elementary education in this study.
3. The study analyzed how elementary education is in operation in the selected districts.
4. Elementary education and School Management Committee in the context of Right to Education is explored in this study.

Review of Literature

Review of literature is important to draw a broad theoretical framework. Further, it can also provide a proper conceptual framework to undertake the study. In this context, the review has been categorized as International and National trends government policies, programmes and various educational planning.

International Studies

Aturupane, Glewwe, and Wisniewski (2013) have conducted the study of grade four students in Sri Lanka to evaluate the impact of school quality, socio-economic factors and child health on students’ academic performance. The findings provide that Sri Lanka has achieved universal primary completion, but many Sri Lankan primary school students perform poorly on academic tests. At the child and household level, educated parents, better nutrition, high daily attendance, enrolment in private tutoring classes, exercise books, electric lighting, and children’s books At home all increase learning, while hearing problems have a strong negative effect. Among school variables, principals’ and teachers’ years of experience, collaborating with other schools in a “school family”, and meetings between parents and teachers all have positive impacts on students’ test scores.

Majumder and Mondal (2013) published an article entitled “What are the Causes of Drop out among the Primary School Children? A Study on the Indo-Bangladesh Border Region”. The Right of Education Act came into effect on 1st April 2010 which ensures free and compulsory education to every child between the ages 6-14 years. Free Education means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges. On the other hand, Compulsory Education casts an obligation on Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the age groups of 6-14. India is currently having 8.1 million eligible students who are either dropouts or have never gone to school. Therefore, bringing them back to school can be considered as one of the major challenges in implementing Right to Education (RTE).

Manandhar and Sathapit (2011) have used statistical analysis to find out the dropout rates Nawalparasi District of Nepal. 599 dropout children were interviewed. The mean age of primary school dropout children was 8.51 years. Boy’s dropout rate was slightly higher than girl’s but there was no significant difference between the dropout and sex of the child. Father’s education and occupation, mother’s education and a total number of children were also negatively correlated with drop out. To reduce the dropout rate in primary school, the parents need to be literate for which adult education program. Further, they need to be motivated regarding the importance of education.

Adeyemi (2004) has done an analytical assessment of the effective management of primary schools in Ekiti state, Nigeria. He has studied the management of education in 394 primary schools in Ekiti state. The finding shows that level of management of primary schools was very low and ineffective as compared to others. The variables such as school size, school location, teacher’s experience were found to be critical in the effective management of primary schools.

Khuluse (2004) has studied the role of school management teams in facilitating quality education in schools in South Africa. The author found gender gap that there were more males at School Management Structure than females, imbalance of the racial composition in schools, insufficient involvement of staff in defining school

goals, some members of management do not consult staff on curriculum needs or changes, to work collaboratively with staff to improve the quality of teaching in the classroom, most schools do not work according to a properly structured evaluation or supervision programme, most schools need to improve their strategic planning. The finding indicates that some School Management Teams are ineffective in facilitating quality education in their schools because they do not have the expertise to lead and manage schools.

Bonesronning (2003) has studied the effects of class size on student achievement in Norway. It reveals that class size has no effect in the upper grades of many countries, including Botswana, Philippines, and Thailand. However, in Tanzania, there was a positive effect of class size on achievement. The author found that effect varies among student on the basis of sub-groups.

Graddy and Stevens (2003) have carried out a study of private schools in United Kingdom to know the impact of school inputs on student performance. The findings suggested that student-teacher ratio was an important determinant for achieving better results. Further, this study found that the lower student-teacher ratio and smaller class size have an impact on student achievement.

Chapman and Adams (2002) pointed out that the increased concern for education quality has resulted from a variety of factors including (i) inability to adequately staff and finance rapidly expanding education system; (ii) research-based evidence of low levels of learning in basic skills; (iii) new demands for advanced language, mathematics, and, increasingly, computer skills, stemming from industrialization; and (iv) financial crises that have had an adverse effect on education budgets, in some cases reducing internal efficiencies and eliminating plans for qualitative improvement.

Angrist and Lavy (1999) used a regression discontinuity design to analyze the effect of class size on student achievement. The class sizes were determined by the Maimonides' rule in Israel. According to that rule, the maximum class size is 40. Two classes are automatically created if the total enrolment is greater than 40. Likewise, there will be three classes if the numbers of students are greater than 80 and so on. The researchers exploited these irregular changes. This study found that class size has

a positive and significant effect on student achievement in reading comprehension and mathematics.

Cooper (1998) has conducted the study in USA, to examine restructuring program in more than 1,100 elementary schools in urban locations. The data collection strategy includes surveys, one-on-one interviews, group interviews, focus groups, and school site observations. The analyses were to document the evolution of the implementation process of restructuring and identify factors that contribute to the successful replication of Success for All and the scaling up process. The analyses examined factors related to the quality of implementation in schools where the implementation was identified as high quality, medium quality, and low quality.

Blatchford and Mortimore (1994) have discussed the issue of class size in schools. Researchers exposed that students in the large classes desired to spend less time on class assignments. However, students in smaller classes desired more participation in addition to spending more time on school work.

Ahmeduzzaman (1992) conducted a study on socio-demographic factors, functioning styles, social support and father's involvement with pre-schoolers' in African American families. It was found that the family income was a chief variable associated with different dimensions of father's involvement with children.

Cherians (1990) revealed a negative relationship between family size and their academic achievement. He conducted a study on family size and academic achievement of children. The sample consisting of 369 boys and 652 girls in the age group of 13 to 17 years.

National Studies

Malik, Bibhuti Bhushan (2015) is his article "*RTE and Marginal Communities: A Perspective from the Field*" highlights the educational conditions of marginalized communities in the context of the Right to Education Act in terms of educational status, opportunity and access to education. Further, a modest attempt is made to encapsulate the gaps in implementing the RTE.

Zaidi and Awais (2012) have documented that the Bijnor district came in the backward category in terms of educational facilities as low number of schools, low teacher-student ratio, characterizes it. Government schools are poorly maintained and dropout cases are alarming. Children have been sent to the schools only to receive scholarship and mid-day-meal. Their Scholarship and earned money are being misused for drinking and gambling by their father. Serious efforts are required in this direction.

Abbi (2012) has reviewed the education scenario in India. The paper reviews progress of school education in India using latest government records and recently published studies. It found that primary school enrolment has become universal and current attendance and literacy rate have risen encouragingly in recent years. There is an improvement in education development index, enrolment, and student-teacher ratio. The imposition of two percent cess for education is a witness to an increased commitment of Government to school education. The author also refers to the development of private schools. It was found that there was a positive effect of a private school in enhancing enrollment rate.

GOI (2010) has released the statistics on the type of schools, which indicates that out of total schools (230683) in 1950-51, 91% were primary schools, 6% upper primary and 3% secondary schools and above. In 2009-10, the simple annual growth rate of schools for the primary was 4.8% and nearly 39% for upper primary and higher secondary schools.

Govinda, R (2011) has done an in-depth analysis on government and private schools using the factors like educational access, enrolment, dropout, attendance, progression, social and gender equity in education, level of achievement, quality of education, teachers and teacher's education, local governance and community participation, using secondary data. Based on population norms, modifying traditional distance and opening schools in small habitations has yielded positive results. The author found that government schools are more expensive than private schools with lower teacher accountability in India. However, because of poor quality and scarcity of public education, private education has become the necessity for India.

Jain and Mital (2011) have done the assessment of Sarva Shiksha Abhiyan (SSA) in Sarvodaya Schools of Delhi, authors have observed that the norm under SSA, which says teacher to student ratio should be 1:40, was not being followed in schools completely and measures should be taken to reduce the size of the classes. Student to teacher ratio was found to be more in most of the schools since after Class V students from feeder schools were also merged in these schools in addition to the existing ones and schools could not deny admission to them. This further distorted the student-teacher ratio in middle classes. Therefore, measures should be taken to reduce the number of students that are merged from the feeder schools in order to maintain the proper ratio.

Jha, P. and Pooja. P. (2010) in their article *Right to Education Act 2009: Critical Gaps and Challenges* argues after many rounds of drafting and redrafting that went into Right of Children to Free and Compulsory Education Act of 2009, which would be an effective instrument for any child to demand her basic entitlement. Yet, a close look at provisions reveals disconcerting features.

Qualitative analyses based on case studies of 25 schools provided further elaboration on the influence of the racial composition of the student body in the schools, the factors involved in program resistance, and the importance of each school having a full-time school-site facilitator.

Pal, R. (2010) published a paper on “Enlightenment through Education: The Case of the Children of Domestic Helps of Kolkata” in "Journal of Social and Economic Development". Education is a yardstick of development. The United Nations Development Programme (UNDP) has included educational attainment 'index' in the measurement of development since 1990. If an economy's progress attains increased pace with improvement in educational attainment, one can expect the same for an individual or the society. A study was conducted on 270 female, who were living close to or below the Poverty Line; they are usually less educated but are trying hard to educate their children hoping to bring them to the mainstream of economic activity and thereby improving their standard of living. Will they be successful in achieving what they dream of? The answer is sought in this study. It delves into the various intricacies of life of this section of the unorganized labour market and then looks into the discrepancy, if any, between their hope and reality.

Illiah, Kancha (2010) argues that government of India had given reservation to the Scheduled Caste in government jobs as well as education, but in reality, they are not quit benefited by the reservation. As after independence the brahminical dominated intellectuals declared Hindi as an official language but ran its all central institutions in English. The children of the Scheduled Caste, who (with a great difficulty) study in a government school, are forced to remain away from the English language. English has become a national language of the upper caste but for the Scheduled Caste, who were live mostly in the rural areas with a great economical scarcity and dependent on the higher caste landlords(works as agriculturelabour as well as bounded labour) for that English education is useless. English is the medium of instruction in private and selective central school, where Scheduled Caste are excluded for; by and large, they cannot afford the education.

Husain, Z. (2010) published on “Gender Disparities in Completing School Education in India: Analyzing Regional Variations”. This paper examines gender differences in probability of completing school education across regions in India. A Gender Disparity Index is calculated using National Sample Survey Organization unit level data from the 61st Round and regional variations in this index analyzed to examine the hypothesis that gender disparity is greater in the North, comparative to the rest of India. This is followed by an econometric exercise using a logit model to confirm the results of the descriptive analysis after controlling for socioeconomic correlates of completing school education. Finally, the Fairlie decomposition method is used to estimate the contribution of explanatory variables in explaining differences in probabilities of completing schooling across regions. The results reveal that gender disparity is greater in North India, for total and rural population, and in Eastern India, for the urban population.

Kumar and Rustagi (2009) in Oxfam India and its report "Elementary Education in India: Progress, Setbacks, and Challenges" provides a stock-taking of progress and shortcomings in to achieve universalization of elementary education (UEE). Further, it addresses the concerns of equity, inclusion, and quality. With central focus dimensions of locational disadvantage, social exclusion, gender disparity, and special needs for children of other neglected groups. It focuses on gaps in enrolment, infrastructural provisioning, equity concerns in terms of being inclusive in the context

of schools functioning, teachers (social group, training, motivation, transaction and so on) management and governance issues. The extent and manifestations of non-inclusion or exclusion in the education is related to the capacity of the State as reflected in the policy fuzziness and ambiguities. Apart from structural reforms, a much stronger public pressure backed by better and shared public reasoning is required for overcoming the challenges for attainment of compulsory and free education to all children.

Sadgopal, A. (2009) in his article “*Right to Education vs. Right to Education Act*” argues that right to education cannot achieve by only passing Right to Education Act. It focuses on publicly funded common school system based on neighborhood schools, where all children from a community send their wards in a common school. He argues that the allocation of public expenditure on education, which suggested needs to be as per the recommendation of 6 percent of Gross Domestic Product (GDP) in education. Whereas till today Government of India, allocated less than 4 percent of GDP found education.

Thorat, Sukhadeo (2009) in his book ‘*Dalits in India: search for a common destiny*’ emphasis that poverty among Scheduled Caste households is primarily responsible for the poor educational enrolment of Scheduled Caste children. Studies have amply established that among the main causes of the high magnitude of never-enrolled, out of school children and high rate of school dropout are poverty and discrimination.

Vimla, Ramachandran (2009) in her article ‘Right to Education Act: A comment’ argues that early years of schooling from the pre-primary to upper primary level is most important for a child development. Therefore it is most important for the government to pay more focused attention to pre-schooling education, which is neglected in the Right to Education Act 2009 and also there is a need to enhance financial allocation of resources to provide a good quality school which is accessible to all children. The Right to Education Act 2009 deeply affects the children of marginalized section especially to the Scheduled Caste because as today the economic and social background of the child determines their school where they go. As most of the Scheduled Caste are belongs from the poor economic background that’s why they go to poor quality government schools. The government should invest more in the

education of disadvantaged and deprived section of the society and also ensure that they access the best quality education.

Chaudhary, Pradipta (2009) in *“Literacy, Caste, Class, and Gender in India”* specify that Literacy rate of castes is strongly positively correlated with the ritual position of castes- the ‘high’ caste peoples have high rates of literacy and ‘low’ caste people have a low rate of literacy. This is true of literacy in Indian languages and in English. So far as the influence of economic conditions on access to literacy is concerned there appears to be a time lag between the achievement of higher economic status and greater access to literacy. According to those provinces or states of caste continue to be highly correlated, literacy rate and class status are also highly positively correlated. On the other hand, where recently economic changes have caused a mismatch between ritual and economic status of caste, as in Mysore and Travancore the correlation between status and literacy rate is very low. There the new elite remains far behind the (how economically weaker) old elite in term of literacy rate. In the society, strong gender discrimination is practiced as access to literacy or education. In fact, the gender gap in literacy rate varied positively with the ritual rank as well as their economic status. It is thus clear that male was the first to be sent to school. The turn of the females come long after a family attained a minimum economic and literacy status. They found that those ‘backward caste’, which were rising the quickest in term of economic status were actually discriminating very strongly against females in access to literacy.

Bandyopadhyay and Govinda (2008) the authors stated that Indian education scenario is too complex and varied to be effectively captured through aggregate national figures in relation to the availability of schooling facilities across the country. At one end of the spectrum, there is Kerala with practically every child completing elementary school and transitioning to secondary school; and almost every school having at least five teachers and five classrooms. At the other end, there is Bihar where only one out of two children in the relevant age group are in school; the majority of children entering school fail to complete an elementary education; many schools are understaffed, and teachers are often untrained and given little academic support.

Mehta (2008) presented the analytical report of NUEPA for the year 2006-07 on Elementary education in India: progress towards Universalization of Elementary Education (UEE). The District Information System for Education (DISE) covers both primary and upper primary schools/ sections of all the districts of India. The finding revealed that smaller states were doing much better than a number of bigger states. There was also need to analyze each indicator separately and identify states that need improvement. The dropout rate was high at primary level; it needs to be checked, without which neither the goal of universal primary education nor retention can be achieved.

Desai, Dubey, Vanneman, and Banerji (2008) have done the research on private schools using secondary data. The author found a large number of studies on public versus private schools in other countries, research on public and private schools in India is still in infancy. Schools in India have mushroomed in the past decade. There is need to know, whether the private school can be effectively utilized to provide a viable alternative to public education.

Chand, Sherry, Vijay and Amin-Choudhury, Geeta (2006) have conducted a study on ‘Shiksha Sangam: Innovations under the Sarva Shiksha Abhiyan (SSA)’ and mentions that Government of India has launched the SSA in 2001-2002 in partnership with the state and local-self governments to universalize and improve quality of elementary education in the country. They have used the secondary data of 13 states of India and concludes that SSA played an important role in reducing the number of out-of-school children.

Prasad, Chandrabhan (2006) in “*Dalit Perspective- Merit Mandal and Reservation*” argues reasons behind pathetic educational conditions of Dalits. He mentions that low economic condition in the society. According to him, 77 percent of Scheduled Caste and 90 percent of Schedule Tribes reside in the rural areas of India, where mostly are working as a labourer in the lands of the big landlord. During the time of sowing and harvesting Dalits who depend upon the daily wage works, involve fully with their family members, including children’s. Childs between the age of 11 to 14 years they look the home and also their animals. They took livestock for fodder in the fields, it also helps to family members to go as wage labours.

Thorat, Sukhdeo and Lee, Jee (2005) in the paper “Caste Discrimination and Food Security Programmes” pointing that government of India had started several programmes to attract children to school specially to the Scheduled Caste, but Scheduled Caste children are facing discrimination during the distribution of food, they are asked to sit separately from the higher caste students and also low and lastly feed by teachers. Dalit cooks are also facing discrimination, higher caste parents are restricted their wards to not eat mid-day meal and also pressurize the local administration to dismiss the Dalit cook. Scheduled Caste peoples are also facing exclusion and discrimination during public distribution scheme, during the distribution of goods Dalits are kept waiting and served last while dominant caste members are served immediately.

Thorat Sukhadeo (2004) in his another article ‘Marginalized Groups and Common Minimum Programme’ argues that the Indian society is highly stratified and hierarchical in nature. Some groups are economically and socially excluded, discriminated, isolated and deprived on the basis of characteristics like caste, ethnicity or religious background. Scheduled Caste and Scheduled Tribes are the most deprived and socially excluded section of the society, they together constitute about one-fourth of India’s population. The Scheduled Caste is closely associated with denial of property rights, civil rights and lack of access to education. The status of Scheduled Caste is really pathetic, 70 percent of Scheduled Caste rural households are landless and near landless (owning less than one acres of land). Only 2 percent of the total cultivable land has been distributed under the ceiling, and the share goes up marginally to 10 percent in the government land. 18 lakh acres of land have been distributed to 18.50 lakh Scheduled Caste beneficiaries with a distribution of 0.977 acres per beneficiary. However, a large section of Scheduled Caste households remains without viable land even today. He argues that Scheduled Caste is educationally lowest in the society because of the economical scarcity. Even after six decades of independence, the majority of the Scheduled Caste is still depending on the lands of a higher caste. They don’t have any other option instead of working as agriculture laborer or bounded laborer. He suggested that there is a need to take initiative on land redistribution; it helps them to be live independent and also think about their future. He also argues that there is need to develop education policy which strengthening public education system in the villages and cities on a much large scale

than today. For poor students, the loan scheme after 8th standard, do not work. It needs to develop an affordable, uniform and better quality public education system up to the university level.

Thangaraj (2002) studied the impact of mid-day meal scheme on enrolment and retention in Tamil Nadu, The schemes helped to improve the strength and enrolment in schools and remove malnutrition of children. The evaluation of the scheme clearly showed an upward trend in the education status of children. The dropout rates had also come down in Tamil Nadu due to mid day meal.

The quantitative analyses identified six within-school factors and three socio-cultural factors that significantly influenced the quality of implementation of the program. The within school factors that contributed to high quality implementation were the creation of a supportive culture for institutional change, the overcoming of program resistance on the part of a minority of teachers, a commitment to implement the structures of the program, a strong school-site facilitator, less concern among teachers for handling an increased workload and availability of program materials. The three socio-cultural factors that contributed to high-quality implementation were lower student mobility, higher school attendance rate and a greater percentage of the student body being white.

Nancharaiah, G. G. (2002) in his writing '*Dalit Education and Economic Inequality*', concludes that in case of the Dalits, economic backwardness, social disabilities such as untouchability become obstacles to their education and development. The social stigma attached to Dalits castes discourages them from attending schools in the main village.

Grover and Singh (2002) have conducted the study on the Quality of Primary Education in Madurai and Villupuram District in Tamil Nadu, India. They have done a quality assessment based on school observations, interviews and research conducted in two districts of Tamil Nadu. The salient findings were that key structures are in place for imparting quality primary education. However, several weaknesses in the system of educational administration and management currently limit the quality of education provided. A strengthening of crucial elements of the education system is needed in order to achieve the two important goals of building 1) Strong

accountability in the system and 2) evaluating the quality of the system by regular. Monitoring of student learning, and thus, improving the overall efficiency of the system. They have mentioned in their article that the expansion of primary education in India over the last decade has been phenomenal. But, by all accounts, the expansion of the Indian education system has led to deterioration in the quality of education. They have suggested to i) Redesign the system of district-level education administration and school management; ii) Institute a system of monitoring and evaluation of student learning; iii) Improve the efficiency of the teacher training process; iv) Explore innovative options for financing the reforms.

Indian Institute of Education (2002) prepared the report on ‘Status and Evaluation Study of the Upper Primary Section of the Elementary Education System’ in India. The report has focused on various aspects of elementary education, infrastructure, teaching-learning equipment, numbers of teachers, training of teachers and its impact. It was found that the lacunae are not at the policy level, but at the implementation level. Effective implementation of existing schemes like free mid-day meals, free provision of textbooks and attendance allowance has to be ensured in some way to reduce drop-out and raise retention and attendance.

Aggrawal (2001) has examined various dimensions of access and retention in District Primary Education Programme (DPEP) and found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrolment and retention, it is becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized. In order to improve the quality of education community has to be strengthened. Further, periodic validation of data through scientifically designed sample surveys should be undertaken and the margin of error should be estimated at the district level.

GOI (2000) has stated that the average number of students per teacher in all categories of schools in India shows that the highest number of student-teacher ratio was in Bihar (1:54) followed by West Bengal (1: 47) and minimum ratio was in Mizoram (1:16) The average student-teacher ratio for India was (1:37) which was quite high as compared to international standard.

Tyagi (1999) studied Village Education Committees in Ranchi District and found that in spite of the VECs under the Bihar Education Project, there are a number of issues which need to be addressed and looked into for strengthening the educational planning and management structure at the village level. To ensure that the right persons are elected to the VECs is a great difficulty since the influential and powerful people want to see themselves or their favorites as VEC members. The study revealed that nearly half (4 to 5 members each) were not attending the meetings regularly and not taking part in any school activities. They did not even know the specific objectives of these bodies. No efforts were being made by anyone to ensure that good people come to these committees who work with interest and devotion. The study further shows that mukhiya of the panchayat is not necessarily the right choice for president ship of VEC. There was neither any formal mechanism for decision making nor there was any process for feed back to the VECs. This lackadaisical approach leads to frustrations among members dampening their initiative and sapping voluntary spirit. Members demanded that the venue of the meetings should be *tola* wise so that general public and the people belonging to particular *tola* can also attend the meeting. One of the main difficulties which VECs face in performing their functions was that they didn't have any financial and administrative powers.

Varghese (1996) has analyzed the 'Decentralization of Educational Planning in India: The Case of the District Primary Education Programme' He has concluded that even when students were retained in schools, they do not learn what they are supposed to learn. Low levels of learning at the primary stage were almost a universal phenomenon in India.

Ram, Nandu (1995) in the book '*Beyond Ambedkar: Essays on Dalits in India*' concluded that there is a symmetrical relationship between socio-economic standing of the people and their literacy level as in evident form of the fact that the Scheduled Caste and Scheduled Tribe people have remained traditionally at the bottom of the social hierarchy, so their literacy rate also has been lowest in the country. Most of the Scheduled Caste students are supposed to economically contribute to their family subsistence while pursuing their study. This additional expectation from them does reflect on their poor academic performance. Therefore, any true appreciation of their educational problem needs a thorough understanding of the socio-economic problem of their family or rather the whole community.

Govinda and Vergees (1993) have examined the quality of primary schooling in India: A case study of Madhya Pradesh, which shows that a trained teacher makes a considerable difference in terms of teaching style and classroom management. The authors are of the opinion that several researchers and reports indicated improvement in learning level of children depend not only on expansion of schooling provision but also on the availability of ample instructional time and its effective use. It is the teacher who plays an important role in effective use of instructional time.

Tagore's Vision of Education, According to **Rabindranath Tagore** 'Vidya is Vimukta' (knowledge is liberation). The spiritually liberated man is the aim of Indian education. Education alone can create a climate and establish a state 'where the mind is free and the head is held high, where knowledge is free, where the world has not been broken up into fragments of narrow domestic walls, where words come from the depths of truth'. Tagore sang this song with full-throated ease and sought the blessings of his people. 'Into that heaven of freedom, my Father, let my country awake'. This was Tagore's vision of Education whose live image is manifested in the 'Abode of Peace' which he created and which goes by the name of Santiniketan. His words are music, his speech is dulcet, yet like Vivekananda's vision his influence on the mind of India was tremendous; Even just listening to him was education, his presence was sunshine. He brought west to the east and east to the west and gave the world a unique educational and cultural system which was Indian to its roots, yet international in character.

Vivekananda's Educational Vision, Swami Vivekananda, the greatest Indian mind since Shankara, defines education as the manifestation of perfection already in man. He also defines religion as the manifestation of divinity already in man. Religion, according to him is also a process of education. 'If there is a choice between football and Gita, I would want the children to play football, as there is the whole life to learn Gita. 'Football teaches how to kick and our children must learn it'. Simultaneously he talked of value education.

Scope and Rationale of the Study

The sociological context of education refers to various facets of overall socio-economic and educational environment in which an individual or a family lives. It

includes the family and the extended kin group, the caste hierarchy, the economic conditions and class relations, the religious beliefs and practices and the social demography of the region.

This sociological concern is extremely relevant to the subject of elementary education in Uttar Pradesh mainly because the educational decisions of children are family/household decisions, and are also governed by them. As Jean Dreze puts it appropriately, “Literacy achievements in India depend crucially on the social context: The gender division of labour, the kinship system, caste-related norms, economic entitlements and so on. The statement is perhaps trivial, but it is worth noting that the overwhelming context of literacy achievements conflicts with the notion of elementary education as a basic right of all citizens” (Dreze: 2003). It is obvious that the socio-cultural, economic, occupation, caste and demographic factors play a vital role in enhancing or diminishing educational chances of the children. In fact, many of the reasons for the failure in achieving good quality elementary education till date may be rooted in this social context. Although RTE act 2009 ensures free and compulsory education for 6-14 year children but still in reality children are getting poor quality of education since they belong to the poor socio-economic background and hence it deserves a detailed enquiry.

Research Methodology

Research Design

Descriptive research design is used in this study. A well-knitted interview scheduled was prepared and finalized through pilot survey and then it is used for collection of data. Apart from this a quasi-participatory observation method and focused group discussions with development authorities and government officials was also used for data collection. Secondary sources were used to substantiate the findings.

Universe of the Study

This study is undertaken in two district of U.P. especially in one fourth selected blocks from each of the districts. The selected two different districts have various different specialties, one is the capital city of Uttar Pradesh and other is backward and having a larger rural area which is also neighbor district of the capital city.

There are eight blocks in Lucknow district and sixteen blocks in Unnao district out of which one-one block is purposively selected on the basis of Low literacy rate and a high percentage of marginalizing communities viz. Mohanlalganj block from Lucknow and Hillauli block from Unnao district.

The selection of the blocks has been done on the basis of its backwardness, low literacy rate, more marginalized population and the occupational dependency on the land of the population. In the selected blocks there are 244 and 207 Primary and Upper Primary schools in Lucknow and Unnao districts respectively (DIET Lucknow and Unnao), out of which 50 schools are randomly selected from each district for the study.

Selection of Respondents

Mainly this study had three types of respondents, aiming to make study realistic, impartial, inclusive and specific. The respondents to the study are students of government primary and upper primary schools and SMCs members. Secondly, the teacher of that very school in which the student is enrolled is interviewed to ascertain the sociological nuances of education.

Randomly 50 schools were selected from each block and from these selected schools three students, one teacher and one SMC member (parent) were interviewed. In total 150 students, 50 teachers, and 50 SMC members interviewed from one block.

In this manner total 250 respondents from each block were interviewed. The total number of respondents interviewed for this study is 500. The selection of respondent is given below in the table.

S.No.	District	Block	Schools	Respondents			Total
				Students	Teachers	Parents	
1	Lucknow	Mohanlalganj	50	150	50	50	250
2	Unnao	Hillauli	50	150	50	50	250
Total			100	300	100	100	500

Tools of Data Collection

Interview Scheduled is one of the most popular and opt use technique of data collection because it gives the opportunities to have the personal rapport with the respondents, where response rate is fairly high and data obtain is most authentic. Therefore, an Interview Scheduled is developed to obtain data from the respondents. This interview scheduled is prepared and given a final shape after a pilot testing.

Besides this in some cases in-depth personal interview were conducted to supplement the information. Further, observational and secondary data were collected for better understanding of the problem.

Organization of the Study

This study is organized into six chapters including introduction and conclusion. **Chapter I - Introduction** deal with the need and significance of the study leading to the statement of the problem, objectives, procedural framework, scope of the study, review of literature which would provide a clear picture of the work done in the area and to draw conclusions at the end and methodology adopted for the study which provides a detailed account of the variables, rationale for the selection of the variables, sample selected, data collection procedure, tools used, standardization procedures of tools and the statistical techniques employed in the analysis of the data.

Chapter II – Social Perspective on Education: A Review

Chapter two is about social perspective on Education. This chapter turns to provide an idea to understand the different sociological perspective on education by eminent sociologists and their perception of education as a whole. In order to understand the broad fundamental nature of education and the government's commitment to people, the background of the social perspective, community leaders, and the society take part in it. A sociological perspective on education is an attempt to trace the development of sociological theory from the classical to Indian thinkers. In the developing world today, there is a great concern for universal elementary education and that everywhere some progress has indeed been made, although there is still a large gap between the developed and the developing countries. Great Scholar Ambedkar argues that some measures should be taken otherwise the education of the depressed classes would

achieve a great set back. He viewed that the entry in the public service should be secured to the depressed classes otherwise there would be no inducement for them to take to education. But he was aware of the fact that it was useless to make provision for the higher education of the Depressed Classes unless steps were taken to ensure the growth of primary education.

A country like India, are groping in the dark in very many areas of elementary education and most importantly in enrolment, provision of teachers in appropriate numbers, infrastructures, and others. It appears there is not only a gender gap; there is, in addition, a rural-urban (spatial) gap that has to be bridged. Elementary Education can be improved only by the effort of all likewise government, institution, community, students, teachers and parents. So it can be said that there is a great concern of education in social perspective.

Chapter III -Elementary Education in Uttar Pradesh: A Profile deals with the socio-demographic and educational profiles of both the district of selected for the study. The chapter seeks to present socio-economic background of teachers, parents and students of the school going children who are interviewed for the study. The most of the students and parents are belong to so-called lower caste and class of the population is studying in the government schools. Therefore, the social and educational mapping and the socio-economic background of the parents and the Students show that the setting for the study is mainly stratified within the lower end of the socio-economic structure. However, the caste differences have come to the fore very clearly.

Chapter IV –Elementary Education in the Selected Districts: An Analysis, is an attempt to figure out the physical and internal condition of government schools. Enrolment, PTR, basic infrastructure deals mainly with the RTE Act and its implementation like the distance of the school, Infrastructure availability, Schools furniture, Play ground, Teaching methods, Pupil-Teacher Ratio, and other facilities provided to the student of government schools? What is happening – in the teaching-learning process, in the school environment or at home? It is concluded in that the clients of government primary schools were the children who belonged to the poor families. The main objective of the RTE act is to provide free and compulsory education for 6 to 14 years children and various other duties. It is a very big challenge

for the government to improve primary education because it was felt that very few responsible persons are careful about the improvement of primary education in Uttar Pradesh. Mostly responsible persons think that everything is going on very smoothly and normally but it is not the reality.

Chapter V –Elementary Education, RTE and School Management Committee focuses on the processes and practices of School Management Committee and its functioning. The chapter also goes through the relevance of the school management committee with the reference of RTE. The level of awareness about the way in which SMC members are elected is found to be not clear among the committee members. The condition is such worse that about 2/3rd majority of the SMC members does not know about SMC how can anyone expect them that they know their role and functioning of the committee.

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Chapter Two
*Social Perspective on
Education: A Review*

CHAPTER-2

THE SOCIAL PERSPECTIVE ON EDUCATION: A REVIEW

Introduction

This chapter turns to provide an idea to understand the Sociological Perspective of Education by eminent sociologists and their perception of education as a whole. In order to understand the broad fundamental nature of education and the government's commitment to people, the background of the social perspective, community leaders, and the society take part in it. The progressing importance of education has challenged prospective teachers, educational administrators, sociologists to apply sociological vision as stated by the sociologist to attain the benefit of knowledge and a basis for understanding them better (Corwin: 1965).

In the social perspective of education, social issues are linked to various aspects of values and how it is linked with education especially in basic education, the role of teachers, parents, and students of primary and upper primary schools of Uttar Pradesh. In this chapter, many sociologists' views, and their literature about the social aspect of primary education and intervention of the right to education act and focused on its relevance to the current scenario.

The main difference between sociology and education which has been understood is: sociology has been and is mainly theoretical and empirical, whereas the latter was and has been applied and normative. It was not the responsibility of the sociologist to provide solutions to social problems of the day which attracted the attention of the policymakers and which deserved research attention in order to provide solutions to the educational problems. Again, sociologists were interested in the relationship between school and society and in the much larger area (Chanana: 2013).

In a country like India where we find differences on various aspects, like caste, class, culture, education etc. While learning or education these are the different hurdle a common man face. So, how can we think that there is no barrier to learning? Here it is found that there is a different type of schools for marginalized people called

government school. As it is seen in government schools there are no facilities, no environment is provided to students and teachers, so they are able to learn and educate themselves to compete for survival in this world. In these government schools mostly the marginalized caste-class students are learning like SCs, OBCs, STs, Minority and poor students. So, it is necessary to understand the education in social and sociological perspective.

Social Perspective of Education

Education is a social institution through which a society's children are taught basic academic knowledge, learning skills, and cultural norms. The sociology of education is the study of how social institutions and individual experiences affect education and its outcome. Education is concerned with all forms of education i.e. formal and informal education systems of modern industrial societies. It is relatively a new branch and two great sociologists Émile Durkheim and Max Weber were the father of sociology of education. Émile Durkheim's work on moral education as a basis for social solidarity is considered the beginning of sociology of education (Durkheim: 1898).

After the Second World War, it gained entity as a separate subject of knowledge. Technological advancement and engagement of human capital (work force) in industrialization America and Europe gave rise to the social mobility. Now it is easier to move up to the upper strata of society gaining technical skills, knowledge. People who were farmer earlier became a worker in factories. In that period social mobility was at top gear. And sociologists began to think that education promotes social mobility and undermines the class stratification.

It gained interest and lot of sociological studies done on the subject. Statistical and field research across numerous societies showed a persistent link between an individual's social class and achievement and suggested that education could only achieve limited social mobility. Sociological studies showed how schooling patterns reflected, rather than challenged, class stratification and racial and sexual discrimination. But sociology of education is a branch of study and very helpful in finding the relation between sociology and education.

The sociology of education is the study of how social institutions and forces affect educational processes and outcomes, and vice versa. By many, education is understood to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and status for all (Sargent: 1994). Learners may be motivated by aspirations for progress and betterment. Education is perceived as a place where children can develop according to their unique needs and potentialities. The purpose of education is to develop every individual to their full potential.

Relation between sociology and education

The relation between sociology and education has always been a subject of debate. One concept says education is meant to overcome the inequalities of society whereas the other says the prime function of education is to promote the equilibrium status of the society i.e. it tries to maintain equality whatever state is prevalent in the society.

The sociologist who favors second theory says that education is a social effort hence it runs the way society wants. And society moves in the direction the dominant group of society wants. According to them, the second theory is a propagated myth by the promoter of first theory. The first theory is said positive and second is leveled as an egative thought. Although there is a conflict which theory is most relevant; one thing is crystal clear that education is social effort and it reflects rather than directs society. If education is said to direct society it is true only because there is a social force favoring this.

Both the theory has a role to play in defining the relation between sociology and education. This relation plays a great role in learning outcome. So it is a matter of great interest for the people like you; who is directly linked to educational institutions.

Durkheim's Perspective on Education

Functionalist sociologist Emile Durkheim saw Education as performing two major functions in advanced industrial societies – transmitting the shared values of society and simultaneously teaching the specialized skills for an economy based on a specialized division of labour.

Durkheim, a French sociologist, was writing at the turn of the twentieth century (late 19th and early 20th) and he believed that schools were one of the few institutions uniquely poised to assist with the transition from traditional society, based on mechanical (face to face) solidarity, to modern society, which was much larger in scale and based on organic (more abstract) solidarity.

According to Durkheim ‘Society can survive only if there exists among its members a sufficient degree of homogeneity: education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands’ (Haralambos: 2013).

Education does this by instilling a sense of social solidarity in the individual – which involves instilling a sense of belonging to wider society, a sense of commitment to the importance of working towards society’s goals and a feeling that the society is more important than the individual.

Durkheim argued that ‘to become attached to society, the child must feel in it something that is real, alive and powerful, which dominates the person and to which he owes the best part of himself’ (Haralambos: 2013).

Education, and in particular the teaching of history, provides this link between the individual and society. If history is taught effectively, it ‘comes alive’ for children, linking them to their social past and developing in them a sense of commitment to the social group.

Max Weber’s Perspective on Education

Sociology, for Max Weber, is a science which attempts the interpretive understanding of social action in order thereby to arrive at a causal explanation of its course and effects (Robert: 2010).

Weber was concerned with the question of objectivity and subjectivity. Weber distinguished social action from social behavior, noting that social action must be understood through how individuals subjectively relate to one another (Ritzer: 2009). Study of social action through interpretive means (Verstehen) must be based upon understanding the subjective meaning and purpose that individuals attach to their

actions (Craig: 2002). Social actions may have easily identifiable and objective means, but much more subjective ends and the understanding of those ends by a scientist is subject to yet another layer of subjective understanding (that of the scientist). Weber noted that the importance of subjectivity in social sciences makes the creation of fool-proof, universal laws much more difficult than in natural sciences and that the amount of objective knowledge that social sciences may achieve is precariously limited. Overall, Weber supported the goal of objective science, but he noted that it is an unreachable goal, although one definitely worth striving for (Kim: 2007).

Karl Marx Perspective on Education

Karl Marx never wrote anything directly on education – yet his influence on writers, academics, intellectuals and educators who came after him has been profound. The power of his ideas has changed the way we look at the world. Whether you accept his analysis of society or whether you oppose it, he cannot be ignored. As Karl Popper, a fierce opponent of Marxism has claimed ‘all modern writers are indebted to Marx, even if they do not know it’ (Burke: 2000).

Traditional Marxists see the education system as working in the interests of ruling class elites. According to the Marxist perspective on education, the system performs three functions for these elites: (a) Reproduces class inequality, (b) Legitimizes class inequality, (c) It works in the interests of capitalist employers.

In school, the middle classes use their material and cultural capital to ensure that their children get into the best schools and the top sets. This means that the wealthier pupils tend to get the best education and then go onto to get middle-class jobs. Meanwhile, working-class children are more likely to get a poorer standard of education and end up in working-class jobs. In this way, class inequality is reproduced.

Talcott Parsons’ Perspective on Education

The American sociologist Talcott Parsons (1961) outlined what is commonly accepted as the Functionalist view of education as it relates to modern societies in the late 1950s.

Parsons argued that, after primary socialization within the family, the school takes over as the focal socializing-agency: school acts as a bridge between family and society as a whole, preparing children for their adult roles in society (Adams and Sydie: 2001).

Within the family, the child is judged by particularistic standards. Parents treat the child as their own, unique, special child, rather than judging him or her by universal standards that are applied to every individual.

However, in the wider society, the individual is treated and judged in terms of universalistic standards, which are applied to all members, regardless of their kinship ties (Adams and Sydie: 2001).

Within the family, the child's status is ascribed: it is fixed by birth. However, in advanced industrial society, status in adult life is largely achieved: for example individuals achieve their occupational skills. Thus it is necessary that the child moves from the particularistic standards and ascribed status of the family to the universalistic standards and achieved the status of adult society.

The school prepares people for this transition. It establishes universalistic standards, in terms of which all pupils achieve their status. Their conduct is assessed against the yardstick of the school rules; their achievement is measured by performance in examinations. The same standards are applied to all pupils regardless of ascribed characteristics such as sex, race, family background or class of origin. Schools operated on meritocratic principles: status is achieved on the basis of merit (Adams and Sydie: 2001).

Like Durkheim, Parsons argued that the school represents society in miniature. Modern industrial society is increasingly based on achievement rather than ascription, on universalistic rather than particularistic standards, on meritocratic principles which apply to all its members. By reflecting the operation of society as a whole, the school prepares young people for their adult roles.

Indian Scholars on Education**Gandhi Perspective on Education**

By education, I mean an all-round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning.” –M. K. Gandhi (Kishorelal: 1952).

Education certainly is a means to the all-round progress of man. In other words, the pathway to human-development goes through the lanes of education. Moreover, true education is the sole basis of achieving one’s purpose in life. It is education, which can ascertain ultimate peace for a human being.

Needless to say, the importance of education in man’s life cannot be described in words. In addition, the essence of all the ancient scriptures, messages of scholars and thinkers of repute have always categorically expounded the significance of education in human life. By illustrating the mutual relationship between the education and peace, they have also declared education as the means and the basis of peace. Furthermore, they enlighten people of the importance of education in all walks of life, in particular, its role in making life prosperous and peaceful under the prevailing circumstances. Further, the implications in the absence of true education, especially in creating an atmosphere of disharmony and conflict are examined. In this regard the following Shloka from an oldest Hindu scripture is worth quoting here: “माता शत्रु पिता वैरी येन बालो न पाठितः न शोभते सभा मध्ये हंस मध्ये वाको यथा” Mata Shatru Pita Vairi Yen Balo Na Pathitah, Na Shobhate Sabha Madhye Hans Madhye Vako Yatha (Meaning thereby: The parent who does not facilitate and guide their child for studies is like the greatest enemy of the child. The presence of an uneducated person in the company of educated people is like a goose in the company of swans.)

If we analyze education from the Indian viewpoint, education (Shiksha) is one of the six Vedangas. Clarity of understanding and systematic method or the orders, which are the basics for the all-round development of one’s personality, are within its domain. Hence, the educational process is fully dedicated to continuity; it is for growth or for accumulation; it is the means to lead a human being on the pathway to

prosperity in prevailing circumstances on the basis of knowledge and accomplishments.

Gandhian View: According to Mahatma Gandhi, education is an unending exercise (filled with devotion-Sadhana) till death. For him, only education can act as a means to a successful life. Likewise, “education can help mold and shape the human body, mind, and character in such a manner that they may act as the means to achieve joy and efficiency (Kumar: 1999).”

Categorically, education as expounded through Gandhi’s imagination and explanation is a means to guide and lead a human-being from his birth to death. It helps a man achieve his goal. The goal, however, according to many philosophies including the Vedic-Hindu, could be the attainment of the Mukti or Moksha, or Nirvana [liberation] that it is considered as the highest stage of peace.

“Work for the all-round growth of man right from the beginning till the end. Its ultimate aim is to turn human knowledge into his ability. It is for the purpose of making his life worthy and meaningful, and it is not only for earning his livelihood (Kumar: 1999).”

Mahatma Gandhi wrote many articles on education from time-to-time. On several occasions, besides addressing students and teachers, he issued worthy statements regarding its meaning, purpose, and importance in life. We can draw the following viewpoint particularly for the purpose of this short article: (a) The prime aim of education is to make a man self-dependent; (b) The purpose of education is to make the one efficient and skilful; and (c) The objective of education is to guide and lead him to the pathway to progress in the prevailing situation of space and as per the demand of time so that he could ascertain his physical and mental development to achieve a goal in life for himself on the one hand and he could equally contribute to the society, nation and the globe on the other.

Ambedkar's Perspective on Education

Dr. Ambedkar considered education to be essential for all men and women irrespective of their social and economic status. All men and women must get at least the minimum education so that they may know how to read and write. The primary

education caters to the minimum essential need of educating the masses. According to Dr. Ambedkar, "the object of primary education is to see that every child that enters the portals of a primary school does leave it only at a stage when it becomes literate throughout the rest of his life. But if we take the statistics we find that out of every hundred children that enter a primary school only eighteen reach the fourth standard, the rest of them, that is to say, eighty-two out of every one hundred replace into the state of illiteracy. He said that the Government should spend sufficient amount of money so that "every child who enters a primary school reaches the fourth standard." (Dr. Babasaheb Ambedkar, Writings and Speeches: 1982).

Dr. Ambedkar always advised the down-trodden masses, to develop their condition themselves and to make progress in all the spheres of life. He was of the opinion that unless Primary Education was made obligatory and strictly enforced, conditions for the educational progress of the Backward classes would not come into existence.

According to him, unless the 'Compulsory Primary Education Act' was established, and the transfer of primary education to the school boards was stopped, the education of the depressed classes would achieve a great set back. He viewed that the entry in the public service should be secured to the depressed classes otherwise there would be no inducement for them to take to education. He thought that some special provisions should be made for the education of the Backward classes in the form of a few hostels and a few scholarships for higher education by the government. But he was aware of the fact that it was useless to make provision for the higher education of the Depressed Classes unless steps were taken to ensure the growth of primary education.

According to him separate schools for Backward Class Students is not advisable as this, in turn, would widen the gap between the Caste Hindus and the Untouchables. He thought that books should be published in simple language, circulating libraries should be provided tonight schools, special bonus and prizes should be given by the Government to teachers who were educating the backward class pupils.

He was aware of the fact that only primary education was not enough for the upliftment of the downtrodden masses, so he encouraged them to take higher education.

Swami Vivekananda Perspective on Education

Swami Vivekananda was a patriot saint and seer of highest realization which our country has ever known. His prime concern had been the welfare and the uplift of man. He was a great luminary who could not only explain grand spiritual truths in a lucid manner but could also expound on several subjects-be it science, music, arts or society and education. His thoughts and words remain a perennial source of inspiration for policy makers, teachers, administrators, and practitioners.

Vivekananda says, "Education is not the amount of information that is put into the brain and runs riot there, undigested all your life. We must have life-building, man-making, character-making, assimilation of ideas." Education should unveil the divinity of man/woman and this divinity should be seen in treating lunatics, in punishing criminals and in everything that is connected with human life (Avinashilingam: 2014).

Vivekananda suggests that education should lay proper emphasis on creativity, originality, and excellence. To him, a good education is only that which unfolds all the hidden powers in man. Real education requires the cultivation of a sense of humility. This sense of humility is the basis of a man's character, the true mark of a balanced personality.

Rabindranath Tagore Perspective on Education

As one of the earliest educators to think in terms of the global village, Rabindranath Tagore's educational model has a unique sensitivity and aptness for education within multi-racial, multi-lingual and multi-cultural situations, amidst conditions of acknowledged economic discrepancy and political imbalance. Kathleen M. O'Connell explores Rabindranath Tagore's contribution.

Tagore's ideas for creating a system of education aimed at promoting international co-operation and creating global citizens. Tagore envisioned an education that was deeply rooted in one's immediate surroundings but connected to the cultures of the wider world, predicated upon pleasurable learning and individualized to the personality of the child. He felt that the curriculum should revolve organically around

nature, with flexible schedules to allow for shifts in weather, and with special attention to natural phenomena and seasonal festivities (Tagore: 1917).

Rabindranath did not write a central educational treatise, and his ideas must be gleaned through his various writings and educational experiments at Santiniketan. In general, he envisioned an education that was deeply rooted in one's immediate surroundings but connected to the cultures of the wider world, predicated upon pleasurable learning and individualized to the personality of the child. He felt that a curriculum should revolve organically around nature with classes held in the open air under the trees to provide for a spontaneous appreciation of the fluidity of the plant and animal kingdoms, and seasonal changes. Children sat on hand-woven mats beneath the trees, which they were allowed to climb and run beneath between classes (Tagore: 1929).

Sri Aurobindo's Perspective on Education

Sri Aurobindo's (1956) concept of 'education' is not only acquiring information, but "the acquiring of various kinds of information", he points out, "is only one and not the chief of the means and necessities of education: its central aim is the building of the powers of the human mind and spirit" (Aurobindo: 1990).

Shri Aurobindo emphasized that education should be in accordance with the needs of our real modern life. In other words, education should create dynamic citizen so that they are able to meet the needs of modern complex life. According to him, physical development and holiness are the chief aims of education. As such, he not only emphasized mere physical development but physical purity also without which no spiritual development is possible. In this sense, physical development and purification are the two bases on which the spiritual development is built. The second important aim of education is to train all the senses hearing, speaking, listening, touching, smelling and tasting. According to him, these senses can be fully trained when the nerve, chitta, and manas are pure. Hence, through education purity of senses is to be achieved before any development is possible. The third aim of education is to achieve mental development of the child. This mental development means the enhancement of all mental faculties' namely-memory, thinking, reasoning, imagination, and discrimination etc. education should develop them fully and harmoniously. Another

important aim of education is the development of morality. Shri Aurobindo has emphasized that without moral and emotional development only, mental development becomes harmful to human process. According to him, every human being has some fragment of divine existence within himself and education can scan it from each individual to its full extent (Aurobindo: 1972).

These are some eminent scholars and their perspective on education. Every scholar is talk about the social perspective of education directly or indirectly. But Dr. Bhimrao Ambedkar is one of the scholars whose writings on education are directly linked with society and its relevance. He talks about education in reference to caste, class, and gender. In this chapter, it is trying to highlight the education and its social linkages.

Conclusions

A sociological perspective on education is an attempt to trace the development of sociological theory from the classical to Indian thinkers. The review has shown that, in the developing world today, there is a great concern for universal elementary education and that everywhere some progress has indeed been made, although there is still a large gap between the developed and the developing countries. Great Scholar Ambedkar argues that some measures should be taken otherwise the education of the depressed classes would achieve a great set back. He viewed that the entry in the public service should be secured to the depressed classes otherwise there would be no inducement for them to take to education. But he was aware of the fact that it was useless to make provision for the higher education of the Depressed Classes unless steps were taken to ensure the growth of primary education.

A country like India, are groping in the dark in very many areas of elementary education and most importantly in enrolment, provision of teachers in appropriate numbers, infrastructures, and others. It appears there is not only a gender gap; there is, in addition, a rural-urban (spatial) gap that has to be bridged. Elementary Education can be improved only by the effort of all likewise government, institution, community, students, teachers and parents.

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Chapter Three
*Elementary Education in Uttar
Pradesh: A Profile*

CHAPTER-3

ELEMENTARY EDUCATION IN UTTAR PRADESH: A PROFILE

Introduction

This chapter attempts to present a brief overview of Uttar Pradesh and both the selected districts i.e. Lucknow and Unnao & blocks, where the study has been carried out. The chapter is followed by an overview of the demographic, social, economic and educational profile of the study area. The socio-economic and educational background of the respondents in terms of gender, educational level, occupation, religion, caste, age, annual income, children's age groups. The data on socio-economic, demographic and educational dimensions are presented using graphs and tables both for easy comprehension and to provide a comparative picture of the selected area.

Uttar Pradesh

Uttar Pradesh is the rainbow land where the multi-hued Indian culture has blossomed from times immemorial. It is privileged with certain distinctive characteristics amongst other states of the Indian union. Blessed with a variety of geographical land and many cultural diversities, Uttar Pradesh, has been the area of activity of political and social issues. Geographically, it is well placed, physically quite sound, historically greatly glorified, culturally profoundly rich, socially very significant and politically utmost virile. Rich and peaceful expanses of meadows, perennial rivers, dense forests and fertile soil of Uttar Pradesh have contributed numerous golden chapters to the annals of Indian history. Dotted with various holy shrines and pilgrim places, full of joyous festivals, it plays an important role in the politics, education, culture, industry, agriculture, and tourism of India. Economically, however, despite being endowed with such niceties and potentialities, it has lagged behind in the proper development.

Location

Garlanded by the Ganga and Yamuna the two pious rivers of Indian mythology, Uttar Pradesh is surrounded by Bihar in the East, Madhya Pradesh in the South, Rajasthan, Delhi, Himachal Pradesh and Haryana in the west and Uttaranchal in the north and

Nepal touch the northern borders of Uttar Pradesh. Its area of 2, 36,286 sq kms lies between $23^{\circ} 52'N$ and $31^{\circ} 28' N$ latitudes and $77^{\circ} 3'$ and $84^{\circ} 39'E$ longitudes, this is the fourth largest state in the country. Uttar Pradesh has been separated and formed into a new state Uttara khand on November 9th, 2000.



Climate

The State has a tropical monsoon climate with an average temperature varying from a minimum of about $3-4^{\circ}C$ in May-June.

Rainfall

The State gets a major share of rains of about 83 percent between mid-June and mid-September mainly from Bay of Bengal monsoon and about 17 percent due to north-westerly cyclones.

Demographic profile

Uttar Pradesh is the most populous state in India, with 199,581,477 people. The state contributes 16.16% of India's population. The population density is 828 people per square kilometer, making it one of the most densely populated states in the country. (Census of India: 2011)

The sex ratio in 2011, at 908 women to 1000 men, was lower than the national figure of 933. The state's 2001–2011 decennial growth rate (including Uttar khand) was 20.09%, higher than the national rate of 17.64%. Uttar Pradesh has a large number of people living below the poverty line. Estimates released by the Planning Commission for the year 2009–10 revealed that Uttar Pradesh had 59 million people below the poverty line, the most for any state in India. (Planning Commission, Government of India 2011-12)

As per 2011 census, Uttar Pradesh, the most populous state in India, is home to the highest numbers of both Hindus and Muslims. By religion, the population in 2011 was Hindus 79.73%, Muslims 19.26%, Sikhs 0.32%, Christians 0.18%, Jains 0.11%, Buddhists 0.10%, and Others 0.30%. The literacy rate of the state at the 2011 census was 67.7%, which was below the national average of 74%. The literacy rate for men is 79% and for women 59%. In 2001 the literacy rate in Uttar Pradesh stood at 56.27% overall, 67% for men and 43% for women.

Literacy and Educational Facilities

Literacy rate in the State, as per 2011 census, at present, is 67.70percent, the male and female literacy rates being 77.30percent and 57.20percent respectively. This shows significant improvement of above 10percent over literacy rate of 57.36 percent in 2001. The detail literacy situation of the state from 1951 to 2011 is depicted in table 3.1. Education is considered as one of the most crucial factors for sustainable and overall development. The comparative levels of development in education are reflected, to a very large extent, in rates of literacy. These two aspects when seen in case of Uttar Pradesh, the emerging situation hardly stands up to expectations or

requirements. As regards educational infrastructure, it is observed that a number of Junior Basic Schools (Primary School) per against 64 in the country and 114 in Orissa and 102 in Madhya Pradesh. The corresponding number of Senior Basic Schools (Middle Schools) in the state was 12 and that was 21 and 13 respectively. The corresponding figures for Karnataka (52 and 20), Orissa (31 and 20) and Maharashtra (25 and 16) were much higher.

Table 3.1 Literacy Rate in Uttar Pradesh from 1951 to 2011

Literacy Rate (percent)			
Year	Total	Male	Female
1951	12.02	19.07	4.07
1961	20.87	32.08	8.36
1971	23.99	35.01	11.23
1981	32.65	46.65	16.74
1991	40.71	54.82	24.37
2001	57.36	70.23	42.98
2011	67.70	77.30	57.20

Source: Statistical Diaries of different years of Uttar Pradesh.

Table 3.2 Demographic, Socio-economic and Educational Profile of Uttar Pradesh, Lucknow and Unnao Districts

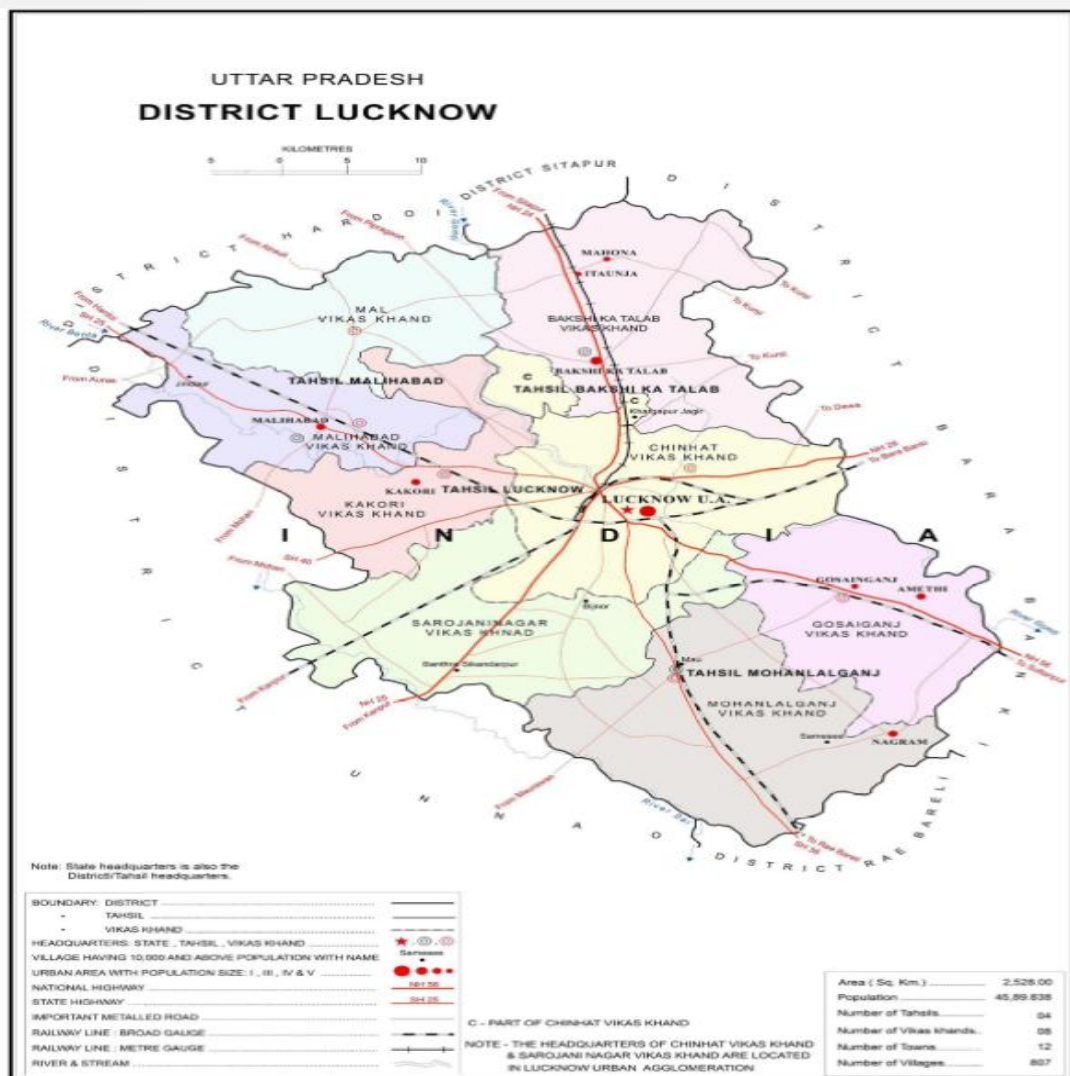
S. No.	Item	Uttar Pradesh	Lucknow	Unnao
1.	Area (Sq. Km)	240928	2528	4558
2.	Sub divisions	18	00	00
3.	Tehsils	327	04	05
4.	Sub-Tehsil	00	00	00
5.	Panchayat Samities	51914	97	173
6.	Nagar Nigam	16	01	00
7.	Nagar Palika	915	12	03
8.	Gram Panchayats	5194	498	954
9.	Assembly Area	404	09	06
Population				
10.	Total population	199,812,341	4, 589,838	3,110,595
11.	Decadal Growth (%)	20.09	25.8	15.19
12.	Population Density	829	1816	682

13.	Sex Ratio	912	917	907
14.	Population below Poverty line (%)	36.16	28.10	31.26
15.	Schedule Caste population (%)	41,357,608 (20.7 %)	948,294 (20.66 %)	948588 (30.52 %)
16.	Schedule Tribe population (%)	1,134,273 (0.6 %)	7506 (0.16 %)	2926 (0.09 %)
Literacy				
17.	Literacy Rate	67.68%	77.3	66.4
18.	Female Literacy Rate	57.18%	71.5	56.8
19.	Schedule Caste Literacy Rate	60.89%	64.9	58.5
20.	Schedule Caste Female Literacy Rate	48.9	55.7	47.8
21.	Schedule Tribe Literacy Rate	55.7	62.8	37.0
22.	Schedule Tribe Female Literacy Rate	43.7	52.1	26.9
Educational Institutes and Related				
23.	Total Schools	255969	4,831	4,394
24.	Total Government Primary Schools only (%)	155756 (68.5)	1,367	2,306
25.	Total Government Upper Primary Schools only (%)	63551 (24.83)	463	848
26.	Total Government Primary with Upper Primary Schools (%)	12093 (4.72)	7	2
27.	Total Enrolment in Government Schools	36425633	190,483	294195
28.	Total Teachers in Government Schools	866937	9,079	10,679
29.	Pupil-Teacher Ratio (Primary)	39	59	30
30.	Pupil-Teacher Ratio (Upper Primary)	31	32	28
31.	Student Classroom Ratio	39	35	27
32.	Percentage of School with Drinking water Facility	98.73	99.4	99.7
33.	Percentage of School with Toilet Facility	99.74	97.9	100.0

Source: Census 2011, <http://censusindia.gov.in> and School Education in India: Flash Statistics U-Dise 2015-16 NUEPA

District Profile of Lucknow

Lucknow, the capital of Uttar Pradesh is situated 23 Mts. above sea level. It is situated on 26.30 & 27.10 North latitude and 80.30 & 81.13 East longitude. Lucknow covers an area of 2528 sq.km. It is surrounded on the eastern side by District Barabanki, on the western side by district Unnao, on the southern side by Raebareli and on the northern side by Sitapur and Hardoi districts. River Gomti flows through the city. Some of the tributaries of this river are Kukrail, Loni, etc. Sai river flows from the south of the city and in the east enters district Raebareli. Lucknow is accessible from every part of India through Air, Rail, and Road. It is directly connected with New Delhi, Patna, Calcutta, Mumbai, Varanasi and other major cities by Amausi airport. Similarly, the city is linked to north, east, south, and west through rail and road links. In fact, rail link joins Lucknow to Pakistan via Amritsar in the west and to Bangladesh railways in the east. The population of district Lucknow as per census 2011 is 45,89,838.



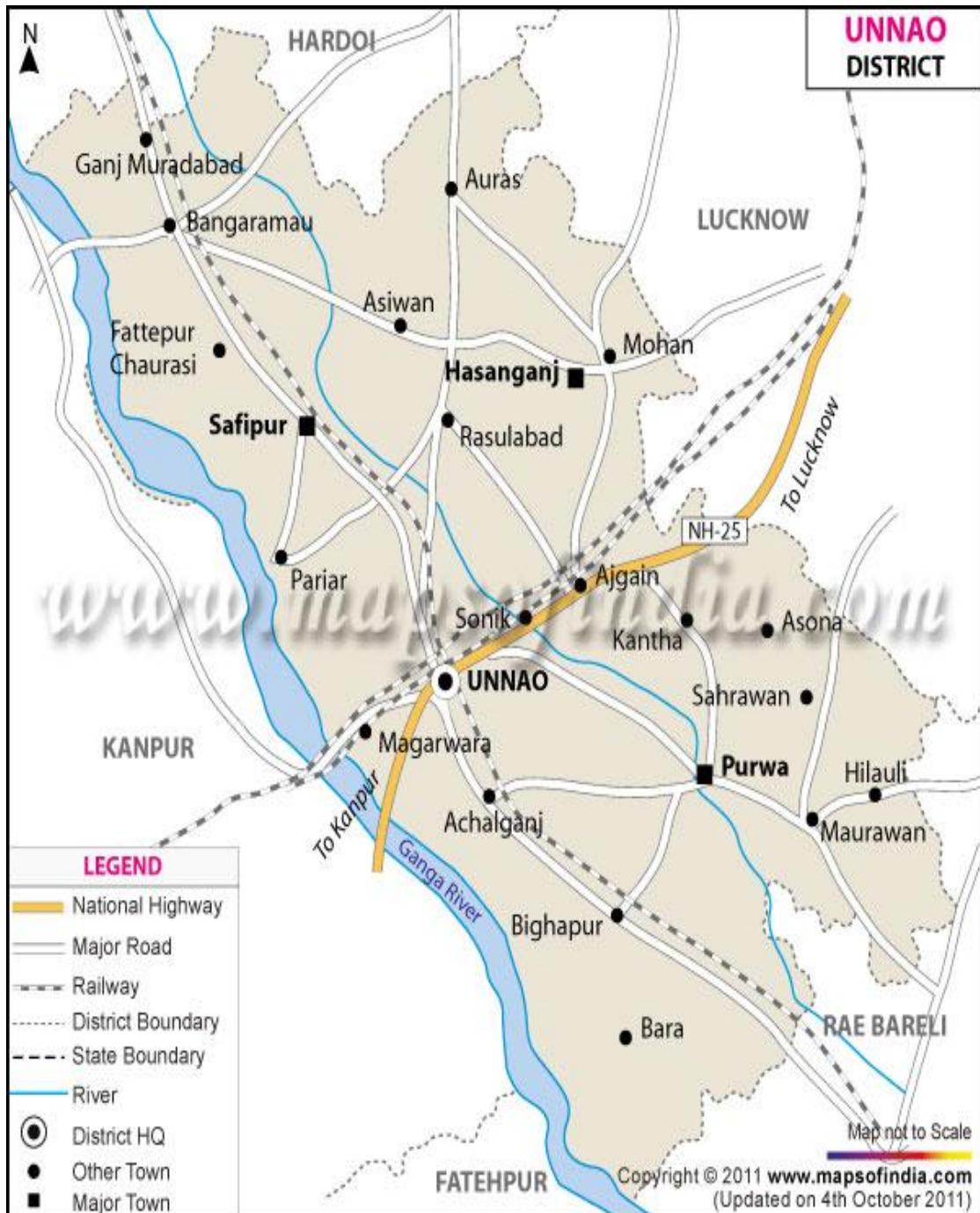
Demographic and Educational Profile

District Lucknow ranks 5th in terms of population in the state. As reported in the Census of India 2011 the total population of the district stood at 45.89 lakh persons of whom 23.94 lakh were males and 21.95 lakh were female. Between 2001 and 2011 the population registered a decadal growth of 25.80 percent which was much less than the 32.03 percent which was registered between 1991 and 2001 decade. The density per square kilometer registered a substantial increase from 1456 to 1816 between 2001 and 2011. However, the density of population was much above that obtained at the state level (829 persons per sq. km.). The SC population of the district at 20.7 percent of total population is equal to the state average. A very high percentage of the total population (33.8 percent) resides in rural areas which means that barely around 66.2 percent is urban in nature. These are a very high figure as compared to the state as a whole, where urban population constitutes around 22.3 percent only of the total state population. Even in terms of the sex ratio the district with the sex ratio of 917 is above the average obtained at the state level (912 during 2011). Yet another indicator where the district leads ahead of the state is in terms of literacy. Total literacy level is 77.3 percent as compared to 67.7 percent in U.P. as a whole. Similarly, male and female literacy rates were found to be 82.6 and 71.5 percent respectively as compared to the corresponding figure of 77.3 and 67.68 percent in U.P. (See table 3.2)

District Profile of Unnao

The district is named after its headquarters town, Unnao. The district has remained important in the field of spiritualism, literature and political activity. Historical and archaeological facts reveal that the district existed from ancient times. The popular legend is associated with Rishi Parshuram of Ramayan Period, who lived in the jungle of Parasnandan village of tahsil Hasanganj in the district. Suryavanshi king Dashrath used to come for hunting in the jungle of the district. King Dashrath had mistakenly killed ShraavanKumar at a place of the Purwa tahsil. Sharvan is a historical and mythological place in memory of Shraavan Kumar. Periyar region of tahsil Unnao was “tapobhumi” (place of meditation) of Maharishi Valmiki, where exiled Sita lived sometime and gave birth to Lav and Kush.

About 1200 years ago, the site of Unnao town was covered with extensive forests, Godo Singh a Chauhan Rajput, cleared the forests, probably in the third quarter of the 12th century and founded a town called Sarai Goda, which shortly afterwards passed into the hands of the rulers of Kannauj, who appointed Khande Singh as the Governor of the place. Unwant Singh, a Bishen Rajput and a lieutenant of the governor, killed him and built a fort here, renaming the place as Unnao.



Demographic and Educational Profile

District Unnao ranks 31st in terms of population in the state. As reported in the Census of India 2011 the total population of the district stood at 31.08 lakh persons of whom 16.30 lakh were males and 14.78 lakh were female. Between 2001 and 2011 the population registered a decadal growth of 15.11 percent which was much less than the 29.03 percent which was registered between 1991 and 2001 decade. The density per square kilometer registered a substantial increase from 657 to 682 between 2001 and 2011. However, the density of population was much below that obtained at the state level (829 persons per sq. km.). The SC population of the district at 30.5 percent of total population is much higher above the state average. A very high percentage of the total population (82.9 percent) resides in rural areas which means that barely around 17.1 percent is urban in nature. These are a very high figure as compared to the state as a whole, where urban population constitutes around 22.3 percent only of the total state population. Even in terms of the sex ratio, the district with the sex ratio of 907 is below the average obtained at the state level (912 during 2011). Total literacy level is less which is 66.37 percent as compared to 67.7 percent in U.P. as a whole. Similarly, male and female literacy rates were found to be 75.05 and 56.76 percent respectively as compared to the corresponding figure of 77.3 and 57.2 percent in U.P. However, there has been a marked improvement in the literacy rate in the district as compared to 2001. Despite the fact that the overall work participation rate in the district (36.2 percent) is higher than the state average (32.9 percent), the work participation rate among females in Unnao is 18.5 percent. Hasanganj tahsil has the highest number of inhabited villages (485) while Purwa tahsil has the lowest number (258) of inhabited villages. The district has 21 towns out of them 18 are statutory and 3 census towns. Neither any statutory town has been added, merged nor declassified after 2001 census. There are 588,533 households in the district accounting for 1.8 percent of the total households in the state. The average size of households in the district is 5.3 persons. (See table 3.2)

Table 3.3: Profile of the Selected Blocks

S. No.	Item	Mohanlalganj	Hillauli
Population			
1.	Total population	480,523	178460
2.	Decadal Growth (%)	7.0	8.7
3.	Sex Ratio	909	921
4.	Population below Poverty line (%)	-	-
5.	Schedule Caste population	108692	56785
6.	Schedule Tribe population	177	54
Literacy			
7.	Literacy Rate	68.08	53.16
8.	Female Literacy Rate	58.28	43.71
9.	Schedule Caste Literacy Rate	59.22	55.64
10.	Schedule Caste Female Literacy Rate	48.67	44.92
11.	Schedule Tribe Literacy Rate	46.1	47.92
12.	Schedule Tribe Female Literacy Rate	33.82	40.91
Educational Institutes and Related			
13.	Total Schools	244	207
14.	Total Government Primary Schools only	180	158
15.	Total Government Upper Primary Schools only	64	49
16.	Total Enrolment in Government Schools	26,468	17412
17.	Total Teachers in Government Schools	1211	617
18.	Pupil- Teacher Ratio (Primary)	31	24
19.	Pupil Teacher Ratio (Upper Primary)	24	20
20.	Class Student Ratio	-	-
21.	Percentage of School with Drinking water Facility	99.1	96.7
22.	Percentage of School with Toilet Facility	99.8	99.9

Source: Census of India 2011, District Census Handbook Lucknow and Unnao.

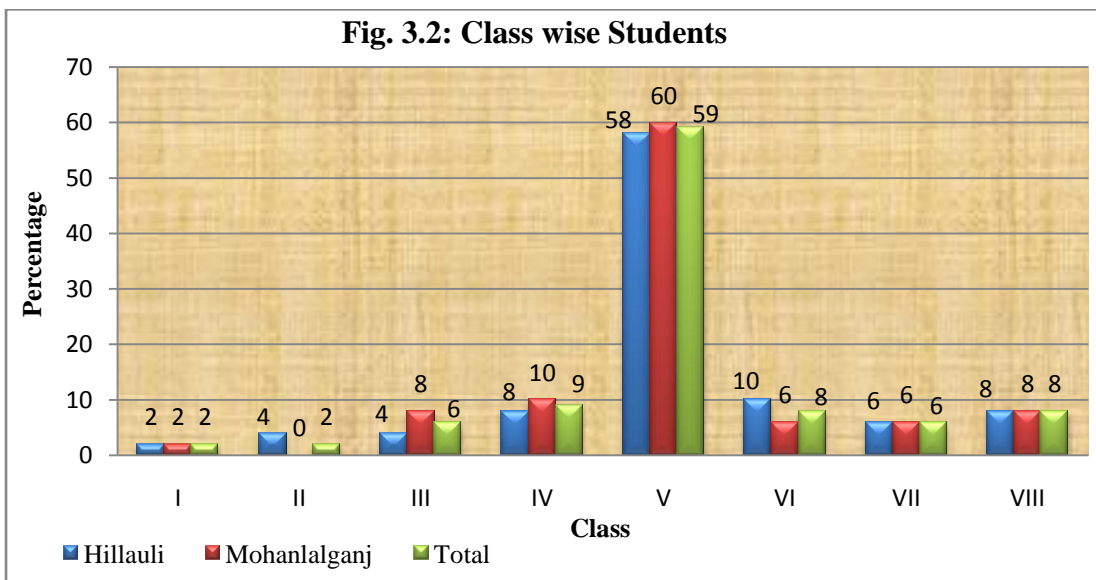
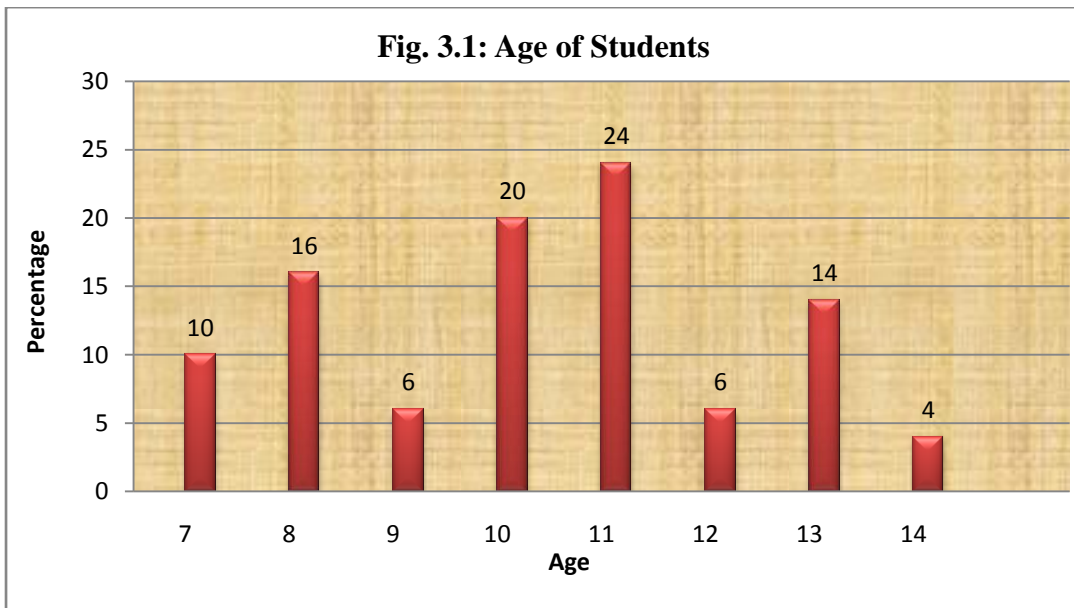
Profile of the Selected Blocks

The present study has been undertaken in Lucknow and Unnao districts of Uttar Pradesh which has eight blocks and sixteen blocks respectively from that one-one block is selected for the purpose of the study. The names of the blocks are

Mohanlalganj from Lucknow district and Hillauli from Unnao district. The required detail profiles of the blocks are presented in table3.3.

Respondents Profile

In the present study the Student, Teachers, and Parents are interviewed. In this regards the age of the respondent students are as the data reveal that about one-fourths of the respondents (24.0 percent) are of the age of 11 years and about 20 percent are of the age of 10 years. 10 percent and 16 percent of the students are of 7 and 8 years respectively and rest are of 13 years which is 14 percents. It is revealed from the data is the most o f the students interviewed are between the age of 8 to 13 years.



In the Fig. 3.2: Class-wise students classify the students interviewed are of which class. The data reveal that majority 59.0 percent of the student respondents are studying in class V and 9.0 percent are of class IV. Few students (8 percent) are from the class VI and same from the Class VIII. Thus, it can be said that most of the respondents are of class V because the number of primary school respondent is more in comparison to upper primary respondent the reason is that the Upper Primary schools are less in numbers in comparison to Primary Schools.

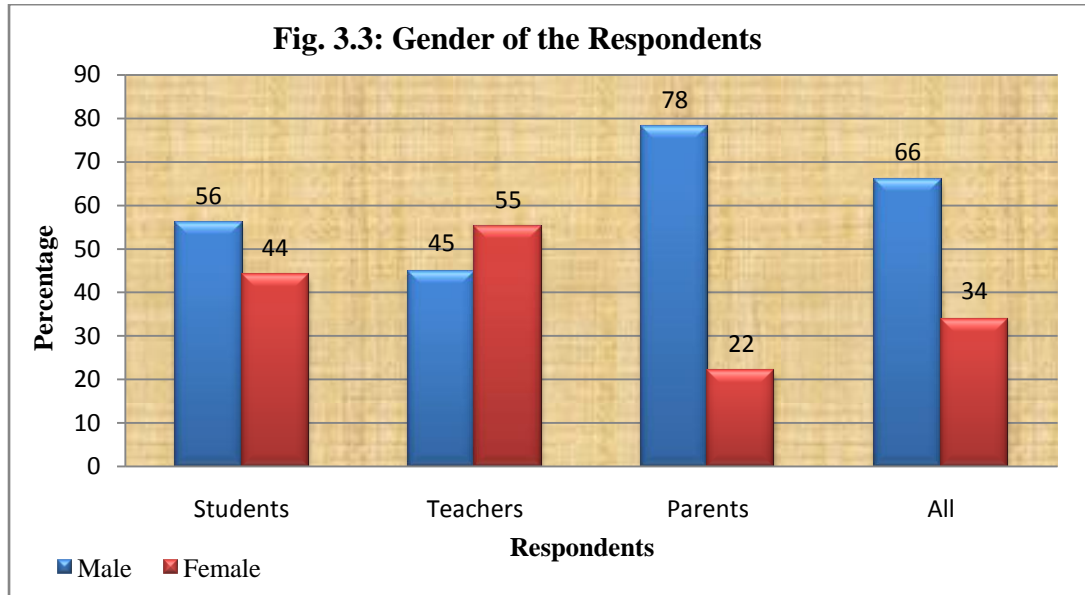
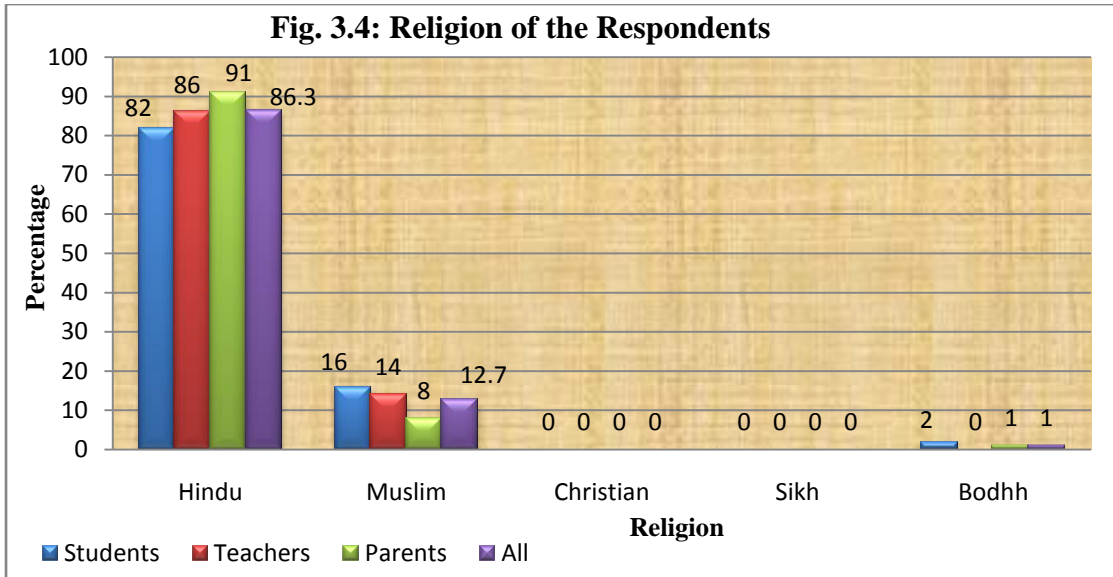


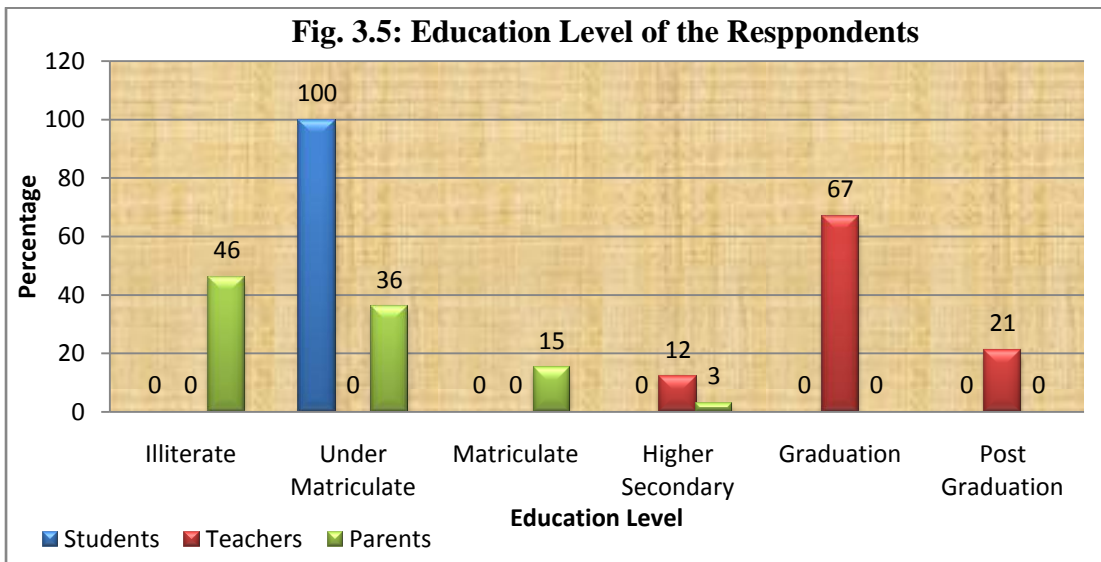
Figure 3.3 represents the category wise gender of the respondent. The data reveal that more than half of the student respondents (56percent) are male and the rest 44 percent are female students. Whereas in teachers respondents the female respondents are more than half i.e. 55 percents and 45 percent are the male respondents and in parent respondents, more than three-fourth of the respondents are male parents which are 78 percent and only 22 percent are female parents are respondents. Overall we have 66 % male respondent and only 34 percent are female respondents.

Religion is a set of beliefs, symbols, and practices developed around the concept of sacred. Religion is partly responsible for the growth of the area as it unites the believers into a socio-religious community. The religious faith of the respondents is found significantly differentiated. They are divided into six religious groups; namely, Buddhist, Christian, Hindu, Jain, Muslim, and Sikh. Figure 3.4 shows the religious distribution of the Respondents:



The data reveal that majority 86.3 percent of the respondents are Hindu and 12.7 percent are Muslim and only 1.0 percent of Buddhism. Thus, it can be said that most of the respondents are Hindu, followed by the Muslim, as these are two major religions segments found in the population of the region.

Level of Education among the Respondents



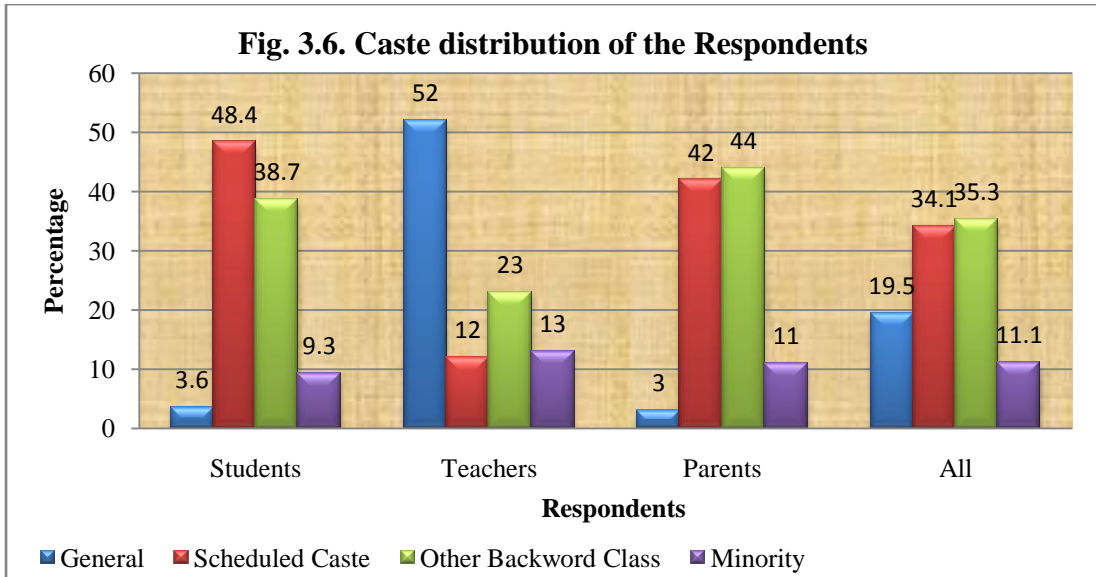
The level of education is an important indicator of the socio-economic background of the respondents. The level of education is determined on the basis of educational qualification of the respondents and they are classified into six categories: Illiterate, Under Matriculate, Matriculate, Higher Secondary, Graduation, Post Graduation which is shown in Figure 3.5:

Thus, the educational level of the category wise respondents is as the obviously all students respondents under Matriculate. It is all reveals that the most of the teachers which are 67 percent are graduates and 21 percent are post graduate where as only 12 percent of the teacher respondents are having an only higher Secondary level education. The Parent respondent is mostly illiterate i.e. 46 percent and 36 percents are under Matriculate whereas only 15 percent are Matriculate and only 3 percent parents have qualification above Matriculate but then on parent is graduate or above this. Thus, significant portions of the respondents' Parents are illiterate and among the literate educated most of them are under matriculate. This fact underscores the weakness of the Primary quality education. Because if the parents are educated then they have a better understanding of the utility of education and can motivate their children about the importance of education and that leads to a better participation in education in the future.

Caste-wise Distribution of the Respondents

Caste	Students	Teachers	Parents	All
General	3.6	52	3	19.5
Scheduled Caste	48.4	12	42	34.1
Other Backward Class	38.7	23	44	35.3
Minority	9.3	13	11	11.1
Total	100	100	100	100

Caste constitutes the core unit of traditional Indian social system. It is of sociological interest to analyze the data on caste line in order to understand social background of the respondents. The caste-wise distribution of the respondents is shown in Figure 3.6:



The research reveals that Student respondents are scheduled caste in the majority which is nearly half (48 Percent) and 34 percent of the student respondents are of backward caste, 8 percent belongs to Muslim and only 6 percent of the student respondents are General in caste. The teacher respondents are the majority in General caste which is above 52 percent and 23 percent belong to a backward caste and 13 and 11 percent are Muslim and scheduled caste respectively. The Parent respondent is also scheduled caste and backward caste in the majority and which is 42 percent and 43 percent respectively and 11 percent of the parent respondent are Muslim whereas only 3 percent are General in caste. Thus, it can be concluded that most of the Student Respondents and Parent Respondents are of Scheduled caste and backward caste whereas Teacher respondents are General caste in the majority.

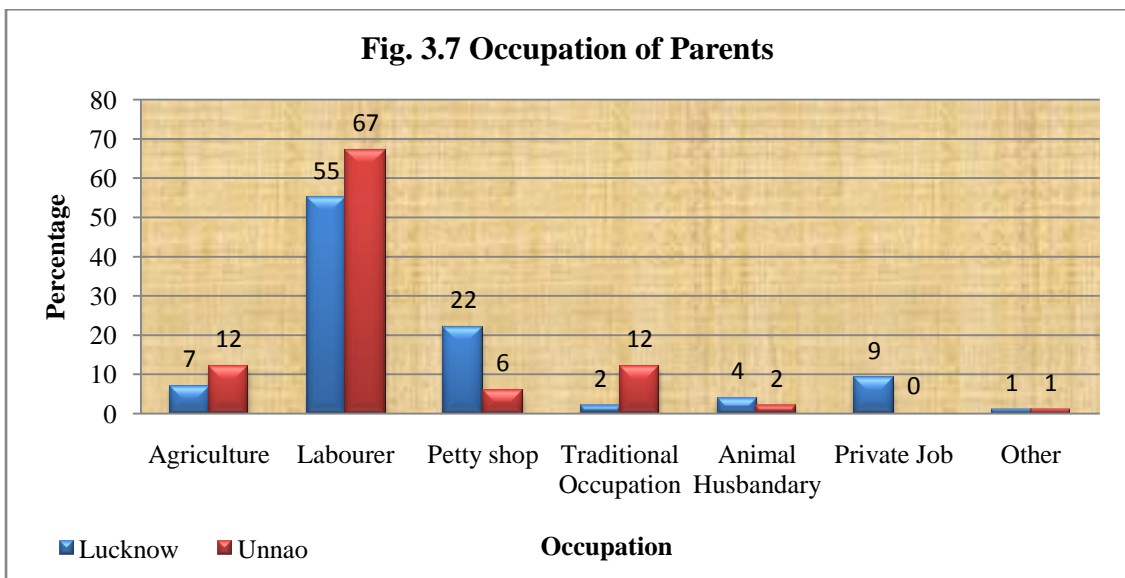


Figure 3.7 shows the occupation dependency of the Parents of Students. The data reveal that more than half of the Parents (67 percent) are labour in Unnao and 55 percents in Luckow. Whereas 12 percent are doing agriculture work and some are doing traditional work like pot-making, cobbler, etc. This shows that most parents are doing unskilled job on a very less profit. Further, it can be conclude that people of lower caste and class in mostly doing low profit work as they are not having proper education and skilled knowledge.

Conclusion

Class-wise students classify the students interviewed are of which class. The data reveal that majority 59.0 percent of the student respondents are studying in class V and 9.0 percent are of class IV. Few students (8 percent) are from the class VI and same from the Class VIII. Thus, it can be said that most of the respondents are of class V because the number of primary school respondent is more in comparison to upper primary respondent the reason is that the Upper Primary schools are less in numbers in comparison to Primary Schools.

The category wise gender of the respondent i.e. more than half of the student respondents (56percent) are male and the rest 44 percent are female students. Whereas in teachers respondents the female respondents are more than half i.e. 55 percents and 45 percent are the male respondents and in parent respondents, more than three-fourth of the respondents are male parents which are 78 percent and only 22 percent are female parents are respondents. Overall we have 66 % male respondent and only 34 percent are female respondents.

Most of the respondents are Hindu, followed by Muslim, as these are two major religions segments found in the population of the region. Majority 86.3 percent of the respondents are Hindu and 12.7 percent are Muslim and only 1.0 percent of Buddhism. Thus, it can be said that most of the respondents are Hindu, followed by the Muslim, as these are two major religions segments found in the population of the region.

Significant portions of the respondents' fathers are illiterate and among the literate educated most of them are under matriculate. The most of the teachers which are 67 percent are graduates and 21 percent are post graduate whereas only 12 percent of the teacher respondents are having an only higher Secondary level education. The Parent respondent is mostly illiterate i.e. 46 percent and 36 percents are under Matriculate

whereas only 15 percent are Matriculate and only 3 percent parents have qualification above Matriculate but then on parent is graduate or above this. Thus, significant portions of the respondents' Parents are illiterate and among the literate educated most of them are under matriculate. This fact underscores the weakness of the Primary quality education. Because if the parents are educated then they have a better understanding of the utility of education and can motivate their children about the importance of education and that leads to a better participation in education in the future.

Caste constitutes the core unit of traditional Indian social system. It is of sociological interest to analyze the data on caste line in order to understand social background of the respondents. Student respondents are scheduled caste in the majority which is nearly half (48 Percent) and 34 percent of the student respondents are of backward caste, 8 percent belongs to Muslim and only 6 percent of the student respondents are General in caste. The teacher respondents are the majority in General caste which is above 52 percent and 23 percent belong to a backward caste and 13 and 11 percent are Muslim and scheduled caste respectively. The Parent respondent has also scheduled caste and backward caste in the majority and which is 42 percent and 43 percent respectively and 11 percent of the parent respondent are Muslim whereas only 3 percent are General in caste. Thus, it can be concluded that most of the Student Respondents and Parent Respondents are of Scheduled caste and backward caste whereas Teacher respondents are General caste in the majority.

The chapter described the socio-economic background of the students, teachers, and parents of the school going children who are interviewed for the study. The data reveals that the most of the student and parent respondents belong to so-called lower caste and class of the population who are studying in the government schools. Therefore, the social and educational mapping and the socio-economic background of the parents and the Students show that the setting for the study is mainly stratified within the lower end of the socio-economic structure. However, the caste differences have come to the fore very clearly. While a majority of the parents from the scheduled castes and the OBCs have minimum levels of education. It is symbolic of the larger socio-economic background of the state of Uttar Pradesh and the districts of Lucknow and Unnao within which the educational backwardness may be understood. The perceptions of the respondents have to be located within such a social universe, which the next chapter attempts to deal with.

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Chapter Four
*Elementary Education in
Selected Districts: An Analysis*

CHAPTER- 4

ELEMENTARY EDUCATION IN THE SELECTED DISTRICTS: AN ANALYSIS

Introduction

Elementary Education is also known as primary education; usually, the first phase of formal education is coming before secondary education and after preschool. Elementary education is usually done in primary schools.

The Indian government lays emphasis on elementary education to children aged 6-14 years old. As education laws are given by the states, during of primary school visit alters between the Indian states. The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both the free education and the ban on child labour are difficult to enforce due to economic and social differences. 74.32 percent of all recognized schools at the elementary stage is government-run or aided, it is the largest provider of education in the country (Mehta: 2017).

However, due to a shortage of resources and lack of social and political will, this system suffers from massive gaps including high pupil-teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2015-16 show that there were 4,674,275 elementary school teachers in India (Mehta: 2017). Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009 (RTE: 2009).

Compulsory education through Right to Education in India

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right education of satisfactory and

equitable quality in a formal school which satisfies certain essential norms and standards (RTE: 2009)

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups (RTE: 2009).

The RTE Act provides for the:

- i. Right of children to free and compulsory education till completion of elementary education in a neighborhood's school.
- ii. It clarifies that 'compulsory education' means an obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- iii. It makes provisions for a non-admitted child to be admitted to an age-appropriate class.
- iv. It specifies the duties and responsibilities of appropriate Governments, local authority, and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

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.

Uttar Pradesh has 1,61,329 government schools, 5,29,650 teachers to take care of the needs of the students at primary and upper primary levels. The people teacher ratio in Uttar Pradesh is 31 whereas it is 25 of the country; it is 39 in Primary schools and 31 at Upper Primary Schools. There is more than 57 percent of Primary Schools where PTR is more than 30 and 19.83 percent Upper Primary Schools where PTR is more than 35. The various government schemes like Sarva Shiksha Abhiyan, Mid Day Meal, and RTE etc ensure all children have access to quality education and complete a full course of elementary schooling. Before we discuss on the status of elementary education in Lucknow and Unnao districts of Uttar Pradesh, it is important to identify our study group - the present research will focus on education status of children from Class 1 to Class 8. The age of the children in these classes is generally between 6 to 14 years (Census: 2011) (ASER: 2015)

The chapter is an attempt to figure out the physical and internal condition of government schools. What is the status of Enrolment, PTR, basic infrastructure and other facilities provided to the student of government schools? What is happening – in the teaching-learning process, in the school environment or at home?

Elementary Education: A Sociological View Point

The sociology of education is the study of how public institutions and individual experiences affect education and its outcomes. It is mostly concerned with the public schooling systems of modern industrial societies, including the expansion of higher, further, adult, and continuing education (Gordon: 1998)

Education has often been very much seen as a fundamentally optimistic human endeavour characterized by aspirations for progress and betterment. Education is perceived as a place where children can develop according to their unique needs and potential (Schofield: 1999). It is understood by many to be a means of overcoming handicaps, achieving greater equality, and acquiring wealth and social status. It is also perceived as one of the best means of achieving greater social equality (Sargent: 1994). Many would say that the purpose of education should be to develop every individual to their full potential and give them a chance to achieve as much in life as their natural abilities allow. Few would argue that any education system accomplishes

this goal perfectly. Some take a particularly critical view, arguing that the education system is designed with the intention of causing the social reproduction of inequality.

Systematic sociology of education began with the work of Émile Durkheim (1858–1917) on moral education as a basis for organic solidarity, and with studies by Max Weber (1864–1920) on the Chinese literati as an instrument of political control. After World War II, however, the subject received renewed interest around the world: from technological functionalism in the US, egalitarian reform of opportunity in Europe, and human-capital theory in economics. These all implied that, with industrialization, the need for a technologically skilled labour force undermines class distinctions and other ascriptive systems of stratification, and that education promotes social mobility. However, statistical and field research across numerous societies showed a persistent link between an individual's social class and achievement and suggested that education could only achieve limited social mobility. Sociological studies showed how schooling patterns reflected, rather than challenged, class stratification and racial and sexual discrimination (Gordon: 1998). After the general collapse of functionalism from the late 1960s onwards, the idea of education as an unmitigated good was even more profoundly challenged. Neo-Marxists argued that school education simply produced a docile labour force essential to late-capitalist class relations.

Education from the functionalist, conflict and Interactionist point of view

Education plays a very important role in the life. Education is teaching, learning skills, and knowledge. Education encourages people to solve easy problems in their life. People being educated will motivated and make many chances (Ballantine & Hammack: 2012).

The functionalist Perspective on Education

Functionalist theory stresses the functions that education serves in fulfilling a society's various needs. From school or being educated people's be socially integrated, socialization, social placement, social and cultural immolation.

Socialization: If children are to learn the norms, values, and skills they need to function in society, then education is a primary vehicle for such learning. **Social integration:** For a society to work, functionalists say, people must subscribe to a

common set of beliefs and values. **Social placement:** Beginning in grade school, students are identified by teachers and other school officials either as bright motivated or as less bright and even educationally challenged. **Social and cultural innovation:** Our scientists cannot make important scientific discoveries and our artists and thinkers cannot come up with great works of art, poetry, and prose unless they have first been educated in the many subjects they need to know for their chosen path.

Conflict points of view: Conflict theory does not dispute the functions just described. However, it does give some of them a different slant by emphasizing how education also perpetuates social inequality.

Social inequality in education:

- Inequality between cities' schools and villages' schools (resources, condition, and others)
- A student going to suicide. Education programs are very hard and adopt to university stress them.

The Interactionist point of view: Symbolic interactionist studies of education examine social interaction in the classroom, on the playground, and in other school venues. These studies help us understand what happens in the schools themselves, but they also help us understand how what occurs in school is relevant to the larger society.

Teachers' views about students:

How much the students learn. When teachers think students are smart, they tend to spend more time with these students, to call on them, and to praise them when they give the right answer. Not surprisingly, these students learn more because of their teachers' behavior. But when teachers think students are less bright, they tend to spend less time with students and to act in a way that leads them to learn less (Jones and Dindia: 2004).

Research guided by the symbolic interactionist perspective suggests that teachers' expectations may influence how much their students learn. When teachers expect little of their students, their students tend to learn less (Battey, Kafai, Nixon, and Kao: 2007).

It can be concluded according to the functional perspective, education helps children to be social and prepare them for adult entry into the big society eventually. In the perspective of conflict, it has been emphasized that education strengthens inequality in a larger society. The symbolic interactive perspective focuses on social interaction in the classroom, school playgrounds, and other school-related places. There is a contribution to gender-roles socialization in social interaction, and it can affect the performance of their students rather than teachers.

Elementary Education in Selected Districts

This chapter addresses different aspects of school functioning and facilities in Lucknow and Unnao Districts of Uttar Pradesh and also see the teaching methods and school environment and also see the implementation and functioning of RTE.

Infrastructure is a basic necessity for the improvement of primary education. Although near about all the primary schools have been covered with the building the availability of five classrooms in each primary school is yet incomplete. This is the first requirement without which improvement of primary education is impossible. Although 72,825 and other teachers have been recruited by U.P. Government in recently but the availability of five teachers in each school is yet far from reach and near about 3 lakh primary teachers are needed in the primary schools of U.P. to fulfill the ratio of 1:30 as directed in RTE Act, 2009. Near about, all the primary schools are covered with toilet but the sanitation and working conditions of these toilets is not up to the mark. For improvement of primary education functional and separate toilets for girls and boys are needed in each primary school. Availability of TLM, all books for each student, pure drinking water, playground, boundary wall and kitchen is necessary for improvement of primary education in each primary school. Therefore, if government is serious for improvement of primary education, all these should be managed properly as soon as possible in each primary school (Singh: 2009).

Besides this Social Infrastructure is also needed need to the improvement of primary schools and students getting an education in them. Social Infrastructure is a subset of the infrastructure sector and typically includes assets that accommodate social services; examples of Social Infrastructure Assets include schools, universities, hospitals, prisons and community housing. Social Infrastructure does not typically

extend to the provision of social services, such as the provision of teachers at a school or custodial services at a prison.

These are some facts and realities of primary education in Uttar Pradesh. Following points are trying to show the contradictions, lacunas, and challenges in primary education in Uttar Pradesh.

Infrastructure

i. School Building

It is heartening to see that around 98-99% government schools have built at all levels (Table 4.1). But if we go into detail the building condition is not good. Primary schools did not have separate classrooms for a separate class. Students are used to sitting on the mats because they did not have seats for proper sitting. The condition is worse in most of the schools. It is also noticeable that higher proportion of government schools require major repair than minor repair. Despite receiving school grant for last many years. But the argument of the teacher is that they get very less amount of grant which is not sufficient for any repair or maintenance. They further said that they get a grant every year only for painting and colouring (Rangai-Putai) in the name of maintenance.

"Being in a classroom with lack of resources adversely affects children's mental health. The poor condition is the reason for parents' lack of faith in government schools," said Anamika, a social worker.

ii. Water Facility

It is known to all that the essential facility like water needs to be made available in the school for making school environment hygienic and clean. But there are not all the schools have proper and pure drinking water facility. The hand pump is the only source of water in all the schools but there is no proper drainage of impure water in schools. There is slight variation if we compare the government schools of both the districts. All primary government schools have 96 percent of available water facility whereas in Unnao district it is worse i.e. only 94 percent schools have drinking water facilities in school as it is 98 percent in primary government schools of Lucknow. Similar variation can be found in case of the upper primary level though, the gap has declined at the secondary and higher secondary level.

Sl. No.	Details	Districts					
		Both		Lucknow		Unnao	
		Yes	No	Yes	No	Yes	No
1.	School Building	99.0	1.0	100	00	98.0	2.0
2.	Average No. of Rooms	3	-	3.2	-	2.8	-
3.	Student Classroom Ratio	27	-	29	-	25	-
4.	Drinking Water facility	96.0	4.0	98.0	2.0	94.0	6.0
5.	Toilet	98.0	2.0	100	00	98.0	2.0
6.	Toilet in Use	55.0	45.0	84.0	16.0	26.0	74.0
7.	Separate toilet for girls	39.0	61.0	44.0	56.0	34.0	66.0
8.	Boundary Wall	84.0	16.0	88.0	12.0	78.0	22.0
9.	Electricity	55.0	45.0	70.0	30.0	40.0	60.0
10.	Drinking Water Facility	98.0	2.0	100	00	96.0	04.0
11.	School Gate	80.0	20.0	90.0	10.0	70.0	30.0
12.	Play Ground	96.0	4.0	94.0	6.0	98.0	02.0
13.	Blackboard	98.0	2.0	100.0	0.0	96.0	04.0
14.	Chalks	96.0	4.0	98.0	2.0	94.0	06.0
15.	Dusters	76.0	24.0	88.0	12.0	64.0	36.0
16.	School Bell	64.0	36.0	88.0	12.0	40.0	60.0
17.	Wall Clock	92.0	8.0	98.0	2.0	86.0	14.0
18.	Tat-Patti	98.0	2.0	100.0	0.0	96.0	4.0
19.	MDM Plates	87.0	13.0	92.0	8.0	82.0	18.0
20.	First-aid-box	14.0	86.0	22.0	78.0	6.0	94.0
21.	Almirah	98.0	2.0	100.0	0.0	96.0	04.0
22.	Library	15.0	85.0	18.0	82.0	12.0	88.0
23.	Computer	00	00	00	00	00	00
24.	T.L.M	15.0	85.0	24.0	76.0	6.0	94.0

Student-Classroom Ratio

Student classroom ratio is another important facility to analyze the average number of students per classroom in a school. In Table 4.1, data indicate that the Primary and Upper Primary government schools situation seems to be better as the student classroom ratio is only 29. It means that only 29 students are sitting a class even it is less in Unnao i.e. 25 only. It may be because of the prevalence of small size elementary schools which are results of recent initiatives taken by the government for covering all habitations by primary and upper primary schools in case those habitations qualify the norm for opening school.

Toilets

According to the Table 4.1, it has been found that only 39 percent of government Primary schools have separate and functional girls' toilet. However, the situation is slightly better in Lucknow district in comparison to Unnao district i.e. 44 percent in Lucknow and only 34 percent in Unnao district.

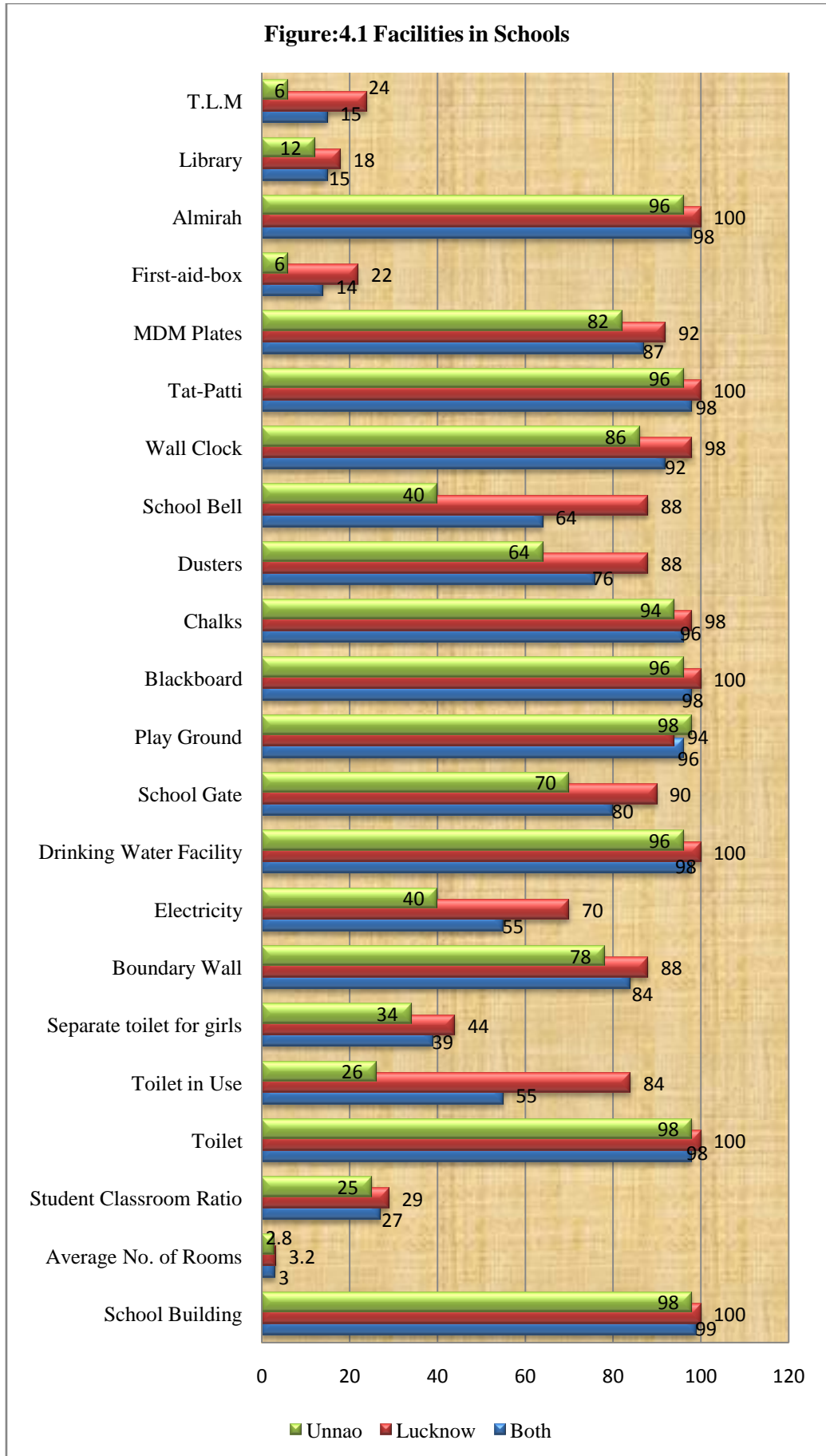
It is heartening to see that Uttar Pradesh have more than 98% government schools with toilet facility. However, further attention needs to be given to the government schools where a large number of schools at each level are yet to be provided with girls' toilet. It is also noticeable that in some of the schools are functioning without girls' toilet in it. Besides this functioning of the toilets are more important because it is seen in most of the school that toilets are there but no toilet is functional. Students use to go outside to toilet. It is also seen that if one of the toilets is semi-functional or functional; it is acquired by the teachers and no student is allowed to use it.

One thing is clear here, in government schools no sweepers and dayi are working; mostly the cleaning is done by the students themselves. Separate toilet for girls is afar dream only about 10 percent have separate usable toilets. Teachers argue if we did not single working toilet a school how can we think of separate one.

Boundary Wall and Playground

It is also noteworthy that although most of the schools are running functioning in a building but many of these schools are found without any boundary wall. It is disheartening that around 16% schools which are run by the government do not have any boundary wall (Table 4.1).

The situation regarding availability of playground in the school is satisfactory particularly in government schools (Table 4.1) i.e. 96 percent schools have a playground. It is understandable that lack of availability of boundary and somewhere playground hampers engagement of children in different games and physical activities making schooling monotonous and unattractive.



Electricity facility

Electricity facility is one of the important initiatives that require a collective decision of at least two departments such as electricity and school department in the state. It has been found that despite having electricity in the village many schools are still devoid of electricity facility. However, it is heartening to see that very high proportion of government schools are equipped with electricity facilities but only 55 percent government schools could have electricity facility and it is worse in Unnao district i.e. is only 40 percent.

In most of the schools, we found the only operational problem. In spite of having most of the facilities in school but hardly is operational. The reason behind it is that in government school the teachers have to provide all the responsibility and they have to teach as well. So, they are not able to provide proper education and also fail in the proper physical functioning of school because of various responsibilities.

Average classroom

The infrastructure is a basic requirement of any schools. In this regards when we talk about the infrastructure present in government primary and upper primary school, it is found no adequate infrastructure is available in these schools. The classrooms availability in the schools, on an average only 3 classrooms is available whereas there are 5 classes running parallel daily. It means more than one class is running in a classroom. Teachers are also complaining about these things. They told it is not possible to teach different syllabus in a class at a time as two different class students are sitting together.

Mid Day Meal (MDM)

National Programme of Nutritional Support to Primary Education also known as Mid-Day Meal Programme, was launched as a centrally sponsored scheme on 15th August 1995. Its objective was to boost universalization of primary education and to improve the nutritional status of children by the food being given to them at the school.

The objective of the scheme is to increase enrolment, retention and the learning abilities of the beneficiaries, especially of children belonging to poor and downtrodden sections of the society, and, to provide a delicious meal to school going children. It is also visualized that such a meal would promote friendship and feelings of brotherhood among the children belonging to different caste, colour, and creed.

Role of Teachers in MDM

The Ministry of Human Resource Development Guidelines of 2006 for Mid Day Meal Scheme specifically mentions that teachers should be involved in ensuring that

- a) good quality, wholesome food is served to children, and
- b) the actual serving and eating are undertaken in a spirit of togetherness, under hygienic conditions, and in an orderly manner so that the entire process is completed in 30-40 minutes. It should, however, be ensured that the food prepared is tasted by 2-3 adults including at least one teacher before it is served to children.

Thus, the role of teachers is very clearly delineated and as the responsible persons at the site of delivery they are primarily responsible for the quality of the food served, the way it is served and eaten and the system that is in place for delivery of the mid-day meal scheme.

The responsibility of the teacher is far more in schools where the Pradhan is not coordinating the delivery of the mid day meal, either because the Pradhan is living at a distance from the school and it is not possible for the cook to collect the daily supplies or because of differences between the Pradhan and Head Teacher. In the former situation, the food grains are stored in the residence of one of the cooks.

Sl. No.	Details	No. of Schools					
		Lucknow		Unnao		All	
		Yes	No	Yes	No	Yes	No
1	According to Students	100	-	100	-	100	-
2	According to Teachers	100	-	100	-	100	-
3	According to Parents	100	-	100	-	100	-
4	According to MDM Register	100	-	100	-	100	-

Regularity in Serving Meal

Table 4.2 shows the regularity in the supply of MDM in primary and upper primary schools of both the districts. The students, teachers, and parents were asked about the regularity of supply of hot cooked meal in primary and upper primary schools of Lucknow and Unnao districts. The MDM register was also examined in this regard. It

became evident that MDM supply was regular in all primary and upper primary schools in both the districts.

The long-term viability and success of the Mid Day Program must be linked to the provision of basic infrastructure required for efficient implementation of the program so that minimum distraction of the teachers, as well as the students, takes place under the program. All the visited schools had drinking water facility. The hand pump was used as a source of drinking water in most of the visited schools. Since only single outlet was available children had to stand in queue for drinking as well as hand washing. Multipoint water taps may be installed in schools for saving water in schools enable a group of children to wash hands in several points.

SI. No.	Place	PS		UPS		All	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Kitchen	02	2.70	01	3.84	03	3.00
2	Waramdah	01	1.35	03	11.54	04	4.00
3	Open Place	30	40.54	05	19.23	35	35.00
4	Additional Room	04	5.40	04	15.38	08	8.00
5	AkshayaPatra	37	50.00	13	50.00	50	50.00
	Total	74	100.0	26	100.0	100	100.0

The information regarding cooking place of MDM is shown in Table 4.3. It shows that no proper place is available for cooking MDM in government schools although the kitchen is found in all most every school but they are not in use because of several reasons. Only in 2.7percent, Primary schools use the proper kitchen to cook MDM, 5.4 percent schools are preparing MDM in additional classrooms and 1.35 percent schools are such where food is prepared in Waramdah and in majority 40.54 percent of primary schools MDM is cooked in open place in the campus. Whereas only 3.84 percent UPS cook MDM in kitchen, 11.54 in waramdah, 19.23 percent in open place and 15.38 percent in additional rooms. Overall in Lucknow district schools Akshaya Patra in supplying MDM in every school but in Unnao district this facility is not available till now. So, it can be analyzed that in most of the schools of Unnao district MDM is cooked in open place.

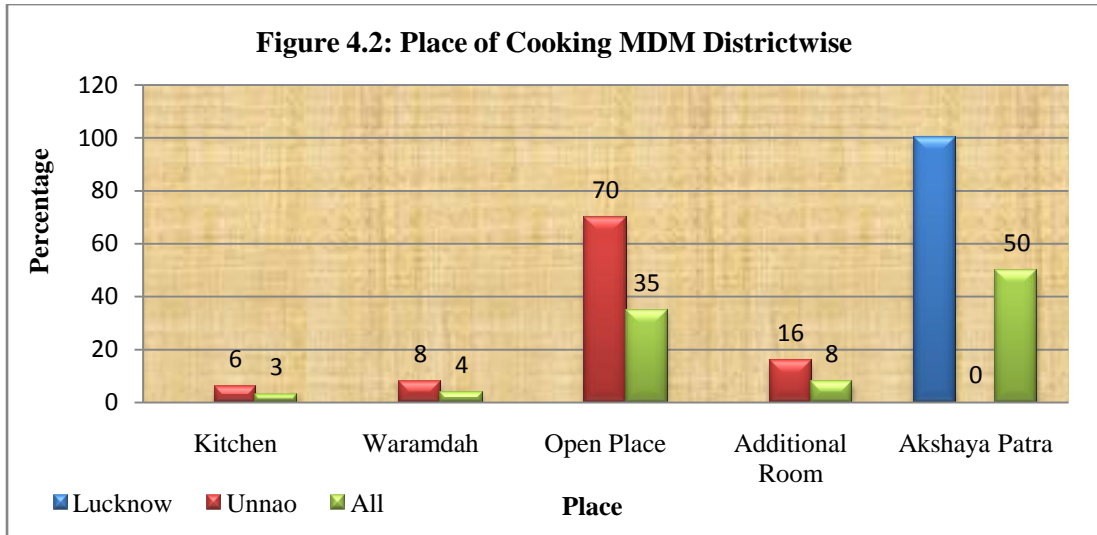
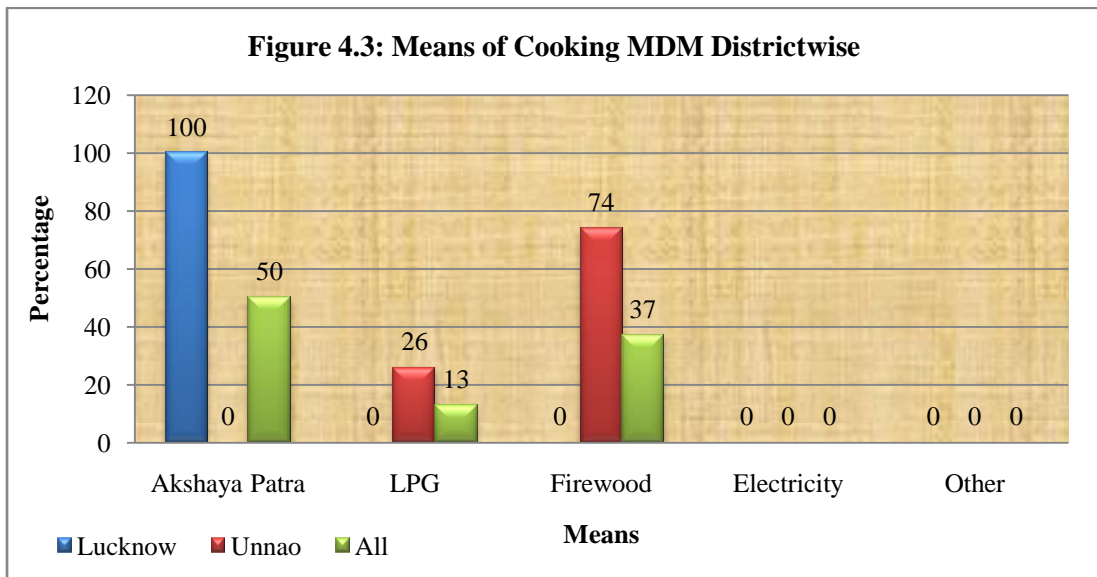


Figure 4.2, shows that cooking place of MDM in government schools of Uttar Pradesh. In which it is shown that most of the MDM are cooked in open place i.e. 70 percentage only 6 percentage kitchen is used to cook MDM in Unnao district whereas Akshaya Patraserves MDM in Lucknow.



The Table 4.4 Shows that Only Unnao district schools are cooking MDM in the schools whereas in Lucknow it is Akshaya Patra NGOs which supply MDM in Lucknow District schools. In Unnao, Firewood is the means which is mostly used in the cooking of mid-day meal primary schools i.e.74 percent, though LPG is used in only 26 percent of schools. In this regard teachers told LPG is not frequently available and no one is assigned to look after refilling of cylinders and this is the reason we use mostly the firewood which can be comfortably used in open place only. Another reason for it is the cooks hired for cooking, are mostly illiterate. These people didn't

know the guidelines used by MHRD to ensure the hygiene. Hence, it was concluded that MDM scheme though has been implemented but it is not being monitored properly. The scheme has not clear who will be the responsible for look after the functioning of the scheme.

Figure 4.2 and 4.3 show the means used for cooking MDM in schools whereas it is seen in Figure 4.2 the Akshaya Patra (NGO) is supplying food in Government Primary and Upper Primary Schools in Lucknow district only. This policy is not regulating yet in Unnao district schools. In this regards it can be seen that about 50 percent of the schools Akshay Patrais supplied food and rest are cooking MDM in schools only. About 74 percents rest of the schools are cooking MDM on firewood and only 26 percent are using the gas facility.

Other facilities

Further, in most of the schools, we do not find duster, schools bell, wall clocks which are more than half of the total schools. The reason for this is in government primary schools no proper teaching is done so they need not feel the scarcity of these things. Students say they frequently ask to copy from the book as NAKAL (number, tables, etc.). Most of the time rough papers are used to rub the blackboard.

The prevailing pathetic condition of government primary schools in Lucknow and Unnao districts, Uttar Pradesh is causing enough endurance for the students besides demoralizing the students from attending schools. The students had to walk across the grubby path to reach their schools not only to endure the torment of the classroom without fans but had to defecate in the open space as mostly no toilets are provided in their schools.

The condition of the school children miserably worsens during the monsoons as the students have to cross the flooded open field to reach their school on time.

"There is no approach road to our school. Every day we have to go through this dirty drill to cross the open field which is filled with slush. There is no arrangement of water in our school so that we can wash our dirty feet. We have to sit in our class with feet soaked in mud," said one student studying in the third standard.

"What can I do? I really feel sorry for children who take a risk to reach their school. For students of Class 1 and 2, it is even more difficult. We really don't know how to address the problem," said helpless Kumar, the single teacher in one primary school in Lucknow.

"The ministry of education had drawn up several plans and policies but they are failing to achieve the targets. The government is spending a large chunk of budget in providing free education to the poor and destitute but what these kids are getting is of no use," said a teacher of a primary school at Lucknow.

Student

Most of the student of government Primary and Upper Primary school in both the district are from OBCs and SCs category (shown in chapter 3). Most of them are belongs from rural areas. Their economic background is poor. So, it can be said that the students of government primary belong to socially and an economically weaker section of the society. They did not have resources to afford private or convent schools. The situation is like such as government schools are for them and only they are for government schools.

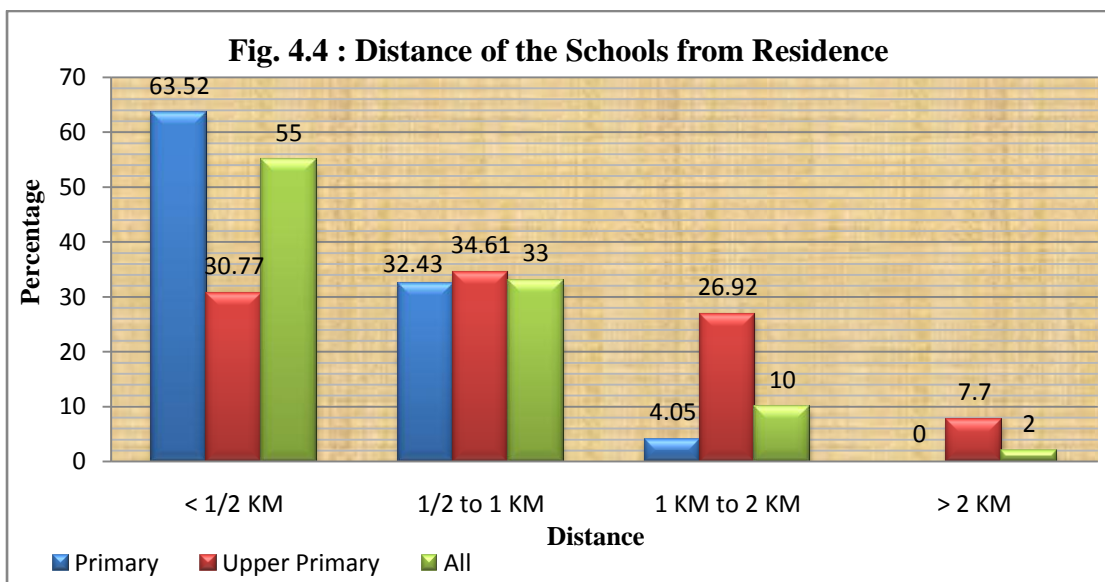
Distance from Government school

It is duties of the State Government and Local Authority to provide school at the area or limit of neighborhood within which a school has to be established by the State Government, shall be as under-

- a) in respect of children in classes I-V, a school shall be established inhabitation which has no school within a distance of 1.0 Km and has a population of at least 300;
- b) in respect of children in classes VI-VIII, a school shall be established inhabitation which has no school within a distance of 3.0 km and has a population of at least 800.

For the purpose of this rule the express "Committee authorized by the State Government" shall mean the Committee established under section-10 or section-10 A, as the case may be, of the Uttar Pradesh Basic Education Act, 1972.

Response	Primary		Upper Primary		All	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
< Half Kilometer	47	63.52	8	30.77	55	55.0
Half Kilometer to One Kilometer	24	32.43	9	34.61	33	33.0
One Kilometer to Two Kilometer	3	4.05	7	26.92	10	10.0
More than Two kilometer	0	0.00	2	7.70	2	2.0
Total	74	100	26	100	100	100



The table 4.4 reveals the distance of government basic schools from the habitat of the students. In this regards, it is clear from the above table that majority of the primary schools are at the distance of less than half of the kilometer which is 63.52 percent whereas 30.77 percent of the upper primary schools are at this distance. 32.43 percent of the primary schools and 34.61 percent of the upper primary schools are at the distance of half a kilometer to one kilometer. Only 4 percent of the primary schools are located more than one-kilometer distance and 26.92 percent of the upper primary schools are at the distance of more than one kilometer. The overall analysis is like 55 percent of the schools are located at the distance of less than half a kilometer, 33 percent are half to one kilometer, 10 percent schools are one to a kilometer and only 2 percent of the schools are at the distance of more than two kilometers. So, it can be said that schools are established in quite sufficient numbers but the only need is to

provide the basic facilities and infrastructure to schools so that students can get the quality education and teachers can provide them.

How often are children in school?

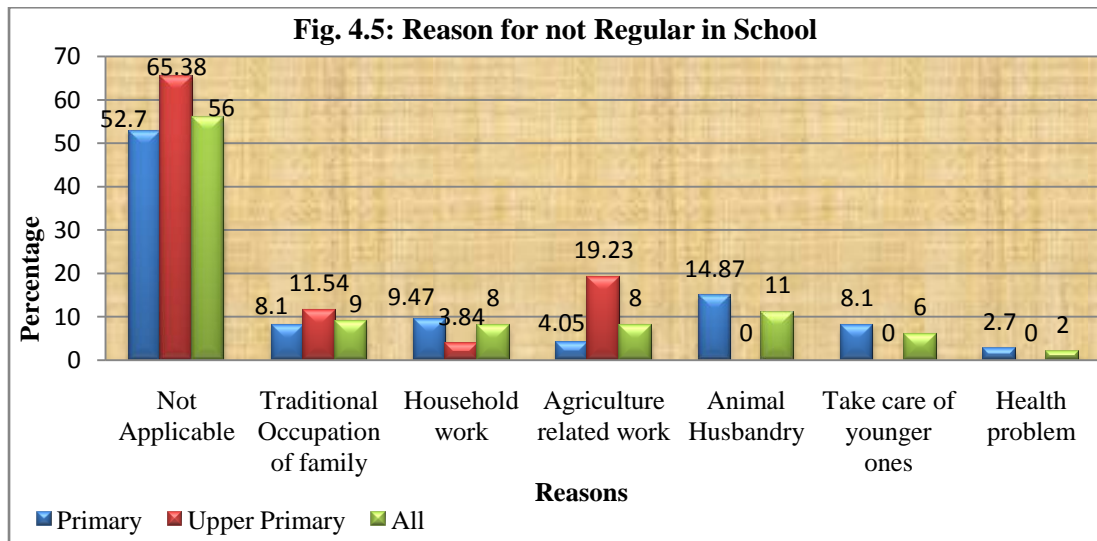
The regularity of any student in school is very important to learn something. But it is seen in both the district that the average attendance is less. At primary level, the attendance is less in comparison to upper primary level.

Response	Primary		Upper Primary		All	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	117	52.70	51	65.38	168	56.00
No	105	47.30	27	34.62	132	44.00
Total	222	100.0	78	100.0	300	100

‘Regularity’ is one of the basic problems of the government primary and upper primary schools. Students are not regular in any class i.e. I to VIII. We treat regular student whose attendance is more than 60 percent in last three months. In this regards the data reveals that only 56 percent of the students of primary and upper primary schools are regular whereas 44 percent are not regular because of several social and personal reasons. Absenteeism is more in PS about 48 percent of the students are not regular in schools whereas 34 percent in UPS. Only 52 percent of the PS student are regular and 65 percent students of UPS are regular.

Response	Primary		Upper Primary		All	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Not Applicable	39	52.70	17	65.38	56	56.00
Traditional Occupation of family	06	8.10	03	11.54	09	09.00
Household work	07	9.47	01	3.84	08	08.00
Agriculture related work	03	4.05	05	19.23	08	08.00
Animal Husbandry	11	14.87	00	00	11	11.00
Take care of younger ones	06	8.10	00	00	06	06.00
Health problem	02	2.70	00	00	02	02.00
Total	74	100.0	26	100	100	100.0

Table 4.5.1 shows 'Reasons' for not regular in schools. The data shows that majority of the irregular PS students are engaged in work of grazing animals which is about 15 percent, 8.10 percent are helping their parents in traditional occupation like making mud pots, selling vegetable etc., 9.47 percent are helping their parents in domestic work like cooking food, cleaning utensils etc. mostly the girl students are engaged in this type of work. About 8 percent of the students are irregular because they have to look after their younger ones because parents have to work outside the house and some are helping their parents in farming mostly in seasons and when more labor work is required in agriculture i.e. 4 percent. Whereas in UPS students majority 19.23 percent are helping in agriculture work because upto this time they are alittle grownup and can help in agriculture work and 11.24 are working in traditional occupation of their family.



Teacher

During the fieldwork for this study (Sep 2015 – March 2016), all sampled schools reported a total of 390 teachers– an average of almost 3.9 teachers per school. “Teachers” in this context includes all possible adults who had or could have a teaching role in the school: head teachers, regular teachers, contract teachers, and other teachers (such as Anudeshak, Shahchar etc). Both the total number of teachers and the average number of teachers in School type (table 4.6).

Blocks	Primary			Upper Primary			All		
	Total Schools	Total Students	Total Teachers	Total Schools	Total Students	Total Teachers	Total Schools	Total Students	Total Teachers
Hillauli	158	13275	440	49	4137	177	207	17412	617
Mohanlalganj	180	19282	833	64	7186	378	244	26468	1211
All	338	32557	1273	113	11323	555	451	43880	1828
Respondent School Detail									
Hillauli	37	2919	96	13	1113	53	50	4032	149
Mohanlalganj	37	3663	167	13	1480	74	50	5143	241
All	74	6582	263	26	2593	127	100	9175	390

The low number of qualified teachers has always been a major lacuna of the Indian educational system. This is one of the many flaws in a system which is ‘a mixed bag of glaring gaps and remarkable successes’ (Pandey: 2006). As the author points out, the literacy rate in the country has shown a remarkable growth from 18.38% in 1950-51 to 65.38% in 2000-01 (74% in 2010-11). However, illiteracy is still significant and a substantial number of children do not attend school. There are disparities in schooling levels across rural and urban areas, across genders, and for marginalized communities like SCs and STs. One of the major issues listed is that in 2002, the national average for the number of qualified teachers in government-managed primary schools has only been 2.47.

It is widely understood and accepted that a low pupil-teacher ratio enables individual attention by teachers and therefore can increase student achievement. It enables better absorption and understanding of the subject. Thus a low pupil-teacher ratio is an essential for long-term and broad-based academic achievement.

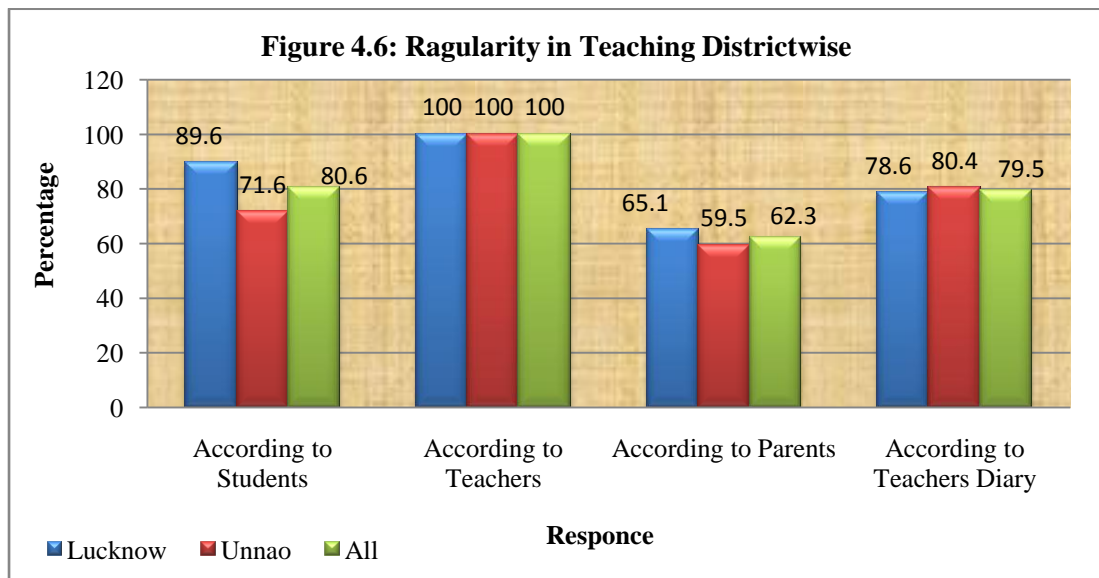
Pedagogy specialists argue that a smaller pupil-teacher ratio has a larger impact during the early years of schooling. It is found that children who attend schools with lower pupil-teacher ratios have a greater likelihood of continuing schooling for a greater number of years. Moreover, there is also the possibility of student-teacher ratios making for “better citizens” through better educational attainment.

How often are teachers in school?

SI. No.	Details	Percentage of Schools			
		PS		UPS	
		Yes	No	Yes	No
1.	According to Students	62.66	37.33	98.62	1.38
2.	According to Teachers	100	00	100	00
3.	According to Parents	47.6	52.4	77	23
4.	According to Teachers Diary	72	28	87	13

Figure 4.7 shows the regularity of teaching in classrooms in primary schools. It is also not very satisfactory beside many excuses by the teachers. 60 percent students reported that teacher came in classroom whereas teachers and their daily dairy says they did 100 percent teaching in the classroom and regular but when it tries to cross verify from textbooks of students it was false noting. The teachers told that they are forced to complete daily diary because it is a part of checking by the officials. Here it is clear that the teachers complete those formalities which are the part of verification but teach to the children are not, so they did not teach regularly.

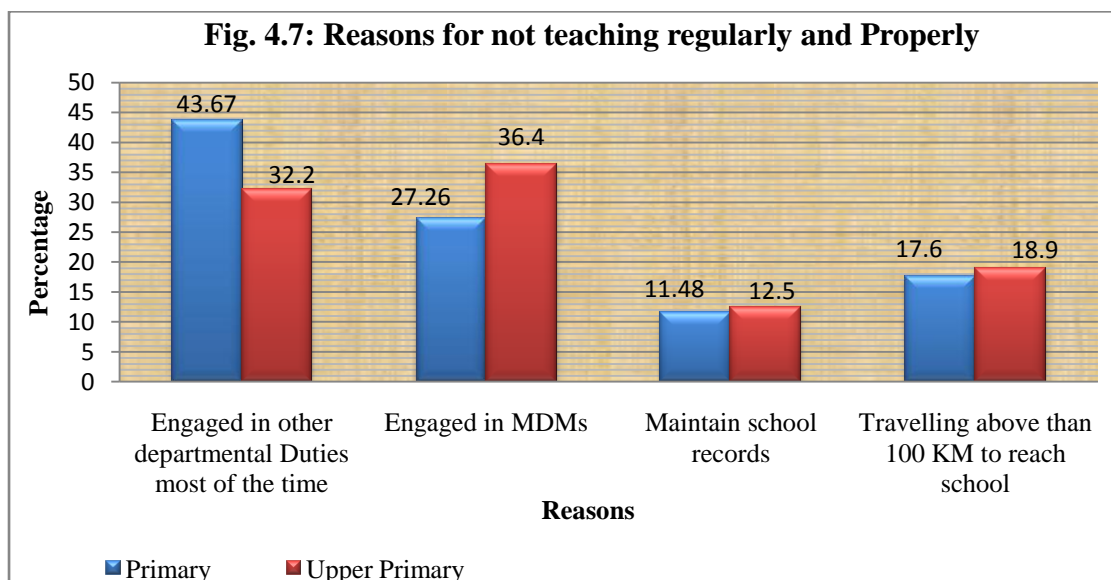
Whereas the figure 4.6 show there is not much difference in teachers attitude of teaching.



SI. No.	Details	Primary	Upper Primary
1	Engaged in other departmental Duties most of the time	43.67	32.2
2	Engaged in MDMs	27.26	36.4
3	Maintain school records	11.48	12.5
4	Travelling above than 100 KM to reach school	17.60	18.9
	Total	100.0	100.0

Figure 4.8 reveals the reasons for not teaching regularly in classrooms. Teachers say they are mostly engaged in many other departmental duties instead of teaching. During that data collection, I observed that most of the teachers are engaged in different-different duties instead of teaching like MDM, household survey, NPR, election duties, building construction, dress distribution and other daily paperwork.

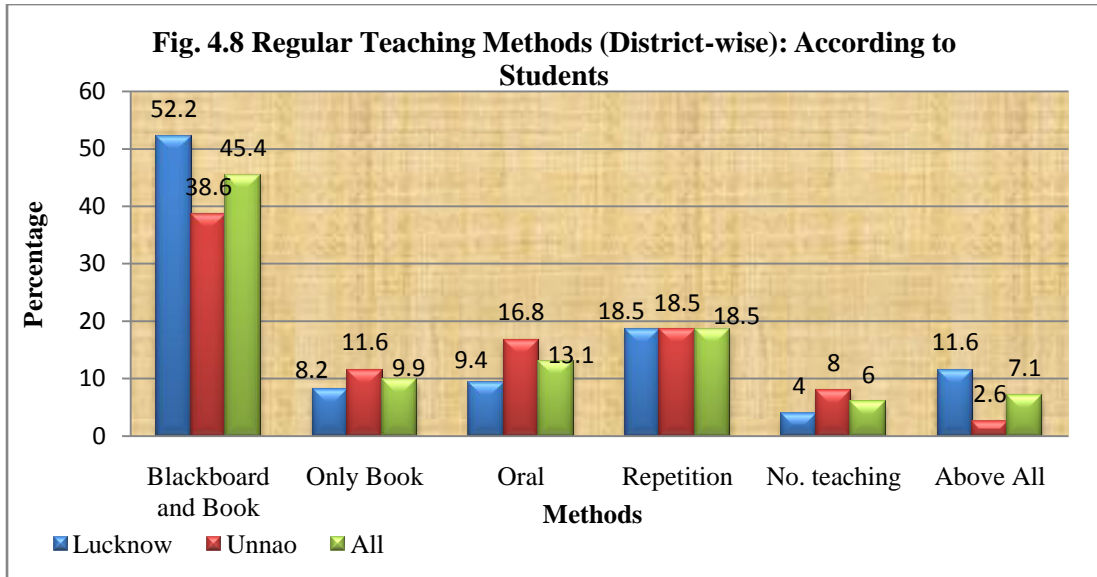
In an attempt to explain the high level of unauthorized teacher absenteeism, several scholars have emphasized the lack of motivation on the part of the teachers. This has been ascribed to overcrowded classrooms, poor infrastructural facilities, unfilled vacancies, the burden of non-academic tasks, lack of adequate training to deal with multi-lingual and multi-ability classes, declining social status of the teaching profession and increasing social class differences between teachers and the clientele of government schools. Other reasons have to do with the institutional context: lack of accountability and the absence of incentives for teachers to work well.



Most of them are argues that they are fed up of this MDM responsibilities. It is about half of the teachers, their argument is that they engaged in MDM from beginning of the school till the last hour because it is the prime duty to cook food, the daily report is required to give how many students take meal and now a day milk is also given to the student on every Wednesday of the week which is extra responsibility on us. Some of them are traveling more than 100 km for one side to reach the school daily. They clearly say they so much tired to reach school. They are not able to teach properly. Sometimes they teach most of the times not.

Table 4.9: Frequent teaching method uses by teachers								
S.No.	Detail	Blackboard and Book	Only Book	Oral	Repetition	No. teaching	Above All	Total
Primary Schools								
1.	According to Students	11.9	14.3	23.8	35.7	9.5	4.8	100
2.	According to Teachers	83.3	00	4.8	00	00	11.9	100
Upper Primary Schools								
3.	According to Students	78.78	5.49	2.52	1.27	2.59	9.34	100
4.	According to Teachers	96.46	00	00	00	00	3.54	100

The teaching method of teachers is also an important part when the quality of education is a concern in primary schools because small children need to teach differently and politely so they have little interest while learning. In Table4.9 it is reported that students argue only 5 percent teachers used different – different methods to teach and about 35 percent of them teach only by asking to repeat means copy from one book to another and about 10 % are such teachers they never teach. Teachers also reported same as students in addition teachers give many excuses and some authentic reasons to not able to teach students properly.



In Figure 4.8, frequently teaching the method in both districts reported that students argue only 11 percent teachers of Lucknow district and only 2 percent teachers of the Unnao district used different – different methods to teach. About 52 percent teachers of Lucknow and only 38 percent teachers of the Unnao teaches with the help of blackboard. Teachers also reported same as students in addition teachers give many excuses and some authentic reasons to not able to teach students properly.

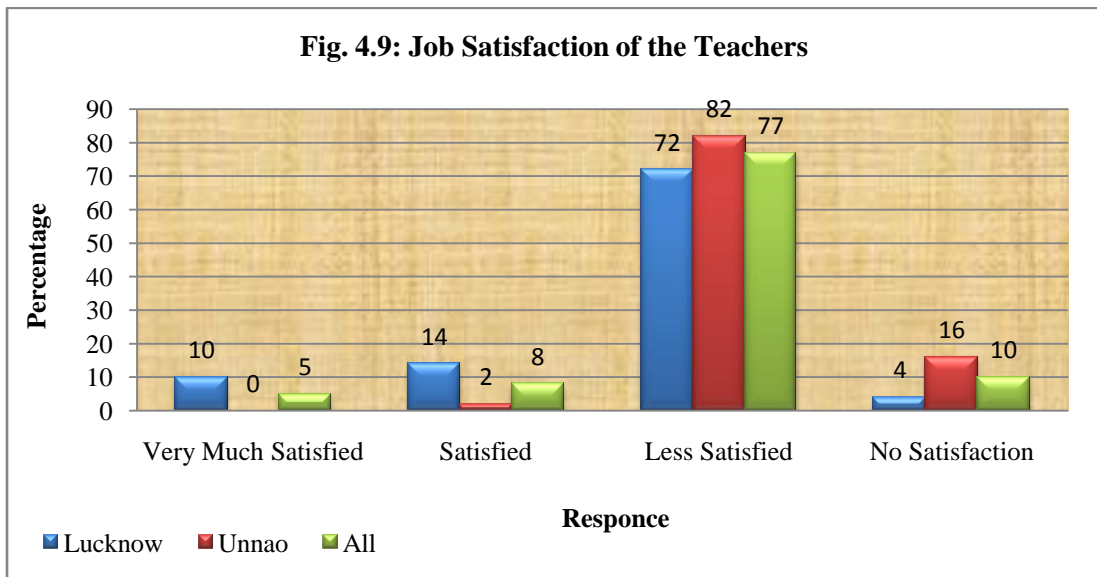


Fig. 4.9 shows Job satisfaction of the teachers. About 3/4th of the teachers are not satisfied with their teaching job due to various reasons. Although salary in government primary schools is good but many other factors like schools situated in interior areas, lack of electricity connection, no arrangement for cleanliness of school, no post of sweeper and peon, non functional toilets, bad condition of hand pumps for

drinking water, less support from officers, extra works like census, election, MDM, maintenance of schools, meetings, construction of SMC and interference of Gram Pradhan & villagers etc. are reasons for low job satisfaction among teachers of government primary schools. Job Satisfaction is very necessary for best output from any person. Therefore, the government should think seriously about these things mentioned above for low job satisfaction otherwise improvement of primary education is impossible.

School Environment, Teaching, and Learning

Students are not the only ones affected by poor quality buildings. The nature and quality of the built learning environment also have been shown to affect teacher attitudes, behaviors, and performance. As well, the quality of the building influences the community's ongoing engagement with a school. Berner (1993) found that parent involvement was related to the condition of school buildings in Washington, D.C

Enrolment Across the Primary School

Block	Std I	StdII	StdII	Std IV	Std V	School
Unnao/Hillauli	17.12	17.07	16.98	17.76	15.06	83.99
Lucknow/Mohanlalganj	13.26	13.14	12.96	12.85	11.56	63.77
All	15.19	15.15	14.97	15.31	13.31	73.88

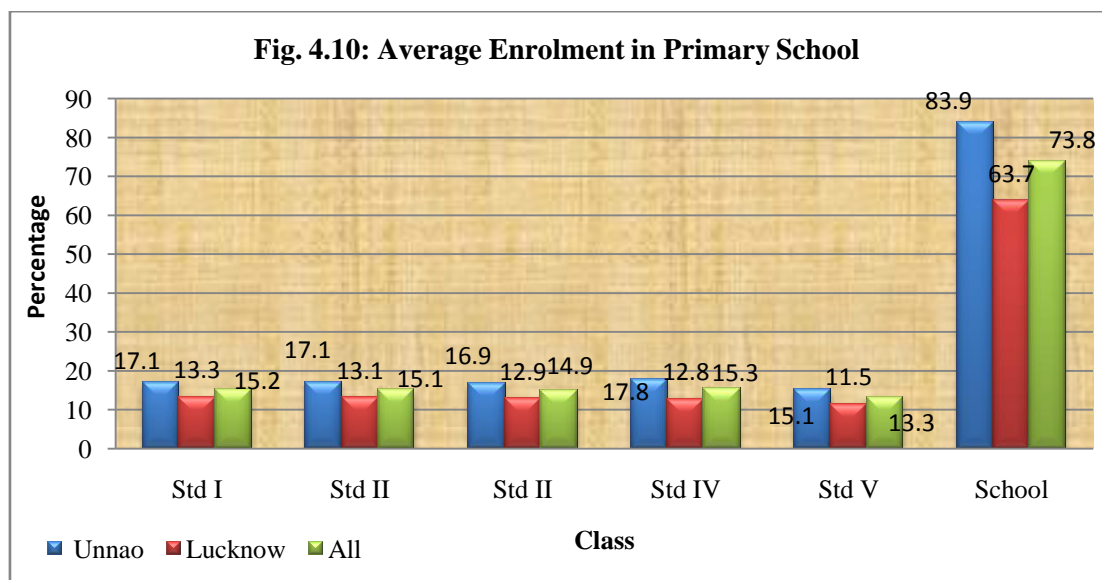


Figure 4.10 shows the average enrollment of students in different classes in both the blocks of Unnao and Lucknow districts. The average enrollment is lowest in class V is about 13.31 students and highest in class IV is about 15.31 students. If we further analyze the data that show a slight downfall in average enrollment from class I to V. The difference is about 1.88 which means about two students are a drop out within in five years course from government schools.

It is also observed that the average enrollment rate in Unnao of each class is higher than the average enrollment rate in Lucknow district whereas the dropout rate from government primary schools is also high i.e. 2.06 which means more than two students are a dropout from Government primary schools. Here it is seen that the average enrollment rate is slightly decreasing continues from class I to class V but the average enrollment rate is high in class IV the reason behind is that parents do not enroll them at the age of 6 years because of lack of awareness or it can be said that irresponsible nature. When they enroll them the child's age is more than 8 or 9 years so because of RTE Act 2009 Chapter III section IV provided that where a child is directly admitted in a class appropriate to his or her age.

The average enrollment of a school is 83.99 in Hillauli block of Unnao district which means there are about 84 students every school and average enrollment of a school is 63.77 in Mohan Lal Ganj block of Lucknow district which means the average enrollment rate is high in Unnao whereas it is 96.69 in Unnao and 88.63 in Lucknow in Primary Schools (ASER, 2016).

It is observed that there is a huge difference in average students actually present in school and average students are mention in the register. It is found that there is a difference of 18 students in average in Unnao district schools. It shows that the students are not coming to school and their fake attendance is going on or after coming school students are not retained in class. In Lucknow District school there is no such difference is found but there is a nominal difference i.e. 3 students per school.

The reason behind the gap in attendance is found that teachers used to write more students in MDM register because Gram Pradhan has the responsibility to provide the raw material for MDM for this Pradhans are paid by the conversion cost (Amount per Diet) of the day which is fixed by the government. So, they force teachers to write more students than actual per day so they can get more conversion cost.

Block	Std VI	StdVII	StdVIII	School
Unnao/Hillauli	30.42	29.40	24.59	84.42
Lucknow/Mohanlalganj	27.84	25.65	23.43	76.92
All	29.13	27.53	24.01	80.67

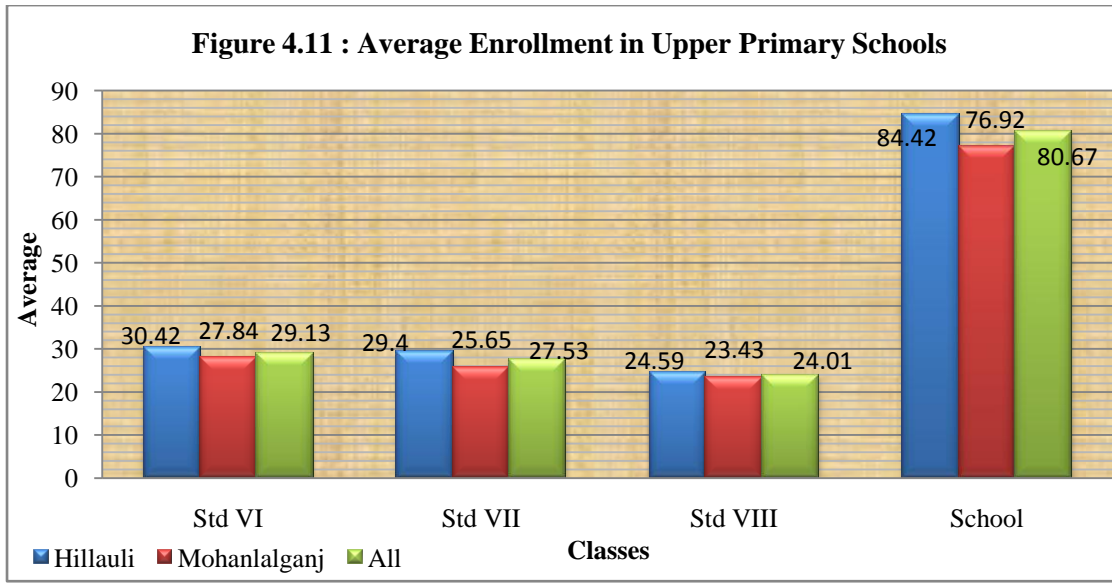


Figure 4.11 shows the average enrollment of Upper Primary students in different classes in both the blocks of Unnao and Lucknow districts. The average enrollment is lowest in class VIII is about 24.01 students and highest in class VI is about 29.13 students. If we further analyze the data shows a slight downfall in average enrollment from class VI to VIII. The difference is about 5.12 which means about 5 (Five) students are a dropout within in three years course from government schools.

The average enrollment of a school is 84.12 in Hillauli block of Unnao district which means there are about 84 students every school and average enrollment of a school is 76.92 in Mohanlalganj block of Lucknow district which means the average enrollment rate is high in Unnao whereas it is 96.69 in Unnao and 88.63 in Lucknow in Upper Primary Schools (ASER, 2016).

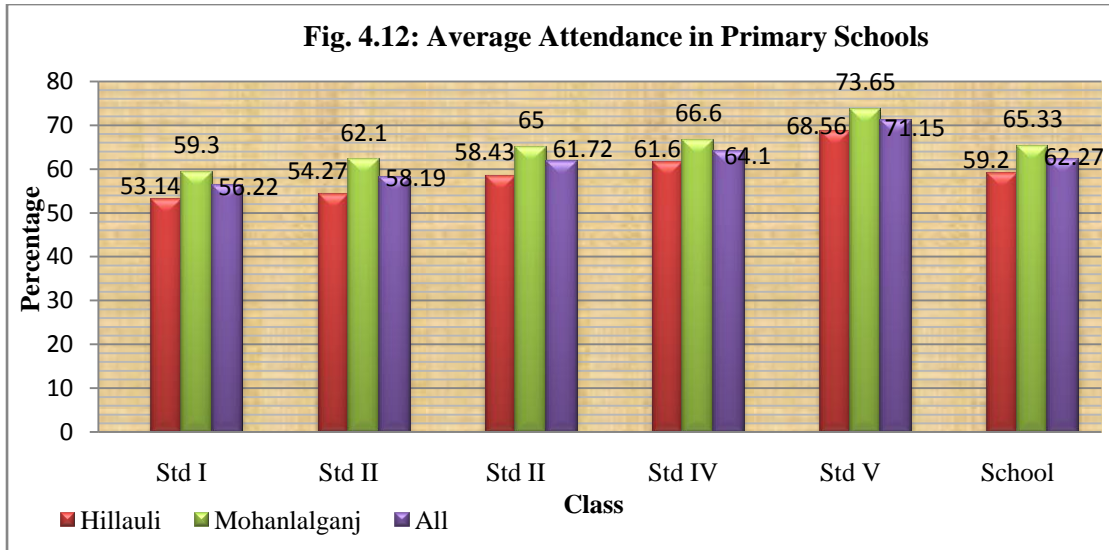
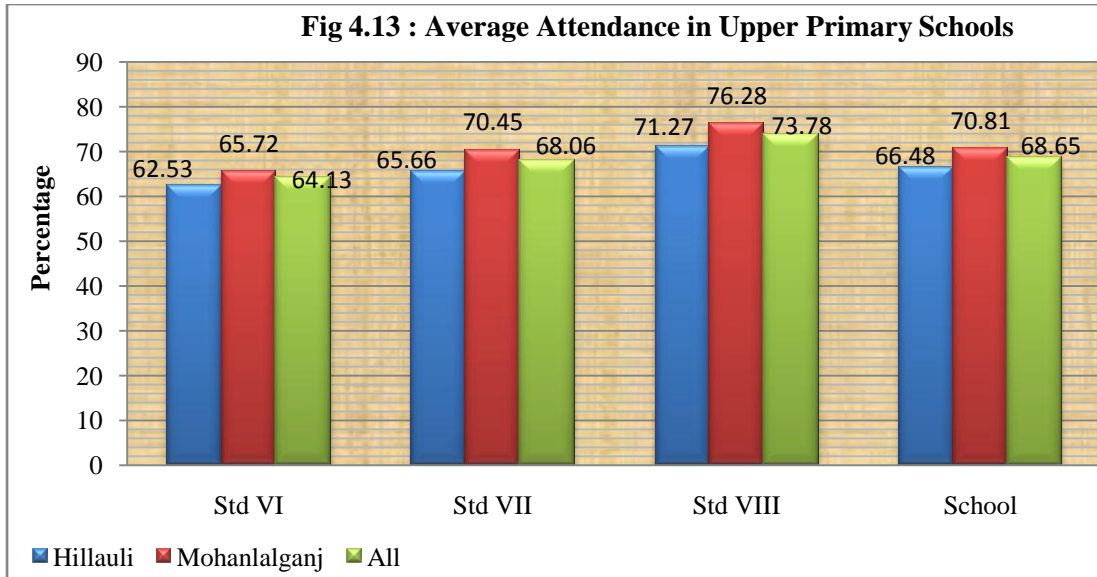


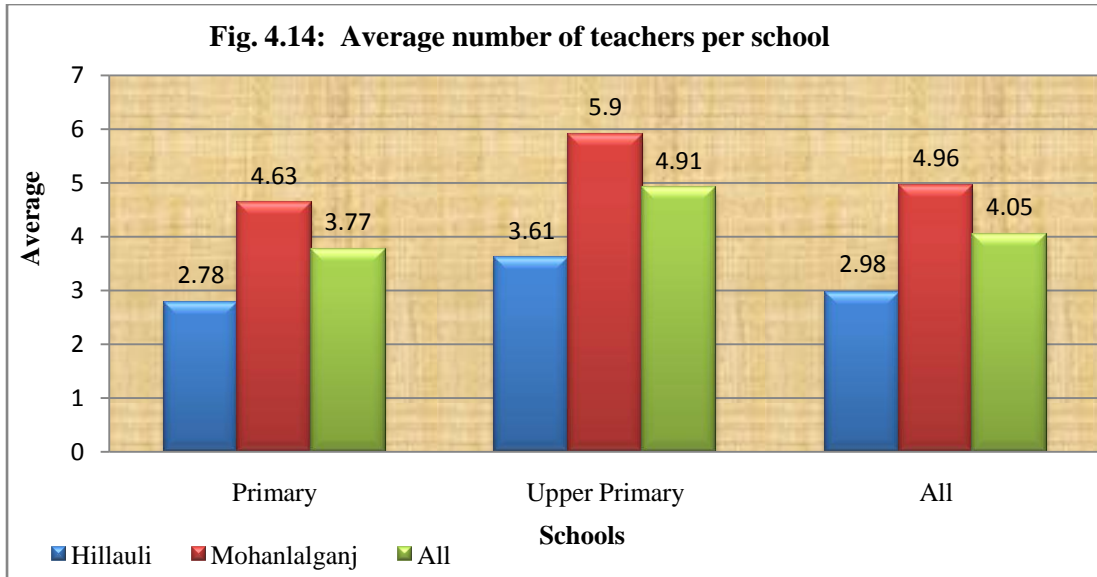
Figure 4.12 highlights the class wise percentage of the student attendance of both blocks of both the districts at Primary Level. It is try to highlight the daily attendance of the students in which it is found that about only 59.20 percent students are present daily in Unnao whereas about 65.33 percent student are present daily in Lucknow and overall 62.27 percents students whereas ASER Report 2016 says attendance is below 60 percent in Uttar Pradesh, Bihar, Manipur, West Bengal, and Madhya Pradesh. But it is observed the actual students are not present in school which is mentioned in attendance registers. So, in this regard, the actual attendance from the headcount of the students is as only 42.08 percents students are present in Unnao whereas only 62 percents students are present in Lucknow district and overall only 52.26 percent students are attending the classes.

Figure 4.13 highlights the class wise percentage of the student attendance of both blocks of both the districts at Upper Primary Level. It shows the average attendance of the students at an upper primary level in which it is found that the average percentage is better at an upper primary level in comparison to primary level. It is about 66.4 percent in Unnao whereas about 70.81 percent in Lucknow and overall 62.27 percents students whereas ASER Report 2016 says attendance is below 60 percent in Uttar Pradesh, Bihar, Manipur, West Bengal, and Madhya Pradesh. Here the students are in discipline and teachers are teaching according to their subject and in a specific period. The reasons for not attending the class regularly are discussed above in figure 4.5.



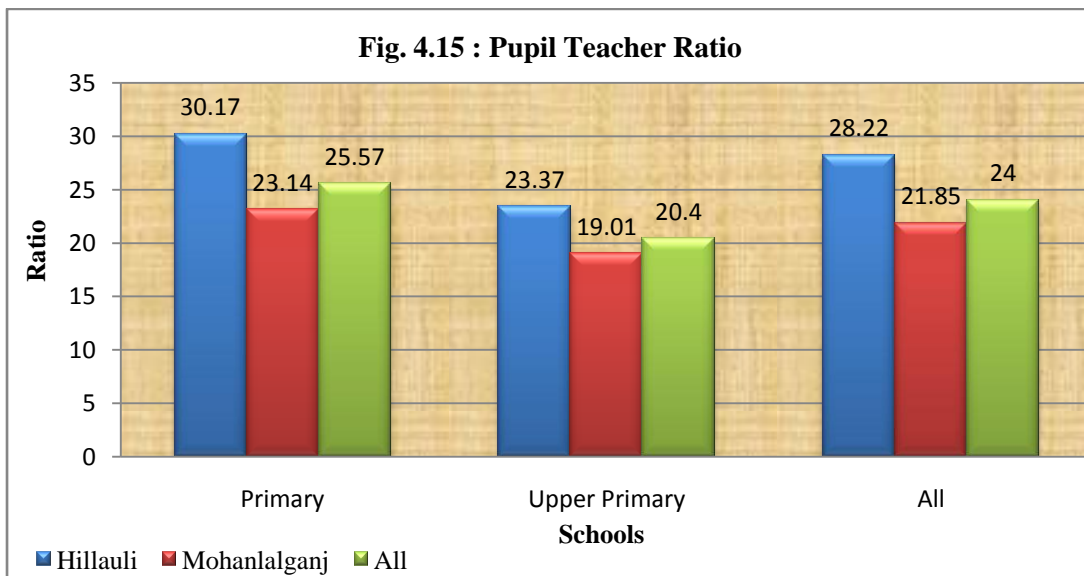
The Government of India has recently mandated a set of rules within the framework of the Right to Education (RTE) Act, 2009. RTE has placed education in India within a rights-based framework whereby the government is duty bound to provide educational opportunities to all children up to the Elementary level. The rules that govern areas of education, therefore, fall within the purview of this rights-based framework; which means that every one of the issues within the *RTE is a right*. One of the important injunctions in RTE relates to the pupil-teacher ratio. The RTE mandates a maximum *PTR of 30:1 to be maintained in each school individually*. In fact, “It provides for rational deployment of teachers by ensuring that the specified pupil-teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings.”

Figure 4.14 reveals an average number of teachers per primary and upper primary school. There are about 4 teachers per school but when it is categories in PS and UPS separately average teacher per school in government primary falls down to 3.77 which reflect only < 4 teachers are in per government primary schools and in upper primary schools it is < 5 teachers in every government primary schools in Unnao and Lucknow Districts. If we further categories the average in block-wise it is much less in Hillauli block i.e. only 2.78 and 3.61 teachers per school in PS and UPS respectively whereas it is much high in comparison to in Lucknow district which is 4.63 and 5.9 teachers in PS and UPS respectively.



The PTR as calculated from the 2015-16 DISE data was 27 at the all-India level. Thus the average PTR for India is below the acceptable PTR indicated by the RTE. The highest PTR is in Bihar, at the unacceptably high level of 53:1. Madhya Pradesh also has a PTR of 32, which is higher than the all India average and also higher than the RTE norms.

The figure 4.15 indicates Pupil-teacher-ratio at Primary and Upper Primary in both the blocks of both the districts. Here it is observed that PTR is about 30 at primary and 28 at the upper primary in Unnao which is upto the mark as RTE norm and in Lucknow is even less. It is seen as it is good but the reason behind it is the average enrollment rate is falling down year by year. In this way, the PTR is maintaining automatically.



However, as we have noted earlier, it is the PTR level of individual schools that the RTE lays emphasis on. Therefore we will look at the number and proportion of schools which follow the RTE norms on PTR and the number and proportion of schools that flout them.

"The government must concentrate on the education sector and take revolutionary steps to improve it. The primary education sector needs to be standardized according to modern education systems. If the primary education syllabus and system is standardized according to modern needs, it could help in the country's development," said Madhu Shukla, a teacher in a primary school at Hillauli, where there is no electricity and one teacher to teach more than 80 students.

She said that the school administration had sent many letters to the education department, drawing the attention towards the shabby condition of the building and lack of facilities but nothing had been done. Basic ShikshaAdhikari said that electricity in schools is still not in the list of priority as the renovation of infrastructure and conducting proper academic session is the main target. Most of the schools are running in a rented building and we cannot renovate them. People don't give space on rent to run schools this is why we can't even shift students to other buildings.

Table 4.12: Pupil Teacher Ratio

Blocks	Primary			Upper Primary			All		
	Total Teachers	Total Students	PTR	Total Teachers	Total Students	PTR	Total Teachers	Total Students	PTR
Hillauli	440	13275	30.17	177	4137	23.37	617	17412	28.22
Mohanlalganj	833	19282	23.14	378	7186	19.01	1211	26468	21.85
All	1273	32557	25.57	555	11323	20.40	1828	43880	24.00
Respondents									
Hillauli	96	2919	30.40	53	1113	21.0	149	4032	27.06
Mohanlalganj	167	3663	21.93	74	1480	20.0	241	5143	21.34
All	263	6582	25.03	127	2593	21.08	390	9175	23.53

It is noteworthy that there is not much difference between the overall level of PTR in schools and the PTR in government schools in the different states. The states which are worse off in terms of PTR (for example Bihar and Uttar Pradesh) are equally badly off in terms of the PTR in government schools.

It is noteworthy that after Seven years of the RTE act, PTR even in government schools remains low in Lucknow i.e. only 53.66 percent of the PS and 31.97 percent UPS schools have PTR > 30 and 35 respectively. In Unnao percentage schools with PTR is 38.28 percent at Primary and 24.59 at upper primary (NUEPA: 2016).

Incentives	Lucknow	When (Month)	Unnao	When (Month)	All
% Getting Cash Scholarship	No	NA	No	NA	No
% Getting Midday meals	100	Daily	100	Daily	Daily
% Getting Text books	94*	August	89*	October	91.5*
	75	November	67	December	71
% Getting Uniform	100	September	100	September	100

We can see that the students do receive benefits of midday meals and free textbooks. The midday meals benefit is given to students of the primary section and all children of the poor households attending schools. It was found that the free textbooks were available to almost all students studying in government basic schools but most of the students are not getting all textbooks. Even none of the school provides books in time. It is also reveals that the academic session of the schools started from 1st April of every year and the first times books distributed in August in Lucknow district in this 94 percent of the student gettextbooks which were also not complete whereas in Unnao first time books distributed in month of October means after half the session was over even it was not complete. 91.5 percent of the students are getting books but the set is not complete in the month of October. The rest of the books which was not provided is provided in the month of November and December and only 75 percent of the students get complete textbook set in Lucknow and only 67 percent students get complete set of textbooks in Unnao district. Some of the teachers reported that books

are adump in BRCs and they did not provide to the schools. The reason was that BRCs are also not getting books in time and not at all at one time. They also get some-some books in several times. Mostly all the students are provided free uniform nearly in the month of September and October.

Conclusion

To make elementary education universal and to improve it the government of India has made the elementary education a fundamental right of every child by the 86th amendment of the constitution in 2003. This became effective only after 7 years when RTE was implemented in the whole country on April 1st, 2010. After the implementation of RTE, no drastic change has been seen in primary education but the scenario is as usual as before 2010. It is very right to say about primary education that “As soon as the medicine was given, the disease became severe.” It is a very big challenge for the government to improve primary education because very few responsible persons are careful about the improvement of primary education in Uttar Pradesh. Mostly responsible persons think that everything is going on very smoothly and normally but it is not the reality. From above discussion in the chapter, some of the conclusion can be drawn about the reality of primary education in Uttar Pradesh.

The study was conducted in one-one major block of two adjacent districts that is Lucknow (a capital city) and Unnao (a backward district) of Uttar Pradesh. From the above discussion, it was concluded that the clients of government primary schools were the children who belonged to the poor families. The main objective of the RTE act is to provide free and compulsory education for 6 to 14 years children and various other duties. Here it is recorded that most of the schools are located within the range of 1 to 2 km. Only 4 percent of the schools are at a distance of more than 2 km. Further, when we talk about the infrastructure present in government primary and upper primary school, it is found no adequate infrastructure is available in these schools. Primary schools are lacking basic infrastructures like bench/chairs for students, fans in classrooms, library, science laboratory, computers, plane and green playground, boundary wall, TLM and peon/sweeper for cleanliness of school etc. Teaching learning process requires these things basically. In absence of these things, it is very difficult/ impossible to talk about the improvement of primary education. So it is necessary that government think seriously about these things.

As it is also found most of the students are not regular in schools because of several reasons but if we club all 'Finance' and 'lack of awareness' is the core of all the reasons. Most of the guardians use to take supports from their wards in agricultural work, cooking, care to younger siblings, care to animals and other assistance in domestic work. Such guardians do not care about homework, required stationeries, neat and clean uniform, bags and cleanliness of their wards due to financial problems. On the other hand rich guardians assist their wards in completing homework, fulfilling their requirements and make them ready to go to school. This is a big challenge for government primary teachers to improve primary education in such circumstances.

Mostly the student studying in primary schools are socially economically backward. Largely the students belong to SC, OBC or minority category. Most of them are poor. So, the poverty is a major problem for low improvement of primary education. The guardians of government-run primary students are mostly from low socioeconomic status. They are engaged in earning their livelihood anyhow. Due to this, they do not have time to care for their wards. In their point of view, education has no importance for them because it needs investment and has no profit. They also think that educated child will not do any physical work and if he/she is uneducated he/she will earn money by doing labour. On the other hand, even if they want to educate their ward they are unable to manage copies, pencils, bags and other necessary requirements for teaching-learning process due to poverty. In such scenario to talk about the improvement of primary education is meaningless.

Traditional Work Culture in Government Primary Schools is also one of the reasons for backwardness of primary education as discussed in the chapter that all primary schools use of Tat-Patti for sitting of students no sitting chairs are available (Table 4.1), only cramming on the name of education; go outside for urinal & toilets, hand pumps for drinking water and facing punishment for discipline etc. In the era of 21st century smart classes, air conditioned classrooms, WI-FI campus, students with laptops, well equipped laboratories and libraries where highly modern and advanced technologies are being used to make teaching-learning more easy and effective, government primary schools are yet lacking teachers, classrooms, separate toilets, drinking water, chalk-dusters and electricity etc.

Teachers of government primary schools are not at all satisfied with their job. (Fig. 4.9) Although salary in government primary schools is good but many other factors like schools situated in interior areas, lack of electricity connection, no arrangement for cleanliness of school, no post of sweeper and peon, non functional toilets, bad condition of hand pumps for drinking water, less support from officers, extra works like census, election, MDM, maintenance of schools, meetings, construction of VEC & SMC and interference of Gram Pradhan & villagers etc. are reasons for low job satisfaction among teachers of government primary schools. Job satisfaction is very necessary for best output from any person.

The reasons of low improvement of primary education in Uttar Pradesh, we find that there is no single reason behind this problem but there are so many reasons which affect the improvement of primary education. At first, we find that like other government departments; Basic Education Department is also a government department. All those drawbacks and corruptions which exist in government sector are also present here. The quality of school building, MDM, Uniforms, Books, Tat-Patti/benches, and maintenance is not up to the mark only due to corruption while sufficient fund is provided by the government. The second main reason is that the teachers are not faithful to their duties and responsibilities. If a teacher is committed to his/her duty and responsibility all the drawbacks and lack of resources can be solved very easily. The third reason is the lack of awareness and sincerity among community members/parents/guardians regarding the education of their wards and programmes/schemes/plans launched by the government to improve the primary education.

The possible recommended solution for these government primary schools are as, first of all basic needs should be provided to every school in terms of infrastructure, sufficient classrooms, furniture, proper toilets, safe drinking water facility and others because these are the basic things for a school where students get educated. The preparation of food for the students should be contracted out to the non-government organizations so the teachers get rid of the extra burden of MDM. Further, the government's role should be more of monitoring and regulate these organizations. This will help the teachers to bring back to their main work of teaching.

It can be concluded that the students of government primary schools are belongs to lower caste and class. They do not have enough resources to get better education. They have only hope from government schools but the condition of these schools is good. The teacher and student both are unsatisfied with these conditions. But government is not bother because caste and class group study in these group are from lower strata of the society who did not have education, awareness, economy etc.

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Chapter Five
Elementary Education, RTE
and School Management
Committee

CHAPTER-5

ELEMENTARY EDUCATION, RTE AND SCHOOL MANAGEMENT COMMITTEE

Introduction

The First Education Commission clearly spelled out the need for decentralization of school education and involvement of local bodies in the processes related to school improvement in 1966. According to the Commission, the immediate goal was to associate communities with the schools in their locality (GoI: 1966). Parent participation as a primary strategy for ensuring decentralization in school education got another major boost with the adoption of National Policy on Education, 1986.

This School Management Committee gave primary focus on decentralizing the planning and management of primary education in the country. The community involvement is possible through this policy in the form of School management Committees for management and improvement in school education.

Provided for decentralization of 73rd and 74th constitutional amendment activities and facilitated the transfer of power and participation of local self-government institutions or Panchayati Raj Institutions. Sarva Shiksha Abhiyan has given the most important importance for the formation of an effective system for the systematic alliance and decentralized decision-making of the community.

The Right to Free and Compulsory Education Act (RTE Act) 2009 was passed by the Parliament in August 2009. After receiving Presidential assent, it was notified for implementation from April 1, 2010. Section 21 of the RTE Act, mandates the formation of School Management Committees (SMCs) in all elementary government, government-aided schools. The RTE Act envisions an SMC as the basic unit of a decentralized model of governance with the active involvement of parents in the school's functioning (The Hindu, 1 April 2010).

The chapter is in the context that the Right to Free and Compulsory Education for Children is landmark legislation. This Act has many provisions to ensure quality

education for all children in the age group of 6-14 years. Specific provisions have been made for democrat of schools and for parents and local communities to play their due roles in shaping and running of the schools in the form of School Management Committees (SMC) and preparation of School Development Plan. In this regards, chapter try to discuss the functioning of SMCs and also its relevancy. It also discusses the variation in the goal of RTE and actual status of SMCs and its responsibilities.

Background of RTE and SMC

The Right to Free and Compulsory Education Act (RTE Act) 2009 was passed by the Parliament in August 2009. After receiving Presidential assent, it was notified for implementation from April 1, 2010.

The RTE Act 2009 has generated a lot of debate. While on the one end, it has been opposed and condemned as a design of the neo-liberal state to sabotage school education further, on the other end it has been sighted as the most revolutionary Act. However, both positions are far from reality. While the first position leads to an all-out opposition of the Act and confrontation with the Government, the second position may also lead to inaction and illusion about the real intention and capacity of the current Indian state. Either of the two positions can cause harm to the cause of mass education (RTE Act: 2009).

Despite its limitations, some provisions of the RTE Act, such provision for better infrastructure, improving PTR and increased the role of School Management Committee, if properly utilized, then they are reborn The ability to do is almost the old government school which provides the common people of the country. These provisions can be realized through interventions of integrated civil society and creative engagement with the governments at the Center and at the state level.

Government school system in India meets the children living in small towns and villages, which is a large part of the Indian population. It contains 77 percent of our country's total population. The poor quality of education available to them ensures that the big children of India will stay behind till now. One of the main reasons, for this kind of disappointment of our public system of schools, it is that local

communities have not been able to fortify themselves and influence desirable changes.

It is ironical that education can be a great leveler and also be a means to perpetuate the existing social divide. Great hierarchy in schooling provisions exists in India. Equality of opportunity in terms of accessing school has remained at best a political rhetoric. India's middle class who can afford to pay for their children's education opt for sending their children to high fee-paying private schools and for rest of the masses poorly equipped barely functioning government schools remain the sole option. The social and economic divide that exists in society is reflected in access to schools as well (RTE Forum: 2015).

Under the RTE Act 2009, parents have been entrusted with certain powers through the SMC elected by them; proper exercise of the same can initiate a process of improving schools. For that to get actualized, the community at large and the SMC members, in particular, have to be supported through training and handholding. They have to be made aware of the provisions of the RTE Act, the roles, composition and the process of formation of the SMCs (Dubey: 2010).

The RTE Act stipulates that SMCs should:

- Monitor the working of school (Mid-Day Meal provision, toilet facilities, teacher attendance, etc.)
- Monitor the utilization of grants received from the appropriate government, local authority or any other source
- Prepare and recommend the annual and three-year School Development Plan (SDP), which addresses infrastructure, academic achievement, etc (RTE, 2009). These plans should collectively feed into creating an Annual Work Plan (AWP) for every district, and subsequently, every state.

Constitution, Functioning & Role of SMC

Right to Education Rules, 2010 on Constitution of SMC

- SMCs are to be constituted in every school (except unaided schools) within 6 months of the appointed date and reconstituted every 2 years;
- 75 percent of the strength of SMC shall be from among parents or guardians;
- The remaining 25 percent shall be from:
 - ✓ One-third from amongst the elected representatives of local authorities;
 - ✓ One-third from amongst teachers of the school;
 - ✓ One-third from among local educationists or children in the school, to be decided by the parents of the committee.
- A chairperson and vice chairperson shall be elected from among the parents. The head teacher of the school (in case the school does not have a head teacher) or the senior most teacher of the school shall be the ex-officio member-convener of the SMC.
- The SMC shall meet at least once a month and the minutes and decisions of the meetings shall be properly recorded and made available to the public.

Functions of SMCs as per RTE Rules, 2010

In addition to the RTE provisions, the RTE Rules, 2010, states that the following functions should also be performed by SMC, along with the functions specified in the Act (Oxfam India: 2014):

- communicate in simple and creative ways to the population in the neighborhood of the school, the rights of the child as enunciated in the Act; and the duties of the appropriate government, local authorities, school, parent, and guardian;
- ensure the enrollment and attendance of all children, especially, the disadvantaged and weaker sections;
- ensure that weaker sections are not discriminated;
- facilitate non-enrolled children to participate in special training;
- monitor the identification and enrollment of children with special needs;
- ensure that the rights of children specified in the Act are met promptly and the basic provisions entitled to children are provided in a timely manner;
- prohibit private tuition or private teaching activity by teachers;
- monitor that teachers are not burdened with non-academic duties.

Role and Responsibilities of SMCs

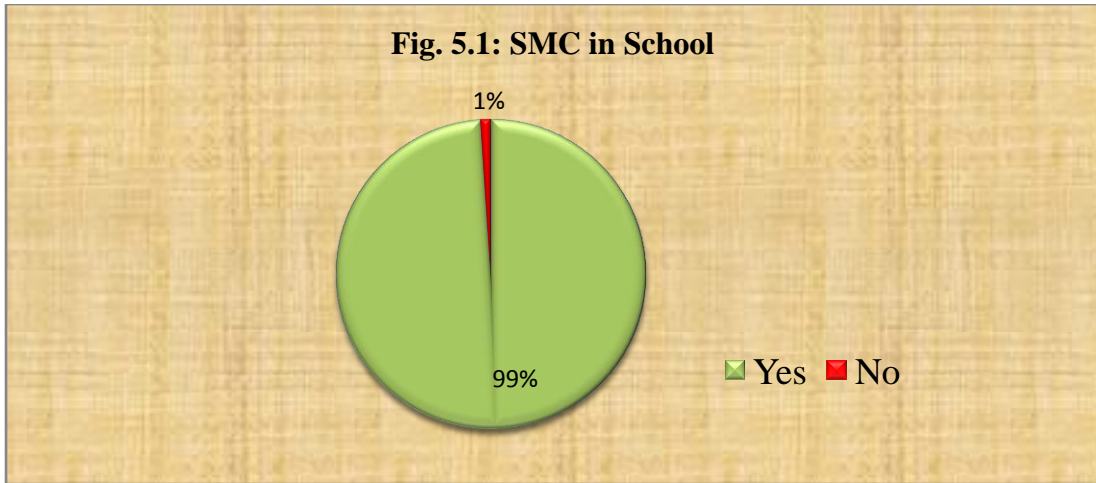
Based on the provisions mentioned in the RTE Act and Rules, there are at least four major roles that the SMC can play (RTE Forum: 2015):

- a. All SMCs are management bodies created for the decentralized governance of the school to ensure that quality education is imparted to all categories of children, without discrimination. As a governance structure, SMCs are at the first level of the grievance redress mechanism.
- b. SMCs can also be seen as a means of mobilizing community resources for the school- linking schools with the local community. The knowledge and skills available in the society can be transmitted to the school through the SMCs, and in turn, some constitutional values may be transferred to the society through children and school-based activities.
- c. SMCs can create a sense of community ownership of school in their locality.
- d. They are a potential agent for systemic change, through the creation of pressure groups, in the form of federations.

With the provisions, it is clear that the RTE Act has played a clear role in community involvement, which aims to assist in monitoring systems, development of school plans and local grievances. The RTE Act states the establishment of School Management Committees and the appointment of the local authority. One of the main objectives of establishing an SMC is: increase community ownership and participation in RTE. Every school should have an SMC, which is a community representative and meets the needs of all the children in an inclusive way.

RTE & SMC in the selected area

Data on the responses from Schools in Figure 5.1 School Management Committee in Schools reveal that about all school are with SMC i.e. 99 percent whereas 98.4 schools are with SMC in Lucknow and 97.7 percent in Unnao (NUEPA: 2015). As per Government Notification, the term of the SMC is for two years from the date of the constitution and the members of SMC change after every two years with a new SMC. It is also told by the teachers that SMC is formed last year in July but after 3 years.



In reference to community participation in education, most stakeholders agree to the need to conceptualize the meaning of community, the nature of participation and the aspects to which participation is referred to including resource mobilization, management, monitoring, and evaluation, advocacy, and policy design.

As the profile of primary and upper primary school shows that most of the students are studying in government primary schools are from lower caste and class. So, the SMC members are also from the same profile as they are the parents. Mostly SMC members are not literate i.e. 46 percent and 36 percent are under matriculate (Chapter 3, Figure 3.5). In the field, it is found that parents are not keen to educate their children. They engage them any types of household works and did not much aware of the importance of education. They take education as secondary while household work is primary. In all these regards try to find out linkages in SMC & teaching-learning activities, reflections, functioning and relevance of SMC.

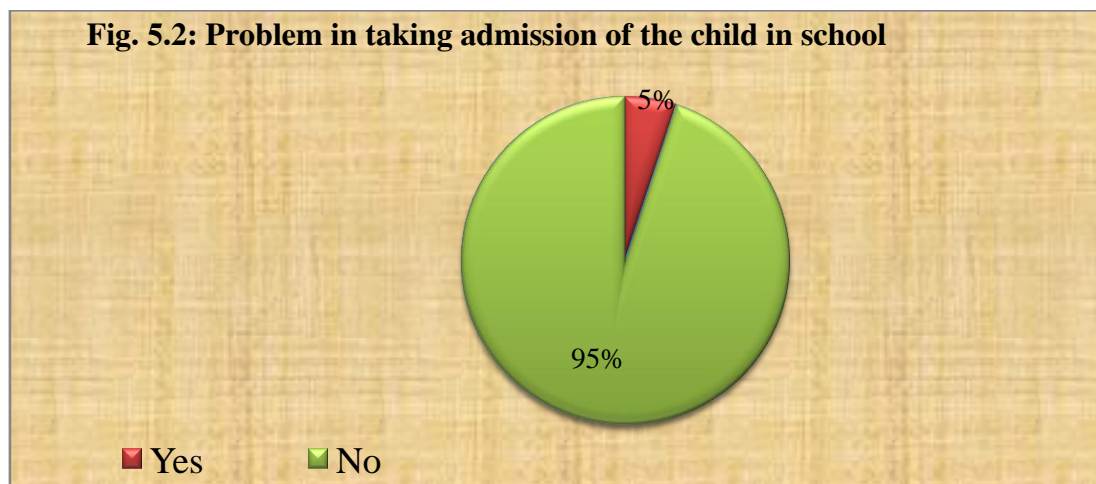


Figure 5.2 reveals the problem in admitting the child in schools. It is important to know is the admission procedure and its complications because parents hesitate in facing school or any other government or private office. But in the village there is no such problem is found. About 95 percent of the parent respondents did not face any type of problem in taking admission of their child in school. Although, some of the parents and SMC members say teachers regularly motivate the villagers to send their child daily to school and admit them if they are not admitted yet. So it can be said there is an immediate need to aware and motivate the parents to educate their children.

It is an effort to know the awareness of parents towards the education of their children. Figure 5.3 'class of your child' is to know the awareness of the parent towards their child. It is cleared from the figure 5.3 that about 1/3rd of the parents did not know the class of their child and some of them are not sure in which class did their child is studying. It shows that parents are not serious about their child's education. The reason can understand that most of them are illiterate and no proper occupation, the result is they are poor and not able to afford family responsibilities. Most of the children are helping their parents in agriculture, household work, and cattle grazing. This is one of the main reasons the backwardness in the education of government school children. They never study at home and no one teaches them in the home.

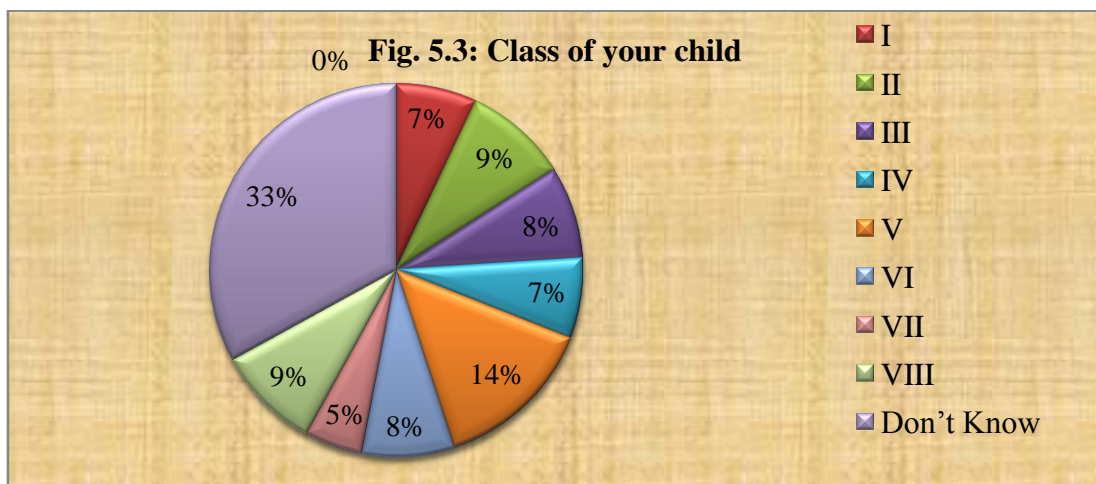
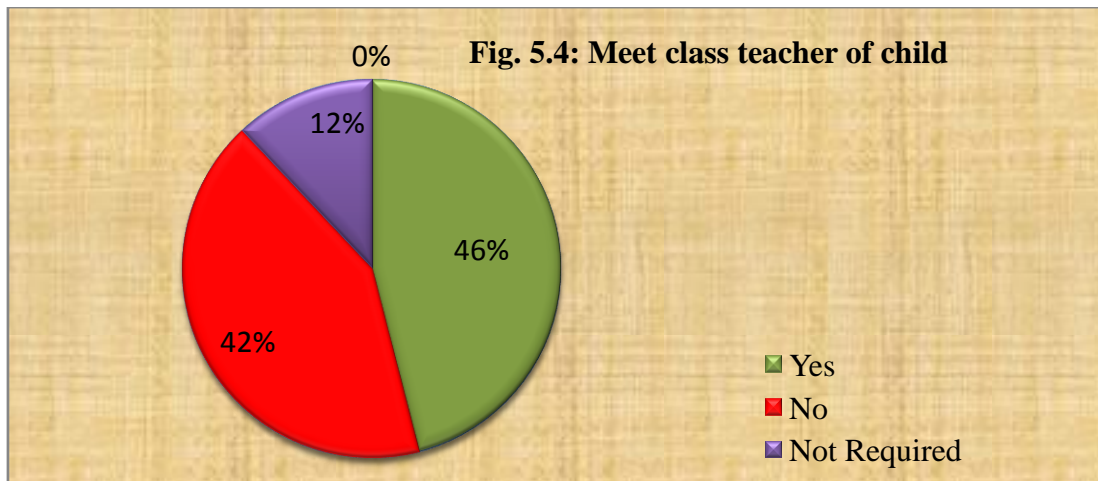
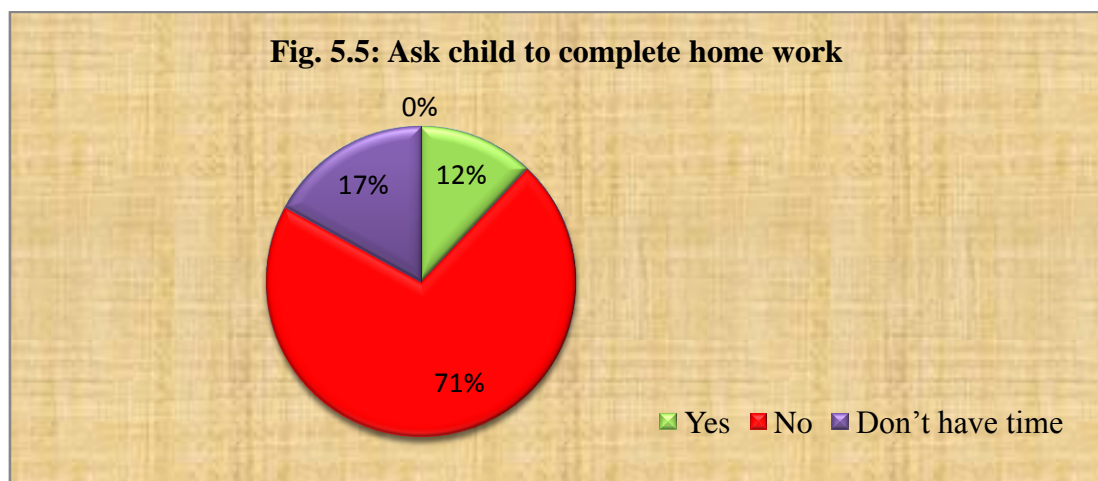


Figure 5.4 shows whether they ever met a teacher of their child. It shows only 46 percent of the parents met the teacher of the child whereas 42 percent never met the teacher and 12 percent argued that they did not feel any requirement to meet school

teacher of their child. It is also observed during the fieldwork that parents go to school only when any incentives is to be given to children like a uniform, books, bags, etc.



Teachers told that the guardian does not come even when they call them but they came when anything is distributed to children. Even the student who is not come to class regular and wondering here and there in the village they also came that very day and the interesting thing is parents are also coming with them and fight for the incentive provided by the schools. It shows that they are aware of the things provided by the school but they are not for the education which is the primary objective of the schools. It is also observed that most of the teachers are take this as their opportunity for them to escape from teaching students are did not teach them regular and proper.

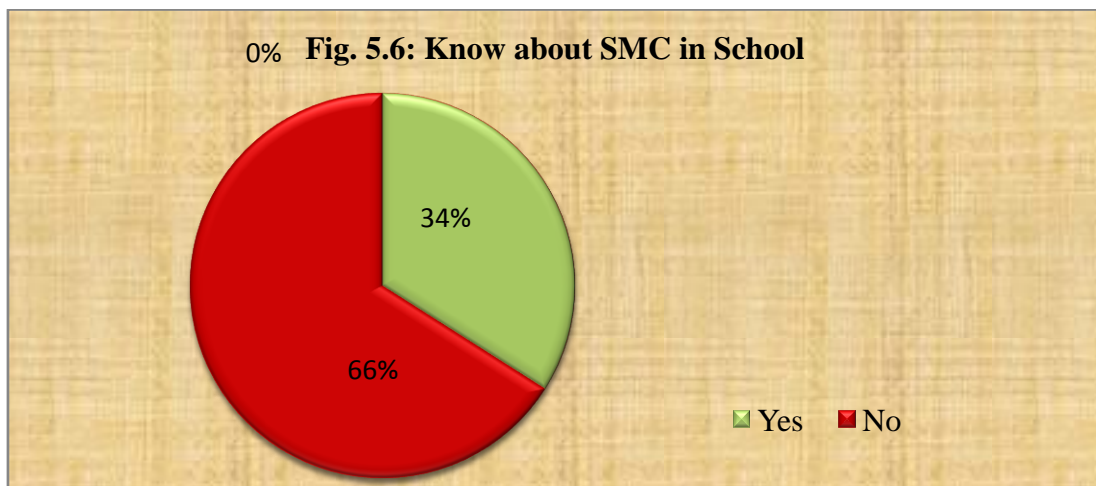


It is prime duty of the parents to ensure that their child studies at home and complete the home work which given by school teacher. But figure 5.5 reveals only 12 percent of the parents ask their child to complete their homework or to study in the home. It is

a very miserable condition about 88 percent of the parents did not ask their child to study at home. Only school or any other educational body is not having all responsibility to educate the children and only these institutions are not sufficient to educate them. Some responsibilities are to be taken by parents that children get a quality education and can compete in educational society.

School Management Committee and its functioning

School management committee is formed in every government school where the head and members are from parents or guardian itself. They have to look after all school activities and monitoring the school teacher's absenteeism and MDM of the school. Figure 5.6 reveals only 34 percent of the SMC members are familiar from the SMC and about $2/3^{\text{rd}}$ of them are not even familiar. It is observed that SMC members do not even know that they are a member of any committee in school. Thus, it can be said that more than 66 percent of the respondents are members of School Managing Committee did not know about their participation in committee which shows that most of the members are not aware of monitoring of children's schooling and teaching-learning activities.

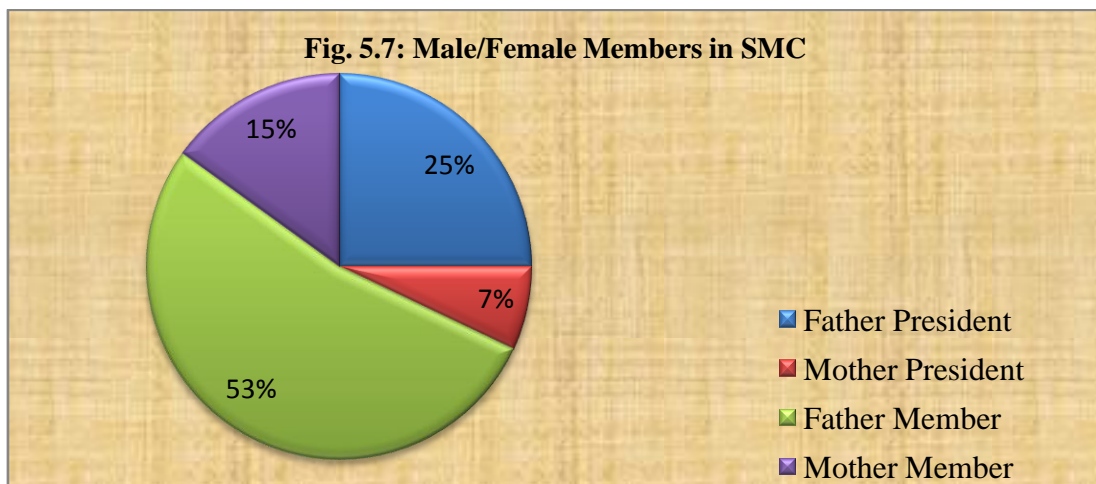


In this regards when the about $2/3^{\text{rd}}$ majority of the SMC members does not know about SMC how can anyone expect them that they know their role and functioning of the committee. As discuss above that even parents are not aware to educate their children and engage them in many household works because of several reasons; how they participate in this type of committee as they are engaged in agriculture and laborer work for their livelihood. I don't think this type of committee is helpful in facilitating quality education in government primary schools. The reason behind it is

when the community members where the school is located are such a background where people did not have any proper occupation for their livelihood; how can they give any time to school activities when they even did not give any time for their child's education at home.

The positions of different members of School Managing Committee constitute as an important variable in the analysis. In figure 5.7 the positions are Father President, Mother President, Father Member and Mother Member. All the positions are selected or elected through a general meeting during constitution of SMC, except the position of member-secretary. The position of member secretary is fixed for the concerned head teacher or headmaster of the school and by virtue of his or her post, he will remain as member secretary of the SMC.

Thus, this indicates that Father Members are 78 percent of which 25 percent are Male President of all the members. The composition of SMC is inclusive in nature. In the school managing committee, the parent members are more in number and their participation is also very important for any decision making related to the educational development of a school. But the financial power is limited only to the president and the member-secretary to execute any developmental activities of the SMC. But the constitution said that the female members are more than male members.

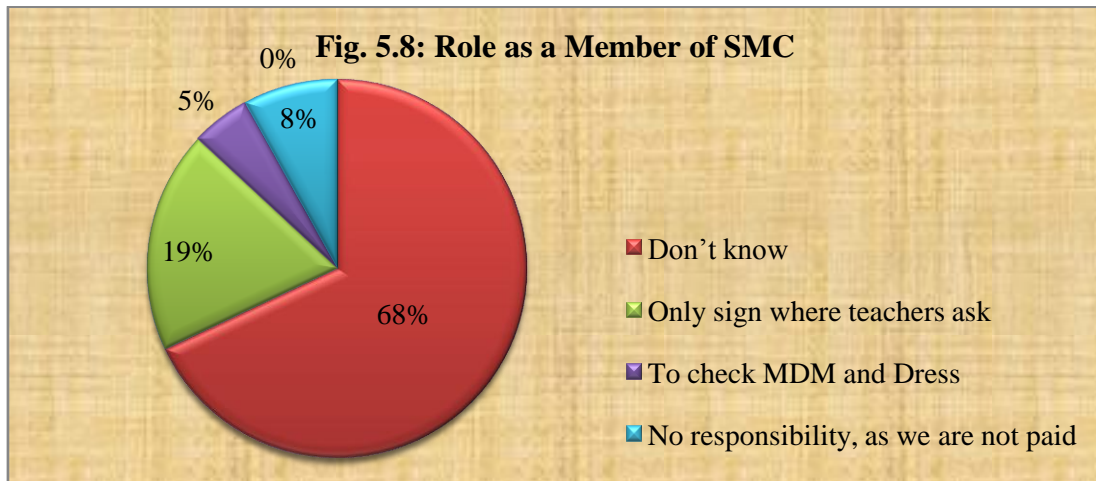


Role of SMC Members in School Development Activities

The School Managing Committee has failed to perform its duties upto the level of people's expectations. Though the SMC consists of 15 members, its utility, as well as its huge membership, needs to be questioned. The SMC is formed with the purpose of

giving proper representation to all communities in the panchayat as well as to oversee the management of the school. But statistics and performance of the SMC members need to be further scrutinized. To analyze the role of SMC members are shown in the following figure 5.8 Role as a Member of SMC.

The data reveal that more than half of the members 68.0 percent of the school management committee does not even know the committee so how can they know about the roles and responsibilities, while 1/5th i.e. 19.0 percent members who are also president of the committee only sign where ever is required. Only 5 percent are such members who accept that their responsibility is to monitor MDM and other school activities but 8 percent members argue '*ham kisi committee ko nahi jante.... hamari kaisi jimmedari, hamko koi paisa thodi hi milta hai..... master logo ko milta hai to wokare.....ham apna majdoori kare ki school ki rakhwali..... Sarkar kuchh detibhi to nahi hai*' 'why they take responsibility, as they are not paid for this'. Thus, 95% of the respondents are not aware of their responsibilities and not know about the committee. This is the exact situation of SMC, how can think about is properly functioning and its relevancy for the betterment of any school.

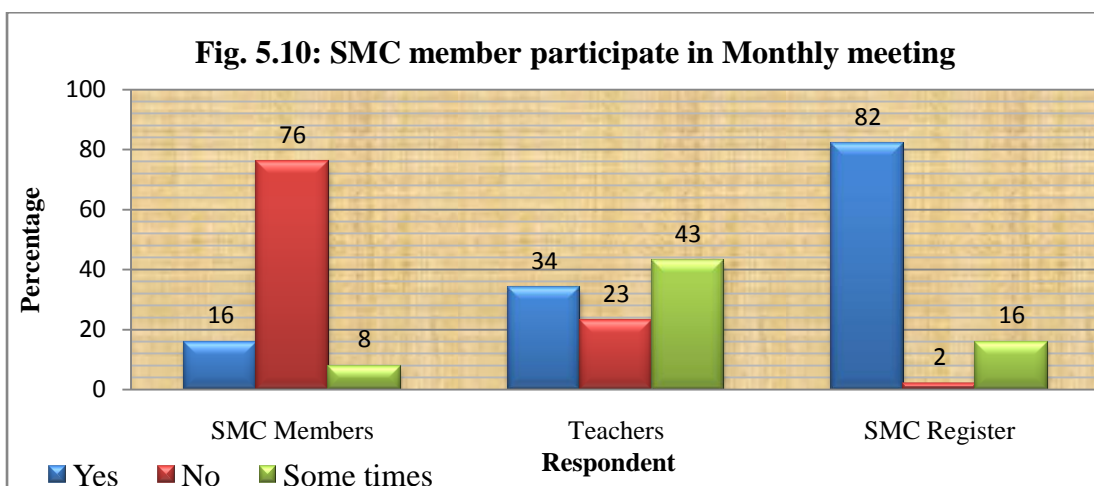
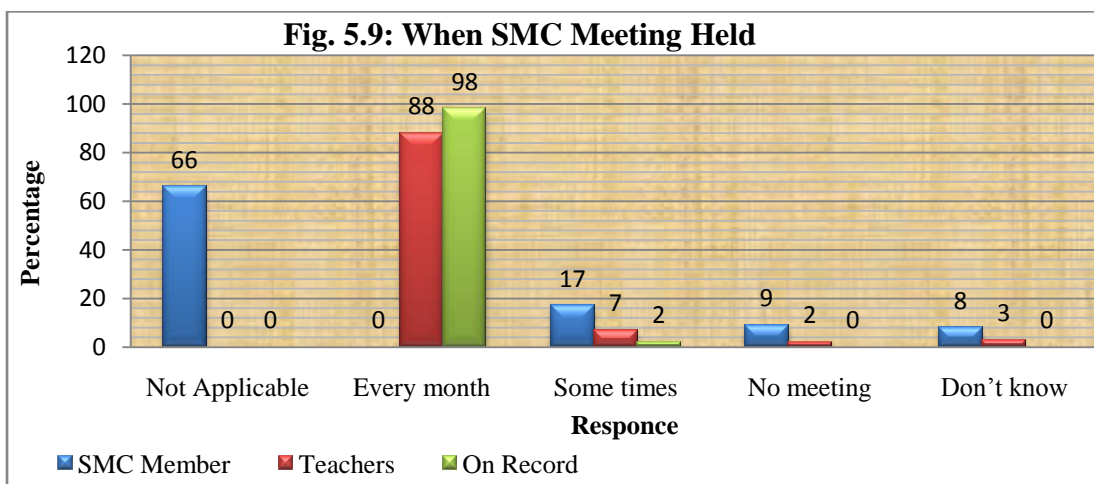


As per the Government Notification, the SMC should meet at least once in every month and the 50% of the total number of members shall form the quorum. Since the SMC has the responsibility of approving the absentee statement of the teaching and the non-teaching staff of the school, this meeting is supposed to be held before the last working day of every month or early first week of the month.

To analyze when SMC meeting held, figure 5.9 shows the meetings held according to teachers; the SMC members and school record i.e. SMC register are shows this. It

reveals in the data that SMC meeting is held mostly every month but only on record maintain by the teacher.

According to the teachers 88 percent meeting is held every month and 7 percent says atsometimes and 2 percent are such who did arrange meetings whereas according to the SMC members only 17 percent says meeting is held sometimes in the schools and rest about 83 percent are not attending meetings but on record it is found about 98 percent of the SMC meeting is held every month. Thus it can be concluded that SMC is not active or functional in these districts. It is also observed during the field work of the study and verify from the office record that forge signature is made of SMC members by the teachers to fulfill the quorum. When try to know why they do this, they replied that members are not come to attend the meeting. One or two will come even not at the time. Some will come today, some two days, rest never come. This is a big challenge for us to conduct a meeting like a meeting. It can be concluded that SMC needs to be active so it can help various activities of schools and school development programmes.

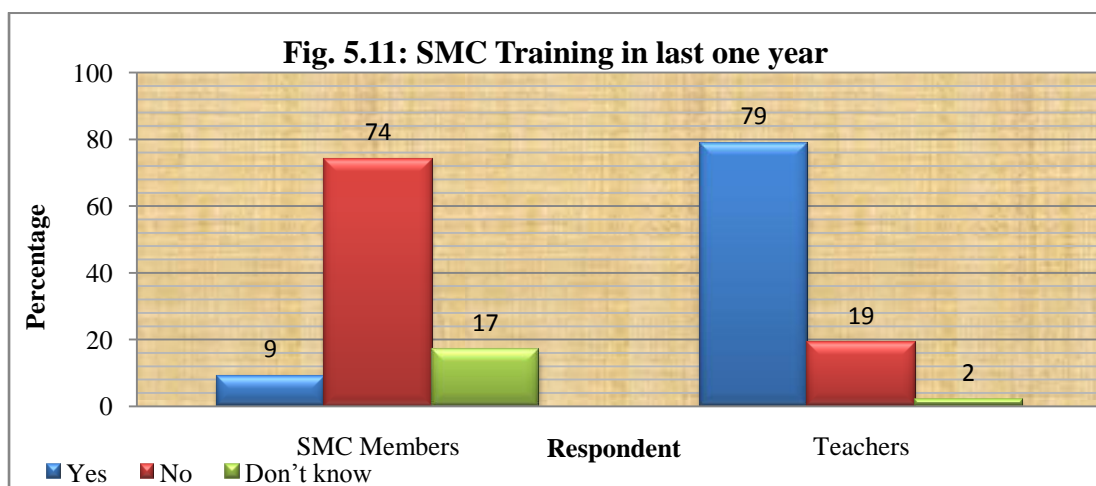


In figure 5.10 SMC members participated in the monthly meeting, the data show only 16 percent of the SMC members attended monthly meeting whereas teacher responded 34 percent and when verify it from SMC register, 82 percent of the members attending a meeting every month. Thus, more than 80% of the SMC members are not active and not attended any School Managing Committee meetings.

Strengthening of capacity building of School Management Committee members completed status of training is required time to time. It is also found that at least once or twice in a year training is organized at BRC or NPRCs. But again figure 5.11 shows only 9.0 percent of the members are get training and all rest 91 percent did not get any training according to the SMC members itself. Training has been imparted only in 2% schools in Bihar, 18.2% in Uttar Pradesh and 36% schools in West Bengal, these are states which need to expedite the process and adequate measures to train the SMC members for the smooth functioning of schools (UNESCO: 2005).

It is also found in last one year both the districts have SMC members training in NPRC level but there is no expert or trainer to train them. The training must be on module mainly highlights on; General Guidelines, experience narration, meeting, Interview on life stages, RTE role compliance, who gained what?

The main problem found in training and awareness of SMC members, the teacher itself is allotted as a trainer. So how can it possible that teacher trained or aware them against themselves.



Main Agenda items of the SMC Meetings

Since the inception of Sarva Shiksha Abhiyan in Assam, the School Managing Committee (SMC) has gained increasing opportunity as an approach for improving responsiveness and accountability in the deliverance of education services. As a form of decentralization, the SMC approach involves the shift of decision making authority over school operations to local agents. The SMC consists of teachers, parents/guardians and members of the community and they are empowered with the responsibility of monitoring school functioning and managing its finances. The committee can take different agenda items and also can take decisions in its meetings. A good SMC should take education as a prime agenda of development like community empowerment, participation in the planning of School Development Plan (SDP) formation and quality monitoring by all stakeholders of education. Integration of teacher and community effort can lead to the better education system with decentralized planning and management. About main agenda items taken up by the SMC meetings the respondents' responses are classified into six categories: school attendance, fund generation, quality of education, corruption, and accountability of teachers. But no such agenda is found to be discussed in schools of both the district of Uttar Pradesh. It is observed that most of the members are not attending the meeting of SMC or even don't know about SMC, so how they discuss any agenda.

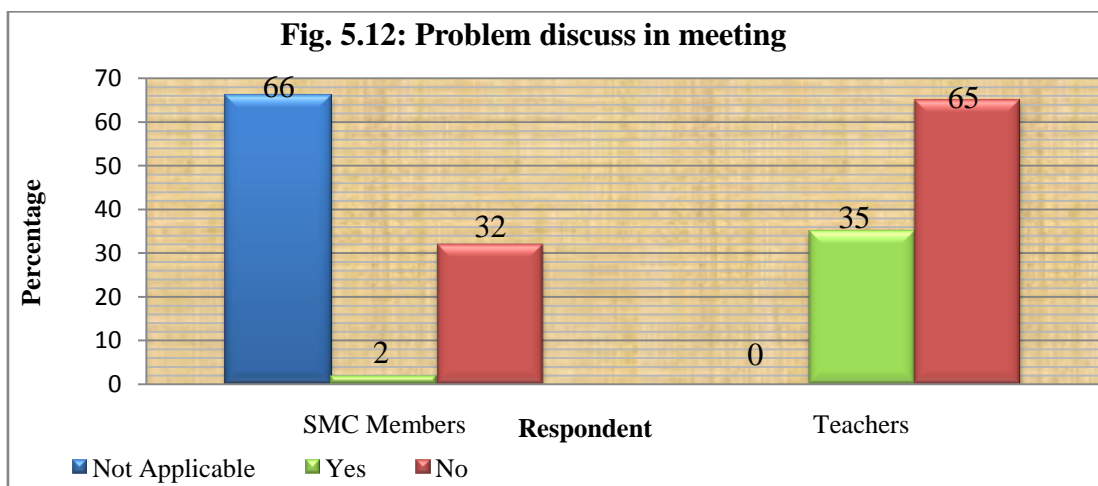


Figure 5.12 show Problem discuss in the meeting, only 2 percent says that problem is raised in the meeting and rest 98 percent SMC members did not have any existence in committee. Teachers write agenda and minute before the meeting had been held after this teacher used to call members and ask to put their sign in SMC register if they do

not come teachers put SMC member's signature or thumb mark by their own. This is the worse situation of SMCs; there are no means of having SMC in schools if such arrangement continues.

In a real situation the government PS and UPS schools suffering a lot of problems. Every year, the Government keeps announcing that all the problems like lack of toilets, lack of supply of good quality mid-day-meal, lack of drinking water, uniforms and textbooks in time would be solved before the commencement of the new academic year. However, a large number of schools continue to face these problems. RTE is also not properly implemented besides it all the problems are as earlier.

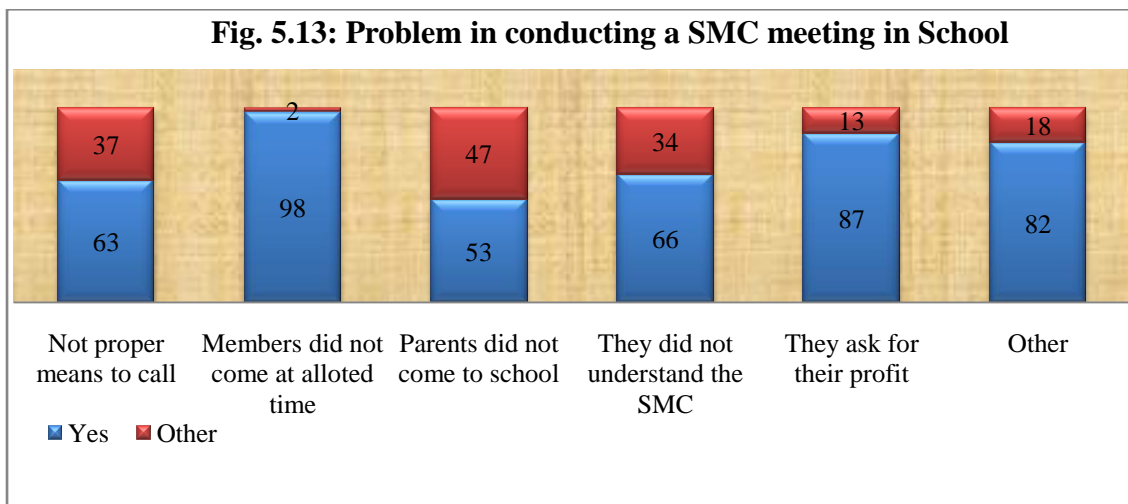
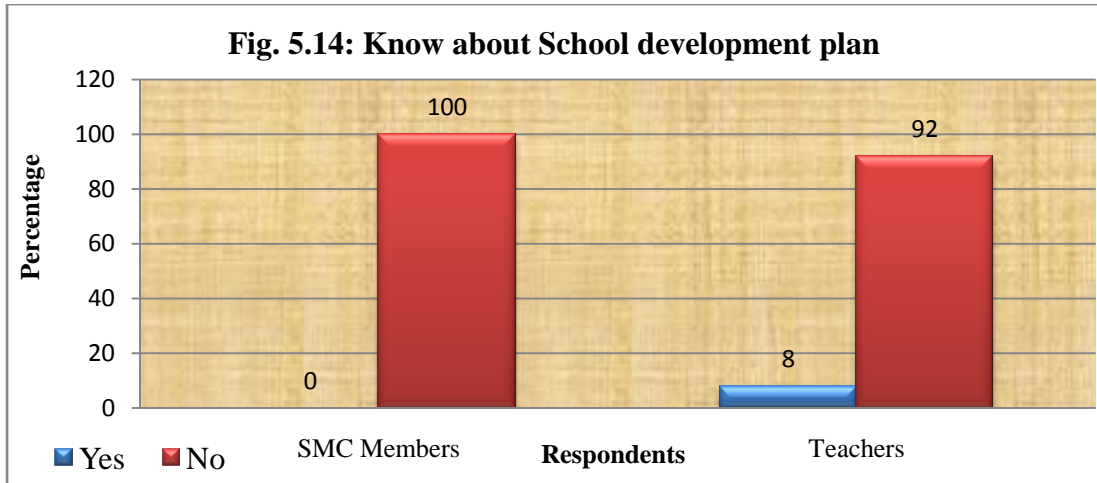
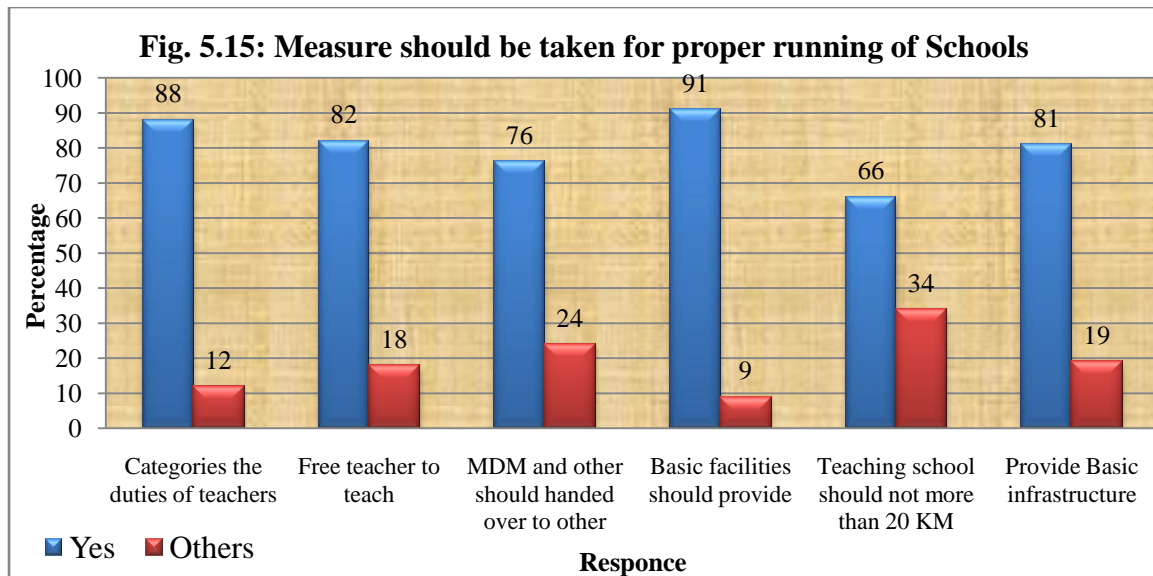


Figure 5.13 Problem faces by teacher in conducting a SMC meeting in School, shows 63 percent teachers argues that there is no proper means of communication to call them for conducting a meeting, the measure issue raise by the teacher that no member come at allotted time for the meeting or even allotted day of the meeting, about 98 percent have such problem. On another hand, mostly who are SMC members are farmers, laborers, peasants, daily workers etc, so they did not have proper time to be attained the meeting at the allotted time, they are also not aware the concept of SMC. Most of them feel it is surely related to the benefit of teachers. They also argue that they did not get any monetary help which is very necessary for them to arrange food for their family because they are daily wages laborer.



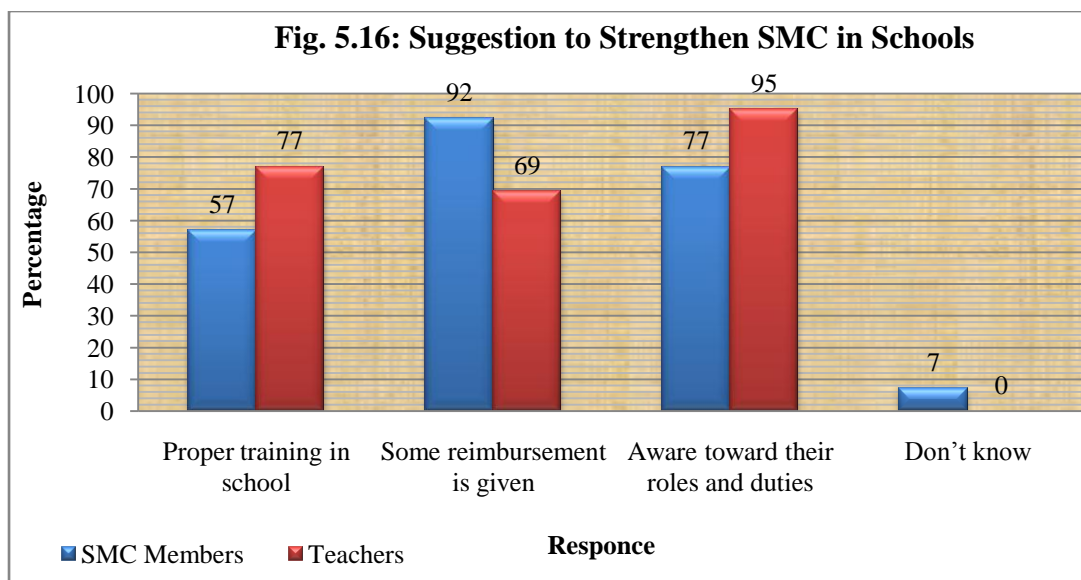
SMC have to develop a plan every year which is known as School Development Plan (SDP) with the help of school teachers. In this regards, figure 5.14 Know about School development plan, data reveals no SMC members know about SDP where it is also very surprising that only 8 percent of the teachers know about school development plan. So, how can it expect that a school can grow and provide quality education without proper implementation of rules and regulations by government officials?

Figure 5.15 reveals that what measure should be taken for proper functioning of school, in this regards teachers says following thing are as follows; 88 percent of the teachers says categories the duties of teachers in school because in basic schools all the works has to be manage by teacher like MDM, Cleaning of school and toilets, distributed books, provide uniform, arrangement of raw material daily as green vegetables, milk, fruits etc. beside this he/she have to maintain school building, provide medicine time to time and many other things. So, when can a teacher teach? About 82 percent of the teachers say that teacher should free for teaching only, they did not provide any other work. 76 percent of them want to hand over the MDM responsibility to other like Akshaya Patra, 91 feels insufficiency of basic facilities like proper building, toilets, electricity, seats, etc and 66 percent of the teacher are coming from about 100 km daily to teach early in the morning, it is not easy for anyone. So, School should be less than 20 km away from the residence so that they can reach school in time.



However, in order to strengthen the SMCs, it is critical to think on the future course of action. An important concern is the relationship of SMCs with the Panchayat. There is at least one representation from panchayat guaranteed by the RTE Act, but PRIs play little role in the functioning of schools in most of the States.

In this regards, the figure 5.16, done for strengthening SMC, proper training is suggested by 77 percent teachers and 57 percent SMC members, whereas 92 percent SMC members are in the favour to get some reimbursement and 69 percent of the teachers are also in the favour of the same. 95 percent of the teachers and 77 percent of the SMC members are the same suggestion is that to aware SMC member before making him/her a part of SMC.



The school has to be viewed as a social organization, organically linked to the community. The community must have an effective say in the management of schools. Over the years, an almost complete disappearance of this space for the local community in managing schools has significantly contributed towards the decline in the school system. Under the RTE Act 2009, there is an attempt to restore this valid space, to the community.

As a matter of concern, the main component of good school needs to be understood, particularly by the parents. Thus, it is important to understand teacher-child relationships, child learning processes, issues that school faces and role of SMCs etc. are some crucial issues in taking schools out of this present mess.

Conclusion

The focus of the chapter has been on the processes and practices of School Management Committee and its functioning. The chapter also goes through the relevance of the school management committee. In this regard, the data revealed some interesting insights into the functioning of the SMC in the villages selected for the study. For instance, the major source of information about the SMC to parents and SMC members was either from the school management committee itself or the school teachers. The level of awareness about the way in which SMC members are elected is found to be not clear among the committee members. Election as a means of electing this democratic body is not exercised at all. Rather, different other means are employed for the election of the SMC members and the chairperson. One way is by nomination, by the parents/guardians of the school going children, and the other way is by selection by few like Gram Pradhan and other dominant persons from the community.

The condition is such worse that about 2/3rd majority of the SMC members does not know about SMC how can anyone expect them that they know their role and functioning of the committee. As discuss above that even parents are not aware to educate their children and engage them in many household works because of several reasons; how they participate in this type of committee as they are engaged in agriculture and laborer work for their livelihood. I don't think this type of committee is helpful in facilitating quality education in government primary schools. The reason

behind it is when the community members where the school is located are such a background where people did not have any proper occupation for their livelihood; how can they give any time to school activities when they even did not give any time for their child's education at home.

Only 16 percent of the SMC members attended monthly meeting whereas teacher responded 34 percent and when verify it from SMC register, 82 percent of the members attending a meeting every month. Thus, more than 80% of the SMC members are not active and not attended any School Managing Committee meetings.

The Problem faces by teachers in conducting a SMC meeting in School, 63 percent teachers argues that there is no proper means of communication to call them for conducting a meeting, the measure issue raise by the teacher that no member come at allotted time for the meeting or even allotted day of the meeting, about 98 percent have such problem. On another hand, mostly who are SMC members are farmers, laborers, peasants, daily workers etc, so they did not have proper time to be attained the meeting at the allotted time, they are also not aware the concept of SMC. Most of them feel it is surely related to the benefit of teachers. They also argue that they did not get any monetary help which is very necessary for them to arrange food for their family because they are daily wages laborer.

There are many kinds of limitations many among the community members as well as teachers stated that experience of working with SMCs was not good. However, in order to strengthen the SMCs, it is critical to think on the future course of action.

As a matter of concern, the main component of good school needs to be understood, particularly by the parents. Thus, it is important to understand teacher-child relationships, child learning processes, issues that school faces and role of SMCs etc. are some crucial issues in taking schools out of this present mess.

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Chapter Six
Conclusion

CHAPTER- 6

CONCLUSIONS: A BRIEF OVERVIEW

This research study has been undertaken in two districts of Uttar Pradesh to know the status and implementation of elementary education. This study is divided into six chapters. The first chapter is 'Introduction' in which a brief introduction of the study had been given. In this chapter, the methodology is discussed in which objectives, study area, sample design, sample size had been described. The reviewed literature is discussed in International and National context following with time series for a better understanding of the subject. A brief overview of the entire chapters is given for better understanding of the study.

Chapter two is about social perspective on Education. This chapter turns to provide an idea to understand the different sociological perspective on education by eminent sociologists and their perception of education as a whole. In order to understand the broad fundamental nature of education and the government's commitment to people, the background of the social perspective, community leaders, and the society take part in it. A sociological perspective on education is an attempt to trace the development of sociological theory from the classical to Indian thinkers. In the developing world today, there is a great concern for universal elementary education and that everywhere some progress has indeed been made, although there is still a large gap between the developed and the developing countries. Great Scholar Ambedkar argues that some measures should be taken otherwise the education of the depressed classes would achieve a great set back. He viewed that the entry in the public service should be secured to the depressed classes otherwise there would be no inducement for them to take to education. But he was aware of the fact that it was useless to make provision for the higher education of the Depressed Classes unless steps were taken to ensure the growth of primary education.

A country like India, are groping in the dark in very many areas of elementary education and most importantly in enrolment, provision of teachers in appropriate numbers, infrastructures, and others. It appears there is not only a gender gap; there is, in addition, a rural-urban (spatial) gap that has to be bridged. Elementary Education can be improved only by the effort of all likewise government, institution,

community, students, teachers and parents. So it can be said that there is a great concern of education in social perspective.

Chapter three described the socio-economic background of teachers, parents, and students of the school going children who are interviewed for the study. The most of the students and parents are belong to so-called lower caste and class of the population is studying in the government schools. Therefore, the social and educational mapping and the socio-economic background of the parents and the Students show that the setting for the study is mainly stratified within the lower end of the socio-economic structure. However, the caste differences have come to the fore very clearly.

The educational level of the parent respondents is mostly illiterate i.e. 46 percent and 36 percents are under Matriculate whereas only 15 percent are Matriculate and only 3 percent parents have qualification above Matriculate. This fact underscores the weakness of the Primary quality education. As parents are educated then they have a better understanding of the utility of education and can motivate their children about the importance of education and that leads to a better participation in education in the future.

Mostly the parents are engaged in unskilled and traditional work like labour, agriculture etc., about 67 percent of parents are doing labourer work and 12 percent are work as agricultural labour which shows their poor economic condition. They don't have their own agriculture land. Some of them are doing traditional work like pot maker, cobbler, etc. Parents belong to scheduled caste and backward class is doing these work but the general caste people are slightly better as they work private jobs, animal husbandry etc.

Most students of government primary school belong scheduled caste which is nearly half (48 Percent) and 34 percent of the student are of backward caste, 8 percent belongs to Muslim and only 6 percent of the student are General in caste. The teacher respondents are the majority in General caste which is above 52 percent and 23 percent belongs to a backward caste and 13 and 11 percent are Muslim and scheduled caste respectively. The Parents have also scheduled caste and backward caste in the majority and which is 42 percent and 43 percent respectively and 11 percent of the

parent are Muslim whereas only 3 percent are General in caste. Thus, it can be concluded that most of the Students and Parent are from Scheduled caste and backward caste whereas Teacher is General caste in the majority.

In chapter four, is an attempt to figure out the physical and internal condition of government schools. What is the status of Enrolment, PTR, basic infrastructure and other facilities provided to the student of government schools? What is happening – in the teaching-learning process, in the school environment or at home? It is concluded in that the clients of government primary schools were the children who belonged to the poor families. The main objective of the RTE act is to provide free and compulsory education for 6 to 14 years children and various other duties. It is a very big challenge for the government to improve primary education because it was felt that very few responsible persons are careful about the improvement of primary education in Uttar Pradesh. Mostly responsible persons think that everything is going on very smoothly and normally but it is not the reality.

In this regards the lacunas and problems are found in government schools are as discusses. Infrastructure is the basic problem which is not adequate in schools. Further, it discusses categorically School Building. It is heartening to see that around 98-99% government schools have built at all levels. But if go into detail the building condition is not good. Primary schools did not have separate classrooms for a separate class. Students are used to sitting on the mats because they did not have seats for proper sitting. The condition is worse in most of the schools. It is also noticeable that higher proportion of government schools require major repair than minor repair. Proper and pure Water Facility is not available in all the schools. The hand pump is the only source of water in all the schools but there is no proper drainage of impure water in schools. There is slight variation if we compare the government schools of both the districts. All primary government schools have 96 percent of available water facility whereas in Unnao district it is worse i.e. only 94 percent schools have drinking water facilities in school as it is 98 percent in primary government schools of Lucknow. Similar variation can be found in case of the upper primary level though, the gap has declined at the secondary and higher secondary level.

It has been found that only 39 percent of government Primary schools have separate and functional girls' toilet. However, the situation is slightly better in Lucknow district in comparison to Unnao district i.e. 44 percent in Lucknow and only 34 percent in Unnao district.

It is heartening to see that Uttar Pradesh have more than 98% government schools with toilet facility as ASER 2016. However, further attention needs to be given to the government schools where a large number of schools at each level are yet to be provided with girls' toilet. It is also noticeable that in some of the schools are functioning without girls' toilet in it. Besides this functioning of the toilets are more important because it is seen in most of the school that toilets are there but no toilet is functional. Students use to go outside to toilet. It is also seen that if one of the toilets is semi-functional or functional; it is acquired by the teachers and no student is allowed to use it.

The classrooms availability in the schools, on an average only 3 classrooms are available whereas there are 5 classes running parallel daily. It means more than one class is running in a classroom. Teachers are also complaining about these things. They told it is not possible to teach different syllabus in a class at a time as two different class students are sitting together.

MDM supply is regular in primary and upper primary schools of both the districts. The students, teachers, and parents were asked about the regularity of supply of hot cooked meal in primary and upper primary schools of Lucknow and Unnao districts. In which it is shown that most of the MDM is cooked in open place i.e. 70 percentage and only 6 percentage kitchen is used to cook MDM in Unnao district because the kitchen is not in the working condition and mostly the wood is used to cook MDM. Akshaya Patra serves MDM in Lucknow district. In absence of these things, it is very difficult/ impossible to talk about the improvement of primary education. So it is necessary that government think seriously about these things.

Most of the schools are located within the range of 1 to 2 km. Only 4 percent of the schools are at a distance of more than 2 km. The regularity of student is one of the basic problems of the government primary and upper primary schools. A student whose attendance is more than 60 percent in last three months is treated as regular. Only 56 percent of the students of primary and upper primary schools are regular

whereas 44 percent are not regular because of several social and personal reasons. Absenteeism is more in PS (48 percent) whereas less in UPS (34 percent). Reasons for not regular in schools are found as 15 percent of the students are engaged in work of grazing animals, 8.10 percent are helping their parents in traditional occupation like making mud pots, selling vegetable etc., 9.47 percent are helping their parents in domestic work like cooking food, cleaning utensils etc. mostly the girl students are engaged in this type of work. About 8 percent of the students are irregular because they have to look after their younger ones because parents have to work outside the house and some are helping their parents in farming mostly in seasons and when more labor work is required in agriculture i.e. 4 percent.

The regularity of teachers teaching in classrooms in primary and upper primary schools is not satisfactory. Only 60 percent students reported that teacher came in the classroom. Reasons for not teaching regularly in classrooms by the teachers are as mostly engaged in many other departmental duties instead of teaching like MDM, household survey, NPR, election duties, building construction, dress distribution, and other daily paperwork.

The teaching method of teachers is also an important part when the quality of education is a concern in primary schools because small children need to teach differently and politely so they have little interest while learning. Only 5 percent teachers used different – different methods to teach and about 35 percent of them teach only by asking to repeat means copy from one book to another and about 10 % are such teachers they never teach. About 3/4th of the teachers are not satisfied with their teaching job due to various reasons. Although salary in government primary schools is good but many other factors like schools situated in interior areas, lack of electricity connection, no arrangement for cleanliness of school, no post of sweeper and peon, non functional toilets, bad condition of hand pumps for drinking water, less support from officers, extra works like census, election, MDM, maintenance of schools, meetings, construction of SMC and interference of Gram Pradhan & villagers etc. are reasons for low job satisfaction among teachers of government primary schools. Job Satisfaction is very necessary for best output from any person. Therefore, the government should think seriously about these things mentioned above for low job satisfaction otherwise improvement of primary education is impossible.

The average enrollment is very low in the government schools. No doubt the enrollment is increased in government schools after the implementation of SarvaShikshaAbhiyan and RTE but it is not enough because the average enrolment is very low in these schools i.e. 84 in Unnao and 63 in Lucknow district. Average of students per class is lowest in class V is about 13.31 students and highest in class IV is about 15.31 students. It shows a slight downfall in average enrollment from class I to V. The difference is about 1.88 which means about two students are a drop out within in five years course from government schools whereas it is 96.69 in Unnao and 88.63 in Lucknow in Upper Primary Schools (ASER, 2016).

Pupil-teacher-ratio at Primary and Upper Primary in both the blocks of both the district is about 30 at primary and 28 at the upper primary in Unnao which is upto the mark as RTE norm and in Lucknow is even less. It is seen as it is good but the reason behind it is the average enrollment rate is falling down year by year. In this way, the PTR is maintaining automatically.

It can be concluded that the students of government primary schools belong to lower caste and class. They do not have enough resources to get a better education. They have only hope from government schools but the condition of these schools is good. The teacher and student both are unsatisfied with these conditions. But the government is not bothered because caste and class group study in these group are from lower strata of the society who did not have education, awareness, economy etc.

Chapter five focused on the processes and practices of School Management Committee and its functioning. The chapter also goes through the relevance of the school management committee. The level of awareness about the way in which SMC members are elected is found to be not clear among the committee members. Election as a means of electing this democratic body is not exercised at all. Rather, different other means are employed for the election of the SMC members and the chairperson. One way is by nomination, by the parents/guardians of the school going children, and the other way is by selection by few like Gram Pradhan and other dominant persons from the community.

The condition is much worse than about 2/3rd majority of the SMC members does not know about SMC how can anyone expect them that they know their role and

functioning of the committee. As discussed above that even parents are not aware to educate their children and engage them in many household works because of several reasons; how they participate in this type of committee as they are engaged in agriculture and laborer work for their livelihood. This type of committee is helpful in facilitating quality education in government primary schools as they are aware and functional. The community members are of such a background where they did not have any proper occupation for their livelihood; how can they give any time to school activities when they even did not give any time for their child's education at home.

Only 16 percent of the SMC members attended monthly meeting whereas teacher responded 34 percent and when we verify it from SMC register, 82 percent of the members attending a meeting every month. Thus, more than 80% of the SMC members are not active and not attended any School Managing Committee meetings.

The Problem is also faced by teachers in conducting a SMC meeting, 63 percent teachers said no proper means of communication to call them for the meeting, the measure issue raised by the teacher that no member come at an allotted time for the meeting or even allotted day of the meeting, about 98 percent have such problem. But if we see on another hand, mostly who are SMC members are farmers, laborers, peasants, daily workers etc, so they did not have proper time to be attained the meeting at the allotted time, they are also not aware the concept of SMC. Most of them feel it is surely related to the benefit of teachers. They also argue that they did not get any monetary help which is very necessary for them to arrange food for their family because they are daily wages laborer.

There are many kinds of limitations many among the community members as well as teachers stated that experience of working with SMCs was not good. However, in order to strengthen the SMCs, it is critical to think on the future course of action.

As a matter of concern, the main component of good school needs to be understood, particularly by the parents. Thus, it is important to understand teacher-child relationships, child learning processes, issues that school faces and role of SMCs etc. are some crucial issues in taking schools out of this present mess.

At last, it can be said on the basis of this research that when it is seen the sociological perspective of elementary education the two main aspects emerged. Through these

governments primary and upper primary schools with the effect of Sarva Shiksha Abhiyan and Right to Education, a large number of students are getting free education and other facilities. It also gives some education and a concept of learning to the students. Most of the students are studying in government school are belongs to lower caste and class, so the lower caste and class children are getting some education. In this way, this system is beneficiary to them so it helps in maintain social arrangement in the society. Thus this arrangement is functional to the society. Besides it, the second aspect of the elementary education and its status and functioning is the quality of this arrangement is very low, so it helps in maintaining the hierarchy and discrimination in the society and help bourgeoisie to maintain their dominance. In this regards the elementary education system can be also seen in Marxist perspective.

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Appendix

Name of Village Panchayat Name of Village

.....

Name of School..... Block.....

District

Part A

Background of the Student

1- Name of the Student

.....

2- Age of the Students (in complete years).....

3- Class.....

4- Sex: 1-Male..... 2-Female.....

Caste.....

5- Religion.....1- Hindu..... 2-Muslim..... 3- Christian..... 4- Sikh..... 5- Buddhist.....

6- Distance of the School from the present residence (in Kms).....

7- What is the reason to choose the current school? Tick three reasons among the following according to their importance-

1- School is near to the home 2- It provides better facilities to the SC/ST students 3-

My parents/relatives suggest to do so. 4- My friends are enrolled in the same school

5- High quality education and disciplined school 6- Due to economic conditions

7- Other reasons (Specify) -----

8- Do you attend school regularly?

1-Yes 2- No

9- How much regular were you in the school during last three months?

1- regular 2- less regular 3- not regular 4- don't know/not applicable

10- If not regular or less regular then tell the reasons for it.

1-guardians do not take interest in studies 2- School is far away 3- children are

labourers 4- Behaviour of Teachers/Staff and other students is not good 5- Due to

participation in domestic/economic activities 6- To look after the kids at home

7- Not interested in education 8- Don't know/Not applicable 9- Health

Problem/ Illness (Self/ anybody else in family) 10- Any other reason (Please

Specify).....

11- Generally where do you sit in class?

1- First row 2-Second row 3- Third/last row 4- Wherever we find

space

12- Where do other students of your community sit?

1- First row 2- Second row 3- Third/last row 4- Wherever we find

space

13- Description of the family

S.No.	Name	Sex	Age	Relation with the student	Educational Status			Business	
	Start from the name of head of the family	M-1 F - 2	In years		Completed	Studying	Specify the reason if you are never enrolled or is a drop out	Source of Income	Income
1									
2									
3									
4									
5									
6									
7									

<i>Relation Code</i>	<i>1.Mother/Father 2.Grandmother/Grandfather 3.Brother/Sister 4.Husband/Wife 5.Brother-in-law/Sister-in-law 6. Mother-in-law/Father-in-law 7.Son/daughter 8.Nephew/Niece 9.Servant 10.Other Relative (Please Specify)</i>
<i>Reasons for not enrolling Further</i>	<i>1. Fail/Not good in studies. 2. Institution is far away. 3. Weakness/Health Problem 4.Language Problem. 5. Atmosphere of school is not fit for children/discriminatory. 6. Not economically sound. 7. No need (Socially there is no importance of education for girls.) 8. Marriage. 9. Don't know. 10. Migration to work with parents. 11. No use, do not get good employment. 12. Have to work. 13. Other (Please Specify).....</i>
<i>Source of Income</i>	<i>1. Agriculture. 2. Agro-business. 3. Agricultural labour. 4. Non-Agricultural Labour. 5. Handicraft/Self business/personal (Yajman) 6. Small shop/business/production unit 7.Organised business. 8. Government Service First or Second Class. 9. Government Service Third Class. 10. Government Service Forth Class. 11. Teacher (School/Degree College (Private of Government)). 12. Private management. 13. Private Supervisor/Clerk. 14. Private Peon. 15. Professional (Doctor /Advocate /Engineer etc.). 16. Professional Unclassified. 17. Housewife. 18. Student. !9. Other (Plaese Specify).....</i>

14- Can you sit in the first row if you wish?

- 1- Yes 2- No 3-Can't say

15- If No, Please Specify the reasons.....

16- Who decides as where you have to sit in the class?

- 1-Teacher decides 2- We Decide 3- Rotation System is adopted
4- Other (Please Specify).....

17- Do you feel comfortable where you sit?

- 1- Yes 2- No

18- Whether Yes or No, Why?.....

19- Do you think that there is a basis of seat allotment to sit in the class?

- 1- Yes 2- No

20- If Yes, then what is the basis?.....

21- Works done by the children in the class (Put the mark '1' on the correct alternative)

Work	You (1)	Children of your community (2)	Children of Upper Caste (3)	Children of all castes (4)	Not by children but by the employees appointed for it
1- Cleaning of the Class					
2- Cleaning of the Ground					
3- Cleaning of the Toilet					
4- To bring drinking water for teachers					
5- To bring tea for teachers					
6- Other Work (Please Specify)					

22- Does your teacher/classmate makes you feel that – (Yes- 1, No- 2)

Statement	Teacher	Classmate
1- You have ability to study		
2- Yo do not have ability to study		
3- Your Mother-Father does not take interest in your studies		
4- Your community does not understand importance of education		
5- You do not deserve to be educated		

23- Did you ever go to the home of your friends/classmates who belong to upper caste?

- 1- Yes 2-No 3- Don't know/ Not Applicable

- 24-** If yes, do you feel comfortable/ fear/ hesitation there?
 1- *I feel well with them* 2- *I feel fear* 3- *I feel hesitation* 4-*Other (Please Specify)*
- 25-** If you go to their home, do they offer you food or water?
 1- *Yes* 2-*No*
- 26-** Have you ever got punishment from your teacher?
 1-*Yes* 2-*No*
- 27-** If Yes, what was the reason?
- 28-** Does your school organise sports competition?
 1- *Yes* 2- *No*
- 29-** If Yes, do you participate in them?
 1- *Yes* 2- *No*
- 30-** Have you ever been prohibited to take part in any sport?
 1- *Yes* 2- *No*
- 31-** If Yes, then Why?.....
- 32-** Does your school have a library?
 1- *Yes* 2-*No* 3- *Don't know/ not applicable*
- 33-** Do you go to library?
 1- *Yes* 2- *No*
- 34-** After how much interval do you go to library?
 1- *Very regular* 2- *Less regular* 3- *Occasionally* 4- *Never*
- 35-** What do you study in library?
 1-*Books/Readable material* 2- *Magzines* 3- *Educational and Commercial magzines* 4- *Newspaper* 5- *Novel/Story Collection*
 6-*Other (Please Specify)*
- 36-** Do you get Mid-day-Meal dialy in your school?
 1- *Yes* 2- *No*
- 37-** If Yes, then do you take Mid-day-meal daily in your school?
 1- *Yes* 2-*No*
- 38-** If No, then Please specify the reasons.....
- 39-** Does the same plates or different plates are used for all the children, or all the children have to bring the plates from their home?
 1- *Same plates for all* 2- *different plates* 3- *bring their plates with them*
 4- *Other.....* 5-*Don't know/Not Applicable*
- 40-** Who wash your plate?
 1- *You yourself wash your plate* 2-*yours and of teacher's* 3- *also wash the plates of others* 4- *Cook/Helper wash them* 5- *Don't know/ Not Applicable*

41- Is there any monitor in your class?

1- Yes 2- No

42- Who is the monitor of your class (What is his caste).....

43- How is the monitor made?

1. On the basis of attendance 2- On the basis of educational qualifications
3- On the basis of Caste 4- On the basis of will of the teacher

44- Do you have the ability to be the monitor of the class?

1- Yes 2-No 3- Don't know/not applicable

45- Were you ever made the monitor of any class in this school?

1- Yes 2- No

46- If Yes, then of which class?

47- If no, then why were you not made the monitor?.....
.....

48- Does your teacher come in the class?

1-Yes 2- No

49- If Yes, then whether he/she teaches or not?

1- Yes 2- No

50- If No, then what does he/she do?

51- Do you feel any difficulty to understand the lesson which is taught in your class?

1- Yes 2- No

52- If Yes, then what are the difficulties?

1-
2-
3-
4-

53- Why do you feel difficulty?

1- Subject is very tough 2- Subject is not taught properly 3-Teacher uses
tough language 4-There is too much disturbance in the class 5-Medium
of education is English 6- Can not tell any special reason 7- Any other
reason.....

54- Do you generally ask question in the class?

1- Yes 2- No

55- Do you generally answer the question asked by your teacher?

1- Yes 2- No

56- If No, then Why?

57- Do you go to your teacher for suggestion or guidance?

- 1- I go to them frequently 2- I go occasionally 3- I do not go to them
4- I don't feel any necessity to go

58- Do you sometimes feel difficult to understand your lesson or to understand what is taught by your teacher?

- 1- Yes 2- No

59- In a situation, when you do not understand, do you ask to the teacher?

- 1- Yes 2- No

60- If yes, then you ask him where

61- If Yes, then do your teachers generally help you?

- 1- Yes 2- No

62- If you can not ask question in the class, then what is the reason behind it?

- 1- You are afraid of asking 2- You feel that teacher will not listen you
3- Any other reason, Please specify.....

63- Did you take tuitions in the last year?

- 1- Yes 2- No

64- If Yes, then how many months you took the tuition.....

How much fees per month you gave? Rs.....

65- If No, then do you feel the need of private tuition?

- 1- Ye 2- No

66- What is the reason for not taking the private tuition?

67- How much time per day you give to the following work?

	<i>Head</i>	<i>Time Spent (in hours or don't know/not applicable -9)</i>
1-	<i>Study</i>	
2-	<i>Domestic Work</i>	
3-	<i>Other Work</i>	

68- Do you think you should spend more time in studies?

- 1- Yes 2- No 3- Can't Say

69- If Yes, then why can not you give more time to studies? Please specify reasons.....

70- Do you think that you could have performed better in examinations?

- 1- Yes 2- My performance was good 3- Don't know/not applicable

71- If Yes, then what is the reason of your weak performance?.....
.....

72- What problems do you face in your studies?

(Tell at least 3 problems)

1-

2-

3-

73- Have you got free books from your school?

1- Yes 2- No

74- Have you got free dress from your school, last year?

1- Yes 2- No

75- If No, then Why?
.....

For Teachers

- 1- Name..... Sex (1.Male 2.Female)
- 2- You are employed on what post in the school?
*1- Principal 2-Assitant Teacher 3-Shiksha Mitra 4- Instructor 5-
Trainee Teacher 6-Motivator 7- Escort*
- 3- Is Time-table used in your school?
1. Yes 2- No
- 3.1- If No, Please Specify reasons.....
- 4- How many classes you take in a day?.....
- 5- Which subjects do you teach?.....
- 6- Do you continuously come to school at scheduled time?
1. Yes 2- No
- 7- Are there frequent trainings by BRC?
1. Yes 2- No
- 7.1- If Yes, then during last one year, which trainings were held?.....
.....
- 7.2- If Yes, then are trainings being implemented?
1- Yes 2- No
- 7.2.1- If No, Please Specify reasons.....
.....
- 8- Has School Management Committee been formed in your school?
1- Yes 2- No
- 8-1 If Yes, then do SMC members fulfil their duties?
1- Yes 2- No
- 9- Do they take part in the monthly meetings of school?
1- Yes 2- No
- 10- Do members of School Management Committee try to know the
problems of the school?
1- Yes 2- No

- 11- What problems come in the meetings of School Management Committee?
- 12- Do you know about the “School Development Scheme”?
1- Yes 2- No
- 12.1- If Yes, then is it formed in your school?
1- Yes 2- No
- 12.2- If No, Please Specify the reasons
- 13- In your opinion what steps can be taken for proper functioning of the school?
- 14- In your school, in which months examinations are conducted?
 1. -----
 2. -----
- 14.1- Please show the results of last two years
- 15- Is it correct, that a child should not be failed?
- 16- Three major problems of your school, solution of which, can improve the school?
 1.
 2.
 3.
- 17- As a teacher what are the problems related to school?
- 18- Have you given, the problems of your school, in writing to the BEO?
1- Yes 2- No
- 18.1- If Yes, then has any effort been made by the BEO to know the problems of your school?
1- Yes 2- No
- 18.1.1- If Yes, then has any effort been made for the timely solution of the problem?
1- Yes 2- No
- 19- Who inspect your school?

- 1- BEO 2- NPRC 3-BSA 4- DIOS
 5- Gram Pradhan 6- School Management Committee

20- When was inspection conducted?

21- Is BRC meeting conducted every month?

- 1- Yes 2- No

21.1- If Yes, What points are discussed in BRC?

22- Do you timely receive all the information related to your school from BRC?

- 1-Yes 2- No

23- Does prayer is conducted in your school daily?

- 1- Yes 2- No

23.1- If No, then what is the reason?

24- Does bell is used in your school every day?

- 1- Yes 2- No

25- Who cleans the classes of your school?

1. Children 2- Maid 3-Sweepers 4- Cook
 5- Other

26- Who cleans the premise of your school?

1. Children 2- Maid 3-Sweepers 4- Cook
 5- Others

27- Who cleans the toilet of your class?

- 1- Children 2- Maid 3- Sweeper 4- Cook
 5- Other

28- Have you ever faced any problem related to cleanliness of your school?

- 1- Yes 2- No

For Parents/SMC Members

1. Did you face any difficulty in getting your child enrolled in this school?
1- Yes 2- No
2. If Yes, then what sort of problem was it?
3. In Which class does your child study?
4. What is the name of class teacher of your child?.....
5. Have you ever met the class teacher?
1- Yes 2- No
6. Do you know about the educational development of your child?
1- Yes 2- No
 - 6.1- If Yes, then *1- Qualities-.....*
2- Weaknesses-.....
7. Do you try to know that whether your child has completed his/her homework or not?
1- Yes 2- No
 - 7.1- If No, Please Specify reasons
8. Does your child fulfil the minimum educational qualifications
9. Have you ever heard about School Management Committee?
1- Yes 2- No
 - 9-1 If Yes, then what do you know about it?
10. Are you a member of School Management Committee?
1- Yes 2- No
11. When does meeting of School Management Committee take place?
1-Every month 2-when required 3- does not take place
4-Don't know
12. When last meeting of School Management Committee did took place?
13. How many members were present in the meeting?
14. Do you feel that there are some problems in your school?
1- Yes 2- No
 - 10.1- If Yes, Please tell the major problems of the school?
1-
2-

- 3-
15. Have you presented your problems in the meeting?
 1- *Yes* 2- *No*
 15.1- If No, Then Why?
-
- 15.2- If Yes, then are those problems solved?
 1- *Yes* 2- *No*
 15.2.1- If No, Then Why?
-
16. Who provides the details of the meeting?
-
17. Who decides the agenda of the meeting?
-
18. What are your duties as a School Management Committee member?

19. Do you know about “School Development Scheme”?
 1- *Yes* 2- *No*
 19.1- If Yes, then has it been formed in your school?
 1- *Yes* 2- *No*
 19.2- If No, then Please Specify the reasons
-
20. In your opinion what is being done for the proper functioning of the school?
-
21. In your opinion what should be done to strengthen the School Management Committee
-
22. Are you satisfied with the functioning of the school?
 1- *Yes* 2- *No*
23. What is the best thing about the school?
-
24. What do you dislike about your school?
-
25. Which, in your opinion, has better quality education?
 1- *Government School* 2- *Private School*
26. If Government, then Why?.....
-
27. If Private, then Why?
-
28. Will you like to get your children educated in a private school?
-

Total Category wise Students enrolled in your school

Class	SC			OBC			Minority			General			Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
I													
II													
III													
IV													
V													
VI													
VII													
VIII													
Total													
Teachers													

Staff Details						
	S.no.	Sex	Category	Qualification	Designation	Distance*
Regular Teachers	1.					
	2.					
	3.					
	4.					
Para Teachers	1.					
	2.					
	3.					
Anudeshak	1.					
	2.					
	3.					
Prerak	1.					
	2.					
	3.					
Shahchar (Peon)	1.					
Cook	1.					
	2.					
	3.					
	4.					
	5.					

(Gender Code: Male-1, Female-2); (Category Code: SC-1, OBC-2, Gen-3, Muslim-4); (Post Code: Head Master-1, Incharge-2, Assistant Teacher-3, Trainee-4); (Signature Code: Simple name in hindi-1, Simple name in English-2, Regular signature-3); (Education Code Not literate-1, literate without formal schooling-2, literate but below primary-3, primary-4, middle-5, secondary-6, higher secondary-7, diploma/ certificate course-8, graduate-9, post graduate and above-10)*
 *Distance to join school daily,

Infrastructure in School

<i>S.No.</i>	<i>Facility</i>	<i>Yes (1)</i>	<i>No (2)</i>
1.	<i>Boundary Wall</i>		
2.	<i>School Gate</i>		
3.	<i>Play Ground</i>		
4.	<i>Library</i>		
5.	<i>Computer</i>		
6.	<i>Black Board</i>		
7.	<i>Chalks</i>		
8.	<i>Dusters</i>		
9.	<i>First Aid Box</i>		
10.	<i>Almirah</i>		
11.	<i>School Bell</i>		
12.	<i>Wall Clock</i>		
13.	<i>T.L.M.</i>		
14.	<i>Tat-Patti</i>		
15.	<i>Plates</i>		
16.	<i>Any Other, Specify</i>		

1- Condition of the Building

1- Repairment is not required

2- Little Repairment is required

3- A lot of repairment is required

4- ruined

2- No of Rooms -

3- Is there a separate room for office?

1- Yes

2- No

4- Is there a time-table in the room?

1- Yes

2- No

5- Is there a Minimum Eligibility Chart in the room?

1- Yes 2- No

6- Is there a separate girl's toilet?

1- Yes 2- No

7- Is there facility of Electricity in the School?

1- Yes 2- No

7.1- If yes, is there electric supply?

1- Yes 2- No

7.1.1- If No, Please Specify the reasons.....

8- Are chairs available for the teachers in the School?

1- Yes 2- No

9- Are tables available for the teachers in the School?

1-Yes 2- No

10- Are benches available for the students in the School?

1-Yes 2-No

11- Is drinking water available in the school campus?

1-Yes 2- No

12- If yes, then where the water is available?

1- In Tank 2- In Vessel for water 3- Hand Pump 4-Other (Please Specify)

13- Do you take water by yourself?

1-Yes 2- No

14- If Yes, Can you take water by yourself or any other person gives you water?

1- Yes, by self 2- other person 3- Anybody else.....

15- If No, Is this the system for all the children or only for you?

1-For all the children, 2- only for us, 3- don't know/not applicable

16- Is there toilet in your school?

1- Yes 2-No

17- Is it in a working condition?

1- Yes 2- No

18- If Yes, Can you use it?

1- Yes 2- No

19- Is there a playground in your school?

1- Yes 2- No

20- Which sports are available in your school?

1-Football 2- Basketball 3- Cricket 4- Hockey 5- Kho-Kho & Kabaddi 6- Indoor Games
7- Other (Please Specify).....



भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग II — खण्ड 1

PART II — Section I

प्राधिकार से प्रकाशित

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इस भाग में भिन्न पृष्ठ संख्या दी जाती है जिससे कि यह अलग संकलन के रूप में रखा जा सके।

Separate paging is given to this Part in order that it may be filed as a separate compilation.

MINISTRY OF LAW AND JUSTICE

(Legislative Department)

New Delhi, the 27th August, 2009/Bhadra 5, 1931(Saka)

The following Act of Parliament received the assent of the President on the 26th August, 2009, and is hereby published for general information:—

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009

No. 35 OF 2009

[26th August, 2009.]

An Act to provide for free and compulsory education to all children of the age of six to fourteen years.

BE it enacted by Parliament in the Sixtieth Year of the Republic of India as follows:—

CHAPTER I

PRELIMINARY

1. (1) This Act may be called the Right of Children to Free and Compulsory Education Act, 2009.

(2) It shall extend to the whole of India except the State of Jammu and Kashmir.

(3) It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

Short title,
extent and
commence-
ment.

Definitions

2. In this Act, unless the context otherwise requires,—

(a) "appropriate Government" means—

(i) in relation to a school established, owned or controlled by the Central Government, or the administrator of the Union territory, having no legislature, the Central Government;

(ii) in relation to a school, other than the school referred to in sub-clause (i), established within the territory of—

(A) a State, the State Government;

(B) a Union territory having legislature, the Government of that Union territory;

(b) "capitation fee" means any kind of donation or contribution or payment other than the fee notified by the school;

(c) "child" means a male or female child of the age of six to fourteen years;

(d) "child belonging to disadvantaged group" means a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;

(e) "child belonging to weaker section" means a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification;

(f) "elementary education" means the education from first class to eighth class;

(g) "guardian", in relation to a child, means a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or a statute;

(h) "local authority" means a Municipal Corporation or Municipal Council or Zila Parishad or Nagar Panchayat or Panchayat, by whatever name called, and includes such other authority or body having administrative control over the school or empowered by or under any law for the time being in force to function as a local authority in any city, town or village;

(i) "National Commission for Protection of Child Rights" means the National Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005;

(j) "notification" means a notification published in the Official Gazette;

(k) "parent" means either the natural or step or adoptive father or mother of a child;

(l) "prescribed" means prescribed by rules made under this Act;

(m) "Schedule" means the Schedule annexed to this Act;

(n) "school" means any recognised school imparting elementary education and includes—

(i) a school established, owned or controlled by the appropriate Government or a local authority;

(ii) an aided school receiving aid or grants to meet whole or part of its expenses from the appropriate Government or the local authority;

(iii) a school belonging to specified category; and

(iv) an unaided school not receiving any kind of aid or grants to meet its expenses from the appropriate Government or the local authority;

(o) "screening procedure" means the method of selection for admission of a child, in preference over another, other than a random method;

(p) "specified category", in relation to a school, means a school known as Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik School or any other school having a distinct character which may be specified, by notification, by the appropriate Government;

(q) "State Commission for Protection of Child Rights" means the State Commission for Protection of Child Rights constituted under section 3 of the Commissions for Protection of Child Rights Act, 2005.

4 of 2006.

CHAPTER II

RIGHT TO FREE AND COMPULSORY EDUCATION

3. (1) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education.

Right of child to free and compulsory education.

(2) For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education:

Provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996, shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act.

1 of 1996.

4. Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age:

Special provisions for children not admitted to, or who have not completed, elementary education.

Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time-limits, as may be prescribed:

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

5. (1) Where in a school, there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education.

Right of transfer to other school.

(2) Where a child is required to move from one school to another, either within a State or outside, for any reason whatsoever, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clauses (iii) and (iv) of clause (n) of section 2, for completing his or her elementary education.

(3) For seeking admission in such other school, the Head-teacher or in-charge of the school where such child was last admitted, shall immediately issue the transfer certificate:

Provided that delay in producing transfer certificate shall not be a ground for either delaying or denying admission in such other school:

Provided further that the Head-teacher or in-charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her.

CHAPTER III

DUTIES OF APPROPRIATE GOVERNMENT, LOCAL AUTHORITY AND PARENTS

6. For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act.

Duty of appropriate Government and local authority to establish school.

Sharing of financial and other responsibilities.

7. (1) The Central Government and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

(2) The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act.

(3) The Central Government shall provide to the State Governments, as grants-in-aid of revenues, such percentage of expenditure referred to in sub-section (2) as it may determine, from time to time, in consultation with the State Governments.

(4) The Central Government may make a request to the President to make a reference to the Finance Commission under sub-clause (d) of clause (3) of article 280 to examine the need for additional resources to be provided to any State Government so that the said State Government may provide its share of funds for carrying out the provisions of the Act.

(5) Notwithstanding anything contained in sub-section (4), the State Government shall, taking into consideration the sums provided by the Central Government to a State Government under sub-section (3), and its other resources, be responsible to provide funds for implementation of the provisions of the Act.

(6) The Central Government shall—

(a) develop a framework of national curriculum with the help of academic authority specified under section 29;

(b) develop and enforce standards for training of teachers;

(c) provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building.

Duties of appropriate Government.

8. The appropriate Government shall—

(a) provide free and compulsory elementary education to every child:

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school.

Explanation.—The term "compulsory education" means obligation of the appropriate Government to—

(i) provide free elementary education to every child of the age of six to fourteen years; and

(ii) ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;

(b) ensure availability of a neighbourhood school as specified in section 6;

(c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;

(d) provide infrastructure including school building, teaching staff and learning equipment;

(e) provide special training facility specified in section 4;

(f) ensure and monitor admission, attendance and completion of elementary education by every child;

(g) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;

- (h) ensure timely prescribing of curriculum and courses of study for elementary education; and
- (i) provide training facility for teachers.

9. Every local authority shall—

Duties of local authority.

- (a) provide free and compulsory elementary education to every child:

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;

- (b) ensure availability of a neighbourhood school as specified in section 6;

(c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;

(d) maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed;

(e) ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;

(f) provide infrastructure including school building, teaching staff and learning material;

- (g) provide special training facility specified in section 4;

(h) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;

(i) ensure timely prescribing of curriculum and courses of study for elementary education;

- (j) provide training facility for teachers;

(k) ensure admission of children of migrant families;

(l) monitor functioning of schools within its jurisdiction; and

(m) decide the academic calendar.

10. It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighbourhood school.

Duty of parents and guardian.

11. With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre-school education for such children.

Appropriate Government to provide for pre-school education.

CHAPTER IV

RESPONSIBILITIES OF SCHOOLS AND TEACHERS

12. (1) For the purposes of this Act, a school,—

Extent of school's responsibility for free and compulsory education.

(a) specified in sub-clause (i) of clause (n) of section 2 shall provide free and compulsory elementary education to all children admitted therein;

(b) specified in sub-clause (ii) of clause (n) of section 2 shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty-five per cent.;

(c) specified in sub-clauses (iii) and (iv) of clause (n) of section 2 shall admit in class I, to the extent of at least twenty-five per cent. of the strength of that class, children belonging to weaker section and disadvantaged group in the

neighbourhood and provide free and compulsory elementary education till its completion:

Provided further that where a school specified in clause (n) of section 2 imparts pre-school education, the provisions of clauses (a) to (c) shall apply for admission to such pre-school education.

(2) The school specified in sub-clause (iv) of clause (n) of section 2 providing free and compulsory elementary education as specified in clause (c) of sub-section (1) shall be reimbursed expenditure so incurred by it to the extent of per-child-expenditure incurred by the State, or the actual amount charged from the child, whichever is less, in such manner as may be prescribed:

Provided that such reimbursement shall not exceed per-child-expenditure incurred by a school specified in sub-clause (i) of clause (n) of section 2:

Provided further that where such school is already under obligation to provide free education to a specified number of children on account of it having received any land, building, equipment or other facilities, either free of cost or at a concessional rate, such school shall not be entitled for reimbursement to the extent of such obligation.

(3) Every school shall provide such information as may be required by the appropriate Government or the local authority, as the case may be.

No capitation fee and screening procedure for admission.

13. (1) No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure.

(2) Any school or person, if in contravention of the provisions of sub-section (1),—

(a) receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged;

(b) subjects a child to screening procedure, shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and fifty thousand rupees for each subsequent contraventions.

Proof of age for admission.

14. (1) For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1886 or on the basis of such other document, as may be prescribed.

(2) No child shall be denied admission in a school for lack of age proof.

6 of 1886.

No denial of admission.

15. A child shall be admitted in a school at the commencement of the academic year or within such extended period as may be prescribed:

Provided that no child shall be denied admission if such admission is sought subsequent to the extended period:

Provided further that any child admitted after the extended period shall complete his studies in such manner as may be prescribed by the appropriate Government.

Prohibition of holding back and expulsion.

16. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

Prohibition of physical punishment and mental harassment to child.

17. (1) No child shall be subjected to physical punishment or mental harassment.

(2) Whoever contravenes the provisions of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person.

No School to be established without obtaining certificate of recognition.

18. (1) No school, other than a school established, owned or controlled by the appropriate Government or the local authority, shall, after the commencement of this Act, be established or function, without obtaining a certificate of recognition from such authority, by making an application in such form and manner, as may be prescribed.

(2) The authority prescribed under sub-section (1) shall issue the certificate of recognition in such form, within such period, in such manner, and subject to such conditions, as may be prescribed:

Provided that no such recognition shall be granted to a school unless it fulfils norms and standards specified under section 19.

(3) On the contravention of the conditions of recognition, the prescribed authority shall, by an order in writing, withdraw recognition:

Provided that such order shall contain a direction as to which of the neighbourhood school, the children studying in the derecognised school, shall be admitted:

Provided further that no recognition shall be so withdrawn without giving an opportunity of being heard to such school, in such manner, as may be prescribed.

(4) With effect from the date of withdrawal of the recognition under sub-section (3), no such school shall continue to function.

(5) Any person who establishes or runs a school without obtaining certificate of recognition, or continues to run a school after withdrawal of recognition, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

19. (1) No school shall be established, or recognised, under section 18, unless it fulfils the norms and standards specified in the Schedule.

Norms and standards for school.

(2) Where a school established before the commencement of this Act does not fulfil the norms and standards specified in the Schedule, it shall take steps to fulfil such norms and standards at its own expenses, within a period of three years from the date of such commencement.

(3) Where a school fails to fulfil the norms and standards within the period specified under sub-section (2), the authority prescribed under sub-section (1) of section 18 shall withdraw recognition granted to such school in the manner specified under sub-section (3) thereof.

(4) With effect from the date of withdrawal of recognition under sub-section (3), no school shall continue to function.

(5) Any person who continues to run a school after the recognition is withdrawn, shall be liable to fine which may extend to one lakh rupees and in case of continuing contraventions, to a fine of ten thousand rupees for each day during which such contravention continues.

20. The Central Government may, by notification, amend the Schedule by adding to, or omitting therefrom, any norms and standards.

Power to amend Schedule.

21. (1) A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:

School Management Committee.

Provided that atleast three-fourth of members of such Committee shall be parents or guardians:

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

Provided also that fifty per cent. of Members of such Committee shall be women.

(2) The School Management Committee shall perform the following functions, namely:—

- (a) monitor the working of the school;
- (b) prepare and recommend school development plan;
- (c) monitor the utilisation of the grants received from the appropriate Government or local authority or any other source; and
- (d) perform such other functions as may be prescribed.

22. (1) Every School Management Committee, constituted under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed.

School Development Plan.

(2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate Government or local authority, as the case may be.

Qualifications for appointment and terms and conditions of service of teachers.

23. (1) Any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification, shall be eligible for appointment as a teacher.

(2) Where a State does not have adequate institutions offering courses or training in teacher education, or teachers possessing minimum qualifications as laid down under sub-section (1) are not available in sufficient numbers, the Central Government may, if it deems necessary, by notification, relax the minimum qualifications required for appointment as a teacher, for such period, not exceeding five years, as may be specified in that notification:

Provided that a teacher who, at the commencement of this Act, does not possess minimum qualifications as laid down under sub-section (1), shall acquire such minimum qualifications within a period of five years.

(3) The salary and allowances payable to, and the terms and conditions of service of, teachers shall be such as may be prescribed.

Duties of teachers and redressal of grievances.

24. (1) A teacher appointed under sub-section (1) of section 23 shall perform the following duties, namely:—

(a) maintain regularity and punctuality in attending school;

(b) conduct and complete the curriculum in accordance with the provisions of sub-section (2) of section 29;

(c) complete entire curriculum within the specified time;

(d) assess the learning ability of each child and accordingly supplement additional instructions, if any, as required;

(e) hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and

(f) perform such other duties as may be prescribed.

(2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the service rules applicable to him or her:

Provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

(3) The grievances, if any, of the teacher shall be redressed in such manner as may be prescribed.

Pupil-Teacher Ratio.

25. (1) Within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the Pupil-Teacher Ratio, as specified in the Schedule, is maintained in each school.

(2) For the purpose of maintaining the Pupil-Teacher Ratio under sub-section (1), no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than those specified in section 27.

Filling up vacancies of teachers.

26. The appointing authority, in relation to a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or by a local authority, shall ensure that vacancy of teacher in a school under its control shall not exceed ten per cent. of the total sanctioned strength.

Prohibition of deployment of teachers for non-educational purposes.

27. No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament, as the case may be.

Prohibition of private tuition by teacher.

28. No teacher shall engage himself or herself in private tuition or private teaching activity.

CHAPTER V

CURRICULUM AND COMPLETION OF ELEMENTARY EDUCATION

29. (1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification.

Curriculum and evaluation procedure.

(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:—

- (a) conformity with the values enshrined in the Constitution;
- (b) all round development of the child;
- (c) building up child's knowledge, potentiality and talent;
- (d) development of physical and mental abilities to the fullest extent;
- (e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
- (f) medium of instructions shall, as far as practicable, be in child's mother tongue;
- (g) making the child free of fear, trauma and anxiety and helping the child to express views freely;
- (h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

30. (1) No child shall be required to pass any Board examination till completion of elementary education.

Examination and completion certificate.

(2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed.

CHAPTER VI

PROTECTION OF RIGHT OF CHILDREN

31. (1) The National Commission for Protection of Child Rights constituted under section 3, or, as the case may be, the State Commission for Protection of Child Rights constituted under section 17, of the Commissions for Protection of Child Rights Act, 2005, shall, in addition to the functions assigned to them under that Act, also perform the following functions, namely:—

Monitoring of child's right to education.

- (a) examine and review the safeguards for rights provided by or under this Act and recommend measures for their effective implementation;
- (b) inquire into complaints relating to child's right to free and compulsory education; and
- (c) take necessary steps as provided under sections 15 and 24 of the said Commissions for Protection of Child Rights Act.

(2) The said Commissions shall, while inquiring into any matters relating to child's right to free and compulsory education under clause (c) of sub-section (1), have the same powers as assigned to them respectively under sections 14 and 24 of the said Commissions for Protection of Child Rights Act.

(3) Where the State Commission for Protection of Child Rights has not been constituted in a State, the appropriate Government may, for the purpose of performing the functions specified in clauses (a) to (c) of sub-section (1), constitute such authority, in such manner and subject to such terms and conditions, as may be prescribed.

32. (1) Notwithstanding anything contained in section 31, any person having any grievance relating to the right of a child under this Act may make a written complaint to the local authority having jurisdiction.

Redressal of grievances.

(2) After receiving the complaint under sub-section (1), the local authority shall decide the matter within a period of three months after affording a reasonable opportunity of being heard to the parties concerned.

(3) Any person aggrieved by the decision of the local authority may prefer an appeal to the State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31, as the case may be.

(4) The appeal preferred under sub-section (3) shall be decided by State Commission for Protection of Child Rights or the authority prescribed under sub-section (3) of section 31, as the case may be, as provided under clause (c) of sub-section (1) of section 31.

Constitution of National Advisory Council.

33. (1) The Central Government shall constitute, by notification, a National Advisory Council, consisting of such number of Members, not exceeding fifteen, as the Central Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the National Advisory Council shall be to advise the Central Government on implementation of the provisions of the Act in an effective manner.

(3) The allowances and other terms and conditions of the appointment of Members of the National Advisory Council shall be such as may be prescribed.

Constitution of State Advisory Council.

34. (1) The State Government shall constitute, by notification, a State Advisory Council consisting of such number of Members, not exceeding fifteen, as the State Government may deem necessary, to be appointed from amongst persons having knowledge and practical experience in the field of elementary education and child development.

(2) The functions of the State Advisory Council shall be to advise the State Government on implementation of the provisions of the Act in an effective manner.

(3) The allowances and other terms and conditions of appointment of Members of the State Advisory Council shall be such as may be prescribed.

CHAPTER VII

MISCELLANEOUS

Power to issue directions.

35. (1) The Central Government may issue such guidelines to the appropriate Government or, as the case may be, the local authority, as it deems fit for the purposes of implementation of the provisions of this Act.

(2) The appropriate Government may issue guidelines and give such directions, as it deems fit, to the local authority or the School Management Committee regarding implementation of the provisions of this Act.

(3) The local authority may issue guidelines and give such directions, as it deems fit, to the School Management Committee regarding implementation of the provisions of this Act.

Previous sanction for prosecution.

36. No prosecution for offences punishable under sub-section (2) of section 13, sub-section (5) of section 18 and sub-section (5) of section 19 shall be instituted except with the previous sanction of an officer authorised in this behalf, by the appropriate Government, by notification.

Protection of action taken in good faith.

37. No suit or other legal proceeding shall lie against the Central Government, the State Government, the National Commission for Protection of Child Rights, the State Commission for Protection of Child Rights, the local authority, the School Management Committee or any person, in respect of anything which is in good faith done or intended to be done, in pursuance of this Act, or any rules or order made thereunder.

Power of appropriate Government to make rules.

38. (1) The appropriate Government may, by notification, make rules, for carrying out the provisions of this Act.

(2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely:—

(a) the manner of giving special training and the time-limit thereof, under first proviso to section 4;

(b) the area or limits for establishment of a neighbourhood school, under section 6;

(c) the manner of maintenance of records of children up to the age of fourteen years, under clause (d) of section 9;

(d) the manner and extent of reimbursement of expenditure, under sub-section (2) of section 12;

(e) any other document for determining the age of child under sub-section (1) of section 14;

(f) the extended period for admission and the manner of completing study if admitted after the extended period, under section 15;

(g) the authority, the form and manner of making application for certificate of recognition, under sub-section (1) of section 18;

(h) the form, the period, the manner and the conditions for issuing certificate of recognition, under sub-section (2) of section 18;

(i) the manner of giving opportunity of hearing under second proviso to sub-section (3) of section 18;

(j) the other functions to be performed by School Management Committee under clause (d) of sub-section (2) of section 21;

(k) the manner of preparing School Development Plan under sub-section (1) of section 22;

(l) the salary and allowances payable to, and the terms and conditions of service of, teacher, under sub-section (3) of section 23;

(m) the duties to be performed by the teacher under clause (f) of sub-section (1) of section 24;

(n) the manner of redressing grievances of teachers under sub-section (3) of section 24;

(o) the form and manner of awarding certificate for completion of elementary education under sub-section (2) of section 30;

(p) the authority, the manner of its constitution and the terms and conditions therefor, under sub-section (3) of section 31;

(q) the allowances and other terms and conditions of appointment of Members of the National Advisory Council under sub-section (3) of section 33;

(r) the allowances and other terms and conditions of appointment of Members of the State Advisory Council under sub-section (3) of section 34.

(3) Every rule made under this Act and every notification issued under sections 20 and 23 by the Central Government shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the rule or notification or both Houses agree that the rule or notification should not be made, the rule or notification shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule or notification.

(4) Every rule or notification made by the State Government under this Act shall be laid, as soon as may be after it is made, before the State Legislatures.

THE SCHEDULE

(See sections 19 and 25)

NORMS AND STANDARDS FOR A SCHOOL

Sl. No.	Item	Norms and Standards	
1.	Number of teachers:		
	(a) For first class to fifth class	Admitted children	Number of teachers
		Up to Sixty	Two
		Between sixty-one to ninety	Three
		Between Ninety-one to one hundred and twenty	Four
		Between One hundred and twenty-one to two hundred	Five
		Above One hundred and fifty children	Five plus one Head-teacher
		Above Two hundred children	Pupil-Teacher Ratio (excluding Head-teacher) shall not exceed forty.
	(b) For sixth class to eighth class	(1) At least one teacher per class so that there shall be at least one teacher each for—	
		(i) Science and Mathematics;	
		(ii) Social Studies;	
		(iii) Languages.	
		(2) At least one teacher for every thirty-five children.	
		(3) Where admission of children is above one hundred—	
		(i) a full time head-teacher;	
		(ii) part time instructors for—	
		(A) Art Education;	
		(B) Health and Physical Education;	
		(C) Work Education.	
2.	Building	All-weather building consisting of—	
		(i) at least one class-room for every teacher and an office-cum-store-cum-Head teacher's room;	
		(ii) barrier-free access;	
		(iii) separate toilets for boys and girls;	
		(iv) safe and adequate drinking water facility to all children;	
		(v) a kitchen where mid-day meal is cooked in the school;	
		(vi) Playground;	

Sl. No.	Item	Norms and Standards
		(vii) arrangements for securing the school building by boundary wall or fencing.
3.	Minimum number of working days/instructional hours in an academic year	(i) two hundred working days for first class to fifth class; (ii) two hundred and twenty working days for sixth class to eighth class; (iii) eight hundred instructional hours per academic year for first class to fifth class; (iv) one thousand instructional hours per academic year for sixth class to eighth class.
4.	Minimum number of working hours per week for the teacher	forty-five teaching including preparation hours.
5.	Teaching learning equipment	Shall be provided to each class as required.
6.	Library	There shall be a library in each school providing newspaper, magazines and books on all subjects, including story-books.
7.	Play material, games and sports equipment	Shall be provided to each class as required.

T.K. VISWANATHAN,
Secretary to the Govt. of India.

**Uttar Pradesh Shasan
Shiksha Anubhag - 5**

In pursuance of the provisions of clause 3 of Article 348 of the Constitution, the Governor is pleased to order the publication of the following English translation of notification no : /79-5-2011-29/09 dated 2011.

No : 2510 /79-5-2011-29/09

Lucknow : Dated : Jul 9 2011

NOTIFICATION

In exercise of the powers conferred by section 38 of the Right of Children to Free and Compulsory Education Act, 2009 (Act no. 35 of 2009) and in supersession of all existing rules and orders on the subject, the Governor is pleased to make the following rules for the purpose of implementation of the provisions of the aforesaid Act.

**THE UTTAR PRADESH RIGHT OF CHILDREN TO FREE AND COMPULSORY
EDUCATION RULES, 2011**

**PART I
PRELIMINARY**

- | | | |
|---|---|---|
| Short title, extent and commencement | 1 | (1) These rules may be called the Uttar Pradesh Right of Children to Free and Compulsory Education Rules, 2011 .

(2) They shall extend to the whole of Uttar Pradesh.

(3) They shall come into force at once and shall remain in force subject to the condition that adequate funds will continually made available by the Central Government. |
| Definitions | 2 | (1) In these rules, unless the context otherwise requires, -

a) "Act" means the Right of Children to Free and Compulsory Education Act, 2009;

b) "anganwadi" means an Anganwadi Centre established under the Integrated Child Development Services Scheme of the Ministry of Women and Child Development of the Government of India;

c) "appointed date" means the date of commencement of the Act i.e. April 1, 2010;

d) "Chapter", "section" and "Schedule" means respectively Chapter, section of, and Schedule to, the Act; |

- c) "form" means a form given in the Appendix to these rules;
- f) "neighbourhood" means a population area specified in rule 4;
- g) "pupil cumulative record" means record of the progress of the child based on comprehensive and continuous evaluation;
- h) "school mapping" means planning school location to overcome social barriers and geographical distance;
- i) "specified norms" means the norms and standards specified in the Schedule to the Act;
- j) "Zila Shiksha Adhikari" means a District Level Officer in Department of Basic Education or Department of Secondary Education, as the case may be.

(2) Words and expressions used in these rules not defined but defined in the Act shall have the same meanings respectively assigned to them in the Act.

PART II RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION

Special Training (section-4)

3

(1) The School Management Committee/ local authority shall within the area of jurisdiction thereof, identify never enrolled or school dropout children above the age of 6 years, get them admitted in a class appropriate to their age in their neighbourhood school, assess their learning level and accordingly organize special training for them as required in the following manner, namely:-

- a) the special training shall be based on specially designed, age appropriate learning material, approved by the State Council for Educational Research and Training;
- b) it shall be provided in classes held on the premises of the school, or through classes organized in safe residential facilities;
- c) it shall be provided by teachers working in the school, or by persons specially appointed for the purpose;
- d) the duration of special training shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress, for a maximum period not exceeding two years.

(2) The child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class,

academically and emotionally.

PART III
DUTIES OF THE STATE GOVERNMENT AND LOCAL AUTHORITY

- Areas or limits of neighbourhood (section-6)** 4 (1) The area or limit of neighbourhood within which a school has to be established by the Committee authorized by the State Government. shall be as under-
- a) in respect of children in classes I-V, a school shall be established in habitation which has no school within a distance of 1.0 Km. and has population of at least 300;
 - b) in respect of children in classes VI-VIII, a school shall be established in habitation which has no school within a distance of 3.0 km. and has population of at least 800.

Explanation: For the purposes of this rule the expression "Committee authorized by the State Government" shall mean the Committee established under section-10 or section -10 A, as the case may be, of the Uttar Pradesh Basic Education Act, 1972.

(2) For children from such areas where it is not possible to provide school within the radius of neighbourhood specified under sub-rule (1), the State Government shall make adequate arrangements, such as free transportation, residential facilities etc. in relaxation of the provisions specified under sub-rule (1).

(3) The local authority i.e. Gram Panchayat/Nagar Nigam/Nagar Palika/Nagar Panchayat as the case may be shall identify a neighbourhood school where children can be admitted and make such information public for each habitation within its jurisdiction.

(4) In respect of children with disability, which prevent them from accessing the school, the local authority with the prior approval of the Zila Shiksha Adhikari, shall endeavour to make appropriate and safe transportation arrangements for them to attend school and complete elementary education.

(5) The local authority shall ensure that access of children to the school is not hindered on account of social and cultural factors.

- Duties of State Government and local authority (section-8 and 9)** 5 (1) A child attending a school of the State Government or local authority referred to in sub-clause (i) of clause (n) of section 2 of the Act a child attending a school referred to in sub-clause (ii) of clause (n) of section 2 of the Act in pursuance of clause (b) of sub-section (1) of section 12 of the Act and a child attending a school referred to in sub-clause (iii) and (iv) of clause (n) of section 2 of the Act in pursuance of clause (c) of sub-

section (1) of section 12 of the Act shall be entitled to free textbooks each year and uniform once in each year:

Provided that a child with disability shall also be provided free special learning, support material and equipments.

Explanation: In respect of the child admitted in pursuance of clause (b) of sub-section (1) of section 12 and a child admitted in pursuance of clause (c) of sub-section (1) of section 12, the responsibility of providing the free entitlement shall be of the school referred to in sub-clause (ii) of clause (n) of section 2 and of sub-clauses (iii) and (iv) of clause (n) of section 2, respectively.

(2) For the purposes of determining and establishing neighbourhood schools, the local authority (Gram Panchayat/Nagar Nigam/Nagar Palika/Nagar Panchayat, as the case may be) shall undertake school mapping, and identify all children, including children in remote areas, children with disability, children belonging to disadvantaged group, children belonging to weaker section and children referred to in section 4, latest by 31st March, and every year.

(3) The local authority shall be responsible to ensure that no child is subjected to caste, class, religious or gender abuse or discrimination in the school.

(4) The local authority shall ensure that a child belonging to a weaker section and a child belonging to disadvantaged group is not segregated or discriminated against in the classroom, during mid day meals, in the play grounds, in the use of common drinking water and toilet facilities, and in the cleaning of toilets or classrooms.

Maintenance of records of children by local authority ((section-9 (d))

6 (1) The local authority (Gram Panchayat/Nagar Nigam/Nagar Palika/Nagar Panchayat, as the case may be) shall maintain a record of all children, in its jurisdiction, through a survey, from their birth till they attain 14 years of age.

(2) A unique identity number shall be allotted to each child by the Zila Shiksha Adhikari to ensure and monitor enrolment, attendance, learning achievement and completion of elementary education of every child.

(3) The record, referred to in sub-rule (1), shall be -

- a) updated annually ;
- b) maintained transparently, in the public domain, and used for the purposes of ensuring and monitoring admission, attendance and completion of elementary education by every child residing within its jurisdiction.

(4) The record, referred to in sub-rule (1) shall, in respect of every child, be maintained on the prescribed format including the following detail:-

- a) name, sex, date of birth, place of birth;
- b) parents' or guardians' name, address, occupation;
- c) pre-primary school/anganwadi centre where the child attends (up to the age of 6 years);
- d) elementary school where child is admitted;
- e) present address of the child;
- f) class in which the child is studying;
- g) for children between age of 6-14 years, if education is discontinued in the territorial jurisdiction of the local authority, the cause of such discontinuance;
- h) whether the child belongs to the weaker section within the meaning of clause (e) of section 2 of the Act;
- i) whether the child belongs to a disadvantaged group within the meaning of clause (d) of section 2 of the Act;
- j) details of children requiring special facilities or residential facilities on account of migration and sparse population, age appropriate admission and disability.

(5) The local authority shall ensure that the names of all children enrolled in the schools under its jurisdiction are publicly displayed in each school.

(6) The Zila Shiksha Adhikari shall ensure that the information referred to in sub-rule (4) is displayed and updated on the district website.

PART IV RESPONSIBILITIES OF SCHOOLS AND TEACHERS

**Admission of children belonging to weaker section and disadvantaged group
(section-12 (1) (c))**

- 7 (1) The schools referred to in sub-clauses (iii) and (iv) of clause (n) of section 2 shall ensure that children admitted in pursuance of clause (c) to section 12 (1) shall not be segregated from the other children in the classrooms nor shall their classes be held at places and timings different from the classes held for the other children.

(2) The schools referred to in sub-clauses (iii) and (iv) of clause (n) of section 2 shall ensure that children admitted in pursuance of clause (c) to section 12 (1) shall not be discriminated from the rest of the children in any manner pertaining to entitlements and facilities such as textbooks, library and Information, Communication and Technology (ICT) facilities, extra-curricular activities and sports.

(3) The areas or limits of neighbourhood specified in rule 4 (1) shall apply to admissions made in pursuance of clause (c) to section 12 (1):

Provided that the school may, for the purposes of filling up the requisite percentage of seats for children referred to in clause (c) to section 12 (1), extend these limits with the prior approval of the State Government.

(4) The local authority (Gram Panchayat/Nagar Nigam/Nagar Palika/Nagar Panchayat, as the case may be) shall maintain a name-wise list and record of all children belonging to weaker section and disadvantaged group, studying in private and specified category schools under its jurisdiction,

Admission of children and reimbursement of per-child expenditure by the State Government

((section-12 (1) (b) and (c) and section-12 (2))

8 (1) The process of admission of children referred to in clauses (b) and (c) of section 12 (1) shall be totally transparent. The detail of such children applying for admission shall be maintained by the school regularly, which shall include the name, address, sex, caste, date of birth of the child and the name, address, occupation and monthly income of father/mother/guardian, detail of whether child belongs to weaker section or disadvantaged group. Such information shall be made public through website. Out of the total applicants, all the children who applied for admission, but not admitted for whatsoever reason, shall be informed in writing with the reason thereof. It shall also be binding for the school to follow the process of admission prescribed by the State Government from time to time.

(2) The total annual recurring expenditure incurred by the State Government, from its own funds, and funds provided by the Central Government and by any other authority on elementary education in respect of all schools established, owned or controlled by it or by the local authority, divided by the total number of children enrolled in all such schools as on 30th September, shall be the per-child expenditure incurred by the State Government.

Explanation- For the purpose of determining the per-child expenditure, the expenditure incurred by the State Government or local authority on schools referred to in sub-clause (ii) of clause (n) of section 2 and the children enrolled in such schools shall not be included.

(3) Every school referred to in sub-clause (iv) of clause (n) of section 2 shall maintain a separate bank account in respect of the amount received by it as reimbursement under sub-section (2) of section 12.

(4) Every school referred to in sub-rule (3) seeking reimbursement, shall provide the list of children, with their unique identity number and details of item-wise expenditure incurred by the school with all requisite details along with evidence on the form prescribed by the Director of Education (Basic) by 31st October of every year:

Provided that where such schools are already under obligation to provide free education to a specified number of children on account of it having received any land, building equipment or other facilities either free of cost or at a concessional rate, such schools shall not be entitled for reimbursement to the extent of such obligation.

(5) The Zila Shiksha Adhikari after necessary verification will transfer the amount of reimbursement due in the account referred to in sub-rule (3) and shall make the information public through website.

(6) If at any stage, the school is found having sought and received reimbursement on the basis of concealment of facts or wrong claim, it will have to deposit twice the amount so received, in the Government exchequer with action for withdrawal of recognition of the school and proceeding under the relevant sections of Indian penal code, and the amount shall be recoverable by the Collector as arrears of land revenue.

- | | | |
|--|-----------|---|
| <p>Documents as age proof
(section-14)</p> | <p>9</p> | <p>Wherever a birth certificate under the Births, Deaths and Marriages Certification Act, 1886 is not available, any one of the following documents shall be deemed to be proof of age of the child for the purposes of admission in schools-</p> <ul style="list-style-type: none">a) hospital or Auxiliary Nurse and Midwife (ANM) register record;b) anganwadi record;c) village register of birth and death;d) declaration through an affidavit of the age of the child by the parent or guardian. |
| <p>Extended period for admission in school
(section-15)</p> | <p>10</p> | <p>(1) Extended period of admission shall be three months from the date of commencement of the academic year of a school i.e. 30th September after the commencement of the session.</p> <p>(2) Where a child is admitted in a school after the extended period, he or she shall be eligible to complete studies with the help of special training, as determined by the head of the school.</p> |
| <p>Recognition to school
(section-18)</p> | <p>11</p> | <p>(1) Every school, other than a school established, owned or controlled by the Central Government, State Government or local authority, established before the commencement of the Act shall make a self declaration in Form-I to the concerned Zila Shiksha Adhikari, who shall be the authorized officer.</p> |

regarding its compliance or otherwise with the norms and standards specified in the Schedule and fulfillment of the following conditions, namely:-

- a) the school is run by a society registered under the Societies Registration Act, 1860 (21 of 1860) or a public trust constituted under any law for the time being in force;
- b) the school is not run for profit to any individual, group or association of individuals or any other persons;
- c) the school conforms to the values enshrined in the Constitution;
- d) the school building or structures or the grounds are used only for the purposes of education and skill development;
- e) the school is open to inspection by any officer authorized by the State Government or local authority;
- f) the school furnishes such reports and information as may be required by the Zila Shiksha Adhikari/ Director of Education or any other authorized officer from time to time and complies with such instructions of the State Government/ local authority as may be issued to secure the continued fulfillment of the condition of recognition or the removal of deficiencies in working of the school.

(2) Every self declaration received in Form-I shall be placed by the Zila Shiksha Adhikari in public domain through website within fifteen days of its receipt.

(3) The Zila Shiksha Adhikari shall conduct on-site inspection of such schools which claim in Form-I to fulfill the norms, standards and the conditions mentioned in sub-rule (1) within three months of the receipt of the self declaration.

(4) After the inspection referred to in sub-rule (3) is carried out, the inspection report shall be placed by the Zila Shiksha Adhikari in public domain and schools found to be conforming to the norms, standards and the conditions shall be granted recognition by the Zila Shiksha Adhikari in Form-II, within a period of 60 days from the date of inspection.

(5) The list of schools which do not conform to the norms, standards and conditions mentioned in sub-rule (1) shall be prepared and made public by the Zila Shiksha Adhikari through a notification mentioning the deficiencies and shall be displayed on website. Such schools may request the Zila Shiksha Adhikari for an on-site inspection for grant of recognition anytime within the next two years.

(6) Schools, which do not conform to the norms, standards and conditions mentioned in sub-rule (1) even after three years from the commencement of the Act, shall cease to function.

(7) Every school, other than a school established, owned or controlled by the Central Government, State Government or local authority, established after the commencement of the Act shall conform to the norms, standards and conditions mentioned in sub-rule (1) in order to qualify for recognition.

(8) Every Zila Shiksha Adhikari shall maintain a register of recognized schools and allot a number to every such school.

**Withdrawal
of recognition to
school
(section-18 (3))**

12 (1) Where the Zila Shiksha Adhikari on his own motion, or on any representation received from any person, has reason to believe, to be recorded in writing, that a school recognized under rule 11, has violated one or more of the conditions for grant of recognition or has failed to fulfill the norms and standards specified in the Schedule, he shall act in the following manner:-

a) issue a notice to the school specifying the violations of the condition of grant of recognition and seek its explanation within one month;

b) in case the explanation is not found to be satisfactory or no explanation is received within the stipulated time period, the Zila Shiksha Adhikari shall cause an inspection of the school, to be conducted by a Committee of three members comprising of Government representatives and one educationist. The Committee shall make due inquiry and submit its report, along with its recommendations for continuation of recognition or its withdrawal, within a period of 20 days of such inspection to the Zila Shiksha Adhikari. The Committee referred to above shall be constituted by the District Magistrate and the District Magistrate shall have power to change the members of the Committee.

(2) The Zila Shiksha Adhikari, on the basis of the recommendations of the Committee shall send letter within 10 days seeking explanation from the concerned school and give 30 days time for submitting the explanation and after due examination of the explanation received or in case the explanation is not received then on the basis of records/documents, send his recommendations to the State Education Department within a period of one month thereafter:

Provided that the District Magistrate shall have the authority to get the recommendation of the Committee to be re-examined before its submission to the State Education Department.

(3) The State Education Department, shall, on the basis of the recommendations referred to in sub-rule (2), take decision within 30 days of the receipt of the recommendations and convey it to the Zila Shiksha Adhikari.

(4) The Zila Shiksha Adhikari shall, on the basis of the decision of the State Education Department, pass a speaking order canceling the recognition granted to the school within 07 days from the receipt of the decision. The order of de-recognition shall be operative from the immediately succeeding academic year and shall specify the neighbourhood schools to which the children of the de-recognized schools shall be admitted.

(5) The order made under sub-rule (4) shall be conveyed to the respective local authority and shall be placed in the public domain through display on website.

PART V SCHOOL MANAGEMENT COMMITTEE

**Composition and
functions of the
School Management
Committee
(section-21)**

13 (1) A School Management Committee shall be constituted in every school, other than an unaided school, within its jurisdiction and reconstituted within every two years.

(2) The School Management Committee shall consist of 15 members out of which 11 shall be from amongst parents or guardians of children:

Provided that 50 percent of members of such Committee shall be women.

(3) The remaining 04 members of the School Management Committee shall be from amongst the following persons, namely :-

- a) one member from amongst the elected members of the local authority, to be decided by the local authority;
- b) one member from amongst Auxiliary Nurse and Midwife (ANM), to be decided by the teachers of the school;
- c) one Lekhpal, to be nominated by the District Magistrate;
- d) one member shall be the head teacher or in the absence of head teacher the senior most teacher of the school, who shall be the ex-officio member-secretary.

(4) The guardian members of the School Management Committee shall include the parent/guardian of one child each belonging to the Scheduled Castes, the Scheduled Tribes, other backward classes and weaker section.

(5) The selection of guardian members of the School Management Committee shall be made through general consensus in the open meeting.

Provided that the Committee shall include parent/guardian of minimum one child from each class of the school.

(6) To manage its affairs, the School Management Committee shall elect a Chairperson and Vice-Chairperson from amongst the parent members.

(7) The School Management Committee shall meet at least once a month and the minutes and decision of the meetings shall be properly recorded and made available to the public.

(8) The School Management Committee shall, monitor the working of the school; prepare and recommend School Development Plan; monitor the utilization of the grants received from the State Government or local authority or other source, and in addition, perform the following functions, for which it may constitute smaller working groups from amongst its members:-

- a) communicate in simple and creative ways to the population in the neighbourhood of the school, the right of the child as enunciated in the Act; as also the duties of the State Government, local authority, school, parent and guardian;
- b) ensure for proper implementation of clauses (a) and (e) of section 24 and section 28 that teachers of the school maintain regularity and punctuality in attending school, hold regular meetings with parents and guardians and apprise them about the continued attendance, ability to learn, progress made in learning and any other relevant information about the child and no teacher is engaged in private tuition or private teaching;
- c) monitor for the implementation of section 27 that teachers are not burdened with non academic duties other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament, as the case may be;
- d) ensure the enrolment and continued attendance of all the children from the neighbourhood in the school;
- e) monitor the maintenance of the norms and standards specified in the Schedule;
- f) bring to the notice of the local authorities any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and timely provision of free entitlements as per section 3-(2);
- g) where a child above six years of age has not been admitted in any school, for his/her age appropriate learning level, identify the needs, prepare a plan, and monitor the implementation of

the special training;

- h) monitor the identification and enrolment of , and facilities for education of children with disability, and ensure their participation in, and completion of elementary education;
- i) monitor the implementation of the Mid-Day Meal programme in the school and ensure its enrichment;
- j) monitor the receipts and expenditure of the school.

(9) Any money received by the School Management Committee for the discharge of its functions under the Act. shall be kept in a separate account, to be made available for audit every year.

(10) The accounts referred to in sub-rule (9) shall be signed by the Chairperson/Vice-Chairperson and member-secretary of the School Management Committee and made available to the authorities concerned within one month of their preparation.

**Preparation of
School Development
Plan**

14 (1) The School Management Committee shall prepare a School Development Plan at least three months before the end of the financial year.

(section-22)

(2) The School Development Plan shall be a three years plan comprising three annual sub plans.

(3) The School Development Plan, shall contain the following details-

- a) estimates of class-wise enrolment for each year;
- b) requirement, over the three year period, of the number of additional teachers, including head teachers, subject teachers and part-time instructors, separately for classes I to V and classes VI to VIII, calculated, as per specified norms;
- c) physical requirement of additional infrastructure and equipments etc. over the three years period, as per specified norms;
- d) additional financial requirement over the three years period, year-wise, in respect of clauses (b) and (c), including additional requirement of free textbooks for children and for providing special training facility to children admitted in age appropriate class and any other additional financial requirement for fulfilling the responsibilities of the school under the Act.

(4) The School Development Plan shall be signed by the Chairperson or the Vice-Chairperson and member-secretary of the School

Management Committee and submitted to the authorities concerned before the end of the financial year in which it is to be prepared.

PART VI TEACHERS

**Minimum
qualification of
teachers**

((section -23 (1))

- 15 The minimum educational qualifications for teachers, laid down by an authority, authorized by the Central Government, by notification, shall be applicable for every school referred to in clause (n) section 2.

**Relaxation of
minimum
qualification**

((section -23 (2))

- 16 (1) The State Government shall estimate the teacher requirement as per the norms in the Schedule for all schools referred to in clause (n) of section 2 within the State.

(2) If teachers possessing prescribed minimum qualifications are not available as estimated under sub-rule (1), then the State Government shall request the Central Government by 31st March, , for relaxation of the prescribed minimum qualification.

(3) The State Government shall take necessary action after the notification issued by the Central Government, for relaxation in the minimum qualification on the request under sub-rule (2).

(4) The relaxation from minimum qualifications shall be for maximum period of five years from the commencement of the Act, i.e. till 31st March, 2015, within such period the teachers appointed under the relaxed condition shall acquire the minimum educational qualifications prescribed under rule 15.

(5) No appointment of teacher for any school can be made in respect of any person not possessing the minimum educational qualifications prescribed under rule 15 without the notification referred to in sub-rule (3).

**Acquiring of
minimum
qualifications**

**((proviso to section -
23 (2))**

- 17 (1) The State Government shall make a request to the academic authority notified by the Central Government for enhancement of capacity of teacher education and for providing required facilities for distant mode teacher training to ensure that all teachers in schools established, owned or controlled by the State Government or a local authority or specified schools, who do not possess the minimum qualifications laid down under rule 15 at the time of commencement of the Act, acquire such minimum qualifications within a period of five years from the commencement of the Act. The State Government shall after obtaining the approval as per requirement provide for training of all such teachers.

(2) The management of aided or unaided schools shall enable such teachers, who do not possess the minimum qualifications laid down under rule 15 at the time of commencement of the Act, to acquire the same within a period of five years from the commencement of the Act.

Salary and allowances and conditions of service of teachers

- 18 The salary, allowances and service conditions of teachers of every type of school shall be governed by such service rules as are applicable to the teachers of that school.

((section-23 (3))

Duties to be performed by teachers

((section -24 (1) (f))

- 19 (1) A teacher shall:-
- a) be accountable to respective local authority and School Management Committee in regard to maintain regularity and punctuality in attending school, regular teaching, regular correction of the written work of the students and completion of entire curriculum within the specified time;
 - b) monitor the regular attendance, learning ability and progress of every child in school thereof, share students' performance with parents on a regular basis;
 - c) cooperate in managing the affairs of School Management Committee, when required;
 - d) help the local authority for admission of all children in school, as required, within the jurisdiction of local authority;
 - e) shall maintain a file containing the pupil cumulative record for every child to check child's understanding of knowledge and his or her ability to apply the same and for continuous evaluation, and on the basis of which shall award the completion certificate.
- (2) In addition to the duties mentioned in sub-rule (1) and the functions specified in clauses (a) to (e) of sub-section (1) of section 24, a teacher shall perform the following duties assigned to him or her:-
- a) participation in training programmes;
 - b) participation in curriculum formulation, and development of syllabi, training modules and textbook development.
 - c) cooperate in internal and external school assessment initiatives
- (3) The appointing authority of teachers shall incorporate duties mentioned in section 24 (1) of the Act and responsibility as laid down in Rules 19 (1) and (2) above, in the service rules of the

teachers as conditions of service. The service rules shall also provide for consideration of outcomes of internal and external school assessments as conducted under rule 22 (3a) and (3b) in deciding rewards and punishments as well as career growth of teachers.

Grievance Redressal mechanism for teachers 20 The first grievance redressal of teachers shall be at the School Management Committee level constituted under section 21 and thereafter at the local authority level.

((section- 24 (3))

Maintaining of Pupil-Teacher Ratio in each school (section-25) 21 (1) The sanctioned strength of teachers in every school shall be notified by the District Magistrate of the respective district. Such notification shall be displayed on the district website; the sanctioned strength of teachers in a school shall be informed to the respective school and local authority:

Provided that the District Magistrate, shall, within two months of such notification, redeploy teachers of schools having strength in excess of the sanctioned strength prior to the notification referred to in sub-rule (1).

(2) In order to maintain the specified pupil-teacher ratio, the District Magistrate shall review the sanctioned strength of teacher in every school every year before the month of July and redeploy the teachers as per requirement.

(3) For the purpose of maintaining the pupil-teacher ratio, no teacher posted in a school shall be made to serve in any other school or office or deployed for any non-educational purpose, other than the decennial population census, disaster relief duties or duties relating to elections to the local authority or the State Legislatures or Parliament.

(4) If any teacher found to be engaged in private tuition or private teaching, disciplinary action will be taken under the service rules applicable to him or her.

PART VII

CURRICULUM AND COMPLETION OF ELEMENTARY EDUCATION

Academic Authority (section -29) 22 (1) For the purpose of section 29 the State Council of Educational Research and Training shall lay down the curriculum and evaluation procedure for elementary education.

(2) The State Council of Educational Research and Training while laying down the curriculum and evaluation procedure, shall perform following functions:-

a) formulate the relevant and age appropriate syllabus and textbooks and other learning material;

b) develop in-service teacher training design; and

- c) prepare guidelines for putting into practice continuous and comprehensive evaluation.

(3) The State Council of Educational Research and Training through internal and external organizations shall design and implement a process of holistic school quality assessment on a regular basis.

- a) Performance of schools shall be assessed independently atleast once a year through a departmental assessment and mandatorily every two years through an assessment conducted by an external agency. For the annual independent assessment the State Council of Educational Research and Training shall constitute an appropriate question bank on the basis of which the District Institute of Education and Training shall conduct an assessment on a random sample basis for each block wise to the District Magistrate and Zila Basic Shiksha Adhikari by last week of December every year.
- b) External agency for the purpose could be, inter alia, drawn from amongst Faculty of Education Department of various Universities and Colleges, various Research Institutes, reputed National Level Organisations/Non-Government Organisation involved in Basic Education. Detailed terms of references be drawn and results be furnished within six months from the assignment of the assessment by the external agency. The report shall be published as a State Level School and Learning Assessment Report.

Parameters for the external biennial assessment will, inter alia, be as follows;

- Students' learning achievement levels;
- Availability and use of textbooks, teacher guides and teaching learning materials in classroom teaching;
- Opportunity to students for individual and group work;
- Regular correction of the written work by the teachers;
- Teachers' punctuality in attending schools and regularity in conduct of teaching learning;
- Sharing of students' performance with parents on a regular basis;
- Observation of teachers ability to teach and conduct classroom;
- Percentage coverage of annual curriculum.

The report shall, inter alia, furnish the outcomes of the school assessment district wise in descending order to the State Government State Council of Educational Research and Training and Sarva Shiksha Abhiyan Programme, for relevant action thereafter and will furnish block wise outcomes of the assessment to the District Magistrate and Zila Basic Shiksha Adhikari for remedial action.

Award of certificate 23 (1) The certificate of completion of elementary education shall be issued

**for the completion
of elementary
education**

(section-30)

at the school level within one month of the completion of elementary education in the form prescribed by Director of Education (Basic):

Provided that the private institutions shall clearly mention the allotted recognition registration number on the certificate issued by them.

(2) The certificate referred to in sub-rule (1) shall certify that the child has completed all course of study prescribed under section 29.

(3) The certificate shall contain the pupil cumulative record of the child and also specify achievements of the child in areas of activities beyond the prescribed course of study and may include music, dance, literature, sports etc.

PART VIII PROTECTION OF RIGHT OF CHILDREN

**Performance of
functions by the
State Commission
for Protection of
Child Rights**

(section- 31)

24 (1) Till such time as the State Government sets up the State Commission for Protection of Child Rights, it shall constitute an interim authority known as the Right to Education Protection Authority (REPA).

(2) The Right to Education Protection Authority (REPA) shall consist of the following, namely :-

a) a Chairperson who is a person of high academic repute or has been a High Court Judge or has done outstanding work for promoting the rights of children; and

b) two members, of whom at least one shall be a woman, from the following areas, from amongst persons of eminence, ability, integrity, standing and experience in-

(i) education;

(ii) child health care and child development;

(iii) juvenile justice or care of neglected or marginalized children or children with disability;

(iv) elimination of child labour or working with children in distress;

(v) child psychology or sociology; or

(vi) educational or administrative management.

(3) The National Commission for Protection of Child Rights Rules, 2006 shall, so far as pertains to the terms and conditions, mutatis mutandis apply to the Right to Education Protection Authority (REPA).

(4) All records and assets of the Right to Education Protection Authority (REPA) shall be transferred to the State Commission for Protection of Child Rights immediately after its constitution.

(5) In performance of its functions, the State Commission for Protection of Child Rights or the Right to Education Protection Authority (REPA), as the case may be, may also act upon matters referred to it by the State Advisory Council.

(6) The State Government shall constitute a Cell in the State Commission for Protection of Child Rights or the Right to Education Protection Authority (REPA) as the case may be, which may assist the Commission or the Right to Education Protection Authority (REPA) in performance of its functions under the Act.

Manner of furnishing complaints before the State Commission for Protection of Child Rights

(section-31)

25 (1) The State Commission for Protection of Child Rights, or the Right to Education Protection Authority (REPA) as the case may be, shall set up a child help line, accessible by letter/ telephone/SMS and which would act as the forum for aggrieved child or guardian to register complaint regarding violation of rights under the Act, in a manner that records his/her identity but does not disclose it.

(2) Initially a complaint shall be made to Village Education Committee/Ward Education Committee through its member-secretary. After decision of Village Education Committee/Ward Education Committee, appeal may be made to block level Assistant Basic Shiksha Adhikari/Nagar Shiksha Adhikari, as the case may be. Second appeal may be made to Zila Panchayat under section 10 for matters related to rural area and to Municipality under section 10 A for matters related to urban area of the Uttar Pradesh. Basic Education Act, 1972

All complaints shall be monitored by Uttar Pradesh Basic Shiksha Parishad through transparent and prompt action on line mechanism.

Constitution and functions of the State Advisory Council

(section -34)

26 (1) The State Advisory Council (hereinafter in this rule referred to as the Council) shall consist of a Chairperson and 14 members.

(2) The Minister of Basic Education Department in the State Government shall be the ex-officio Chairperson of the Council.

(3) Members of the Council, shall be appointed by the State Government from amongst persons having knowledge and practical experience in the field of elementary education and child development, as under:-

a) at least four members, shall be from amongst persons belonging to the Schedule Castes, the Schedule Tribes, other backward classes and Minorities; one from each category;

b) at least one member shall be from amongst persons having

specialised knowledge and practical experience of education of children with special needs;

- c) one member shall be from amongst persons having specialised knowledge in the field of pre-primary education'
- d) one member shall be from amongst persons having specialised knowledge and practical experience in the filed of teacher education;
- e) one member shall be from the representative of reputed Non Government organisation exclusively working in the field of elementary education ;
- f) Secretary Basic Education shall be the convener member of the Council and the Director of Education (Basic), the Director of Education (Secondary), the Director, State Council of Educational Research and Training, the Director of Mid Day Meal Authority and the State Project Director, Uttar Pradesh Education For All Project Board shall be ex-officio members of the Council ;

Provided that fifty percent of members, other than ex-officio members, shall be from amongst women.

- (4) The Council may especially invite representatives of other related Ministries/Departments as required.
- (5) The Department of Basic Education shall provide logistic support for meetings of the Council and its other functions.
- (6) The State Advisory Council shall advise the State Government for effective compliance of the provisions of the Act.

(27/7/11)
(ANIL SANT)
Secretary
Basic Education

APPENDIX

FORM-I

(See sub-rule (1) of Rule 11)

**SELF DECLARATION CUM APPLICATION
FOR GRANT OF RECOGNITION OF SCHOOL**

The Uttar Pradesh Right of Children to Free and Compulsory Education Rules, 2011

To,

The Zila Shiksha Adhikari
(Name of District & State)

Sir,

I forward herewith with a self declaration regarding compliance with the norms and standards specified in the Schedule of the Right of Children to Free and Compulsory Education Act, 2009 and an application in the prescribed proforma for the grant of recognition to-----
----- (Name of the school with address) with effect from the commencement of the school year 20-----

Enclosure:

Place:

Date:

Yours faithfully,

Chairman of Managing
Committee/ Manager

A. School Details

1.	Name of School	
2.	Academic Session	
3.	District	
4.	Postal Address	
5.	Village/City	
6.	Block and Tehsil	
7.	Pin Code:	
8.	Phone No. with STD Code	
9.	Fax No.	
10.	E-mail address if any	
11.	Nearest Police Station	

B. General Information

1.	Year of Foundation			
2.	Date of First Opening of School			
3.	Name of Trust/Society/Managing Committee			
4.	Whether Trust/Society/Managing Committee/ is registered.			
5.	Period up to which Registration of Trust/Society/Managing Committee is valid. (relevant documents for evidence of proof to be enclosed)			
6.	Proof of non-proprietary character of the Trust/Society/Managing Committee supported by the list of members with their address on an affidavit in copy.			
7.	Name, official address of the Manager/President/Chairman of the School			
	Name			
	Designation			
	Address			
	Phone			(O)..... (R)..... (Mobile No).....
8.	Total Income and Expenditure during last 3 years surplus/deficit (The accounts should be audited and certified by a Chartered Accountant and proper account statements should be enclosed)			
	Year	Income	Expenditure	Surplus/deficit

C. Nature and area of School

1.	Medium of Instruction	
2.	Type of School (Specify entry & exit classes) (a) Boys/Girls/Co-ed. (b) Aided/Unaided (c) Primary/Upper primary	
3.	If aided, the name of agency and percentage of aid	
4.	If School Recognized	
5.	If so, by which authority Recognition number	
6.	Does the school has its own building or is it running in a rented building. (relevant documents for evidence of proof to be enclosed)	
7.	Whether the school buildings or other structures or the grounds are used only for the purposes of education and skill development?	
8.	Total area of the school	
9.	Built in area of the school (with building plan)	

D. Enrollment Status

	Class	No. of Sections	No. of Students
1.	Pre-primary		
2.	I-V		
3.	VI-VIII		

E. Infrastructure Details & Sanitary Conditions

	Room	Numbers	Average Size
1.	Classroom		
2.	Office room-cum-store Room-cum-Headmaster Room		
3.	Kitchen-Cum-Store		

F. Other Facilities

1.	Whether all facilities have barrier free access	
2.	Teaching Learning Material (attach list)	
3.	Sports & Play equipments (attach list)	
4.	Facility of books in Library ➤ Books (No. of books) (attach list) ➤ Periodical/Newspapers	
5.	Type and number of drinking water facility	
6.	Sanitary Conditions (i) Type of W.C. & Urinals	

(ii)	Number of Urinals/Lavatories Separately for Boys	
(iii)	Number of Urinals/Lavatories Separately for Girls	

G. Particulars of Teaching Staff

1. Teaching in Primary/Upper Primary exclusively (details of each teacher separately)		
Teacher Name (1)	Father name (2)	Date of Birth (3)
Academic Qualification (with subjects) (4)	Professional Qualifications (5)	Teaching Experience (6)
Class Assigned (7)	Appointment Date (8)	Trained or Untrained (9)
2. Teaching in Both Elementary and Secondary (details of each teacher separately)		
Teacher Name (1)	Father name (2)	Date of Birth (3)
Academic Qualification (with subjects) (4)	Professional Qualifications (5)	Teaching Experience (6)
Class Assigned (7)	Appointment Date (8)	Trained or Untrained (9)
3. Head Teacher		
Teacher Name (1)	Father name (2)	Date of Birth (3)
Academic Qualification (with subjects) (4)	Professional Qualifications (5)	Teaching Experience (6)
Class Assigned (7)	Appointment Date (8)	Trained or Untrained (9)

H. Curriculum and Syllabus

1.	Details of curriculum & Syllabus followed in each class (up to VIII)	
2.	System of Pupil Assessment.	
3.	Whether pupils of the school are required to take any Board exam up to class 8?	

- I. Certified that the school has also submitted information in this data capture format of District Information System of Education with this application.
- J. Certified that the school is open to inspection by any officer authorized by the appropriate authority.
- K. Certified that the school undertakes to furnish such reports and information as may be required by the Zila Shiksha Adhikari from time to time and complies with such instructions of the Zila Shiksha Adhikari as may be issued to secure the continued fulfillment of the condition of recognition or the removal of deficiencies in working of the school.
- L. Certified that records of the school pertinent to the implementation of this Act shall be open to inspection by any officer authorized by the Zila Shiksha Adhikari or the Director of Education or the State Government at any time, and the school shall furnish all such information as may be necessary to enable the State Government or the local authority or the administration to fulfill the obligations thereof to Parliament/Legislative Assembly of the state/Panchayat/Municipal Corporation as the case may be.

Sd./.....
Chairman/Manager,
Managing Committee
.....School

Place:

FORM-II
(See sub-rule (4) of Rule 11)

Gram:
E-Mail:

Phone:
Fax:

OFFICE OF THE ZILA SHIKSHA ADHIKARI
(Name of District/State)

No.

Dated:

The Manager,

Sub: Recognition Certificate for the School under sub-rule (4) of rule 11 of The Uttar Pradesh Right of Children to Free and Compulsory Education Rules, 2011 for the purpose of Section 18 of Right of Children to Free and Compulsory Education Act, 2009.

Dear Sir/Madam,

With reference to your application dated.....and subsequent correspondence with the school/inspection in this regard, I convey the grant for provisional recognition to the..... (name of the school with address) for Class.....to Class.....for a period of three years w.e.f.to.....

The above sanction is subject to fulfillment of following conditions:-

1. The grant for recognition is not extendable and does not in any way imply any obligation to recognize/affiliate beyond Class VIII.
2. The School shall abide by the provisions of Right of Children to Free and Compulsory Education Act, 2009 (Annexure I) and the Uttar Pradesh Right of Children to Free and Compulsory Education Rules, 2011 (Annexure II).
3. The School shall admit in class I, to the extent of -----% of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion. Provided, further that in case of pre primary classes also, this norm shall be followed.
4. For the children referred to in paragraph 3, the School, if covered under section 12(2) of the Act, shall be reimbursed accordingly. To receive such reimbursements school shall provide a separate bank account.
5. The Society/School shall not collect any capitation fee and subject the child or his or her parents or guardians to any screening procedure.
6. The School shall not deny admission
 - (a) to any child for lack of age proof;
 - (b) on the ground of religion, caste or race, place of birth or any of them.
7. The School shall ensure that,-
 - (i) no child admitted shall be held back in any class or expelled from school till the completion of elementary education in a school;
 - (ii) no child shall be subjected to physical punishment or mental harassment;

- (iii) no child is required to pass any board examination till the completion of elementary education;
 - (iv) every child completing elementary education shall be awarded a certificate as laid down under Rule 23;
 - (v) inclusion of Students with disabilities/special needs as per provision of the Act;
 - (vi) the teacher performs its duties specified under section 24 (1) of the Act; and
 - (vii) the teachers shall not engage himself or herself for private teaching activities.
8. The School shall follow the syllabus on the basis of curriculum laid down by the appropriate authority.
 9. The School shall enroll students proportionate to the facilities available in the school as prescribed in the section 19 of the Act.
 10. No unrecognized classes shall run within the premises of the school or outside in the same name of school.
 11. The School is run by a society registered under the Societies Registration Act, 1860 (21 of 1860) or a public trust constituted under any law for the time being in force.
 12. The School is not run for profit to any individual, group or association of individuals or any other persons.
 13. The accounts should be audited and certified by a Chartered Accountant and proper accounts statements should be prepared as per rules. A copy each of the Statements of Accounts should be sent to the Zila Shiksha Adhikari every year.
 14. The recognition Code Number allotted to your school isThis may please be noted and quoted for any correspondence with this office.
 15. The school furnishes such reports and information as may be required by the Director of Education/ Zila Shiksha Adhikari from time to time and complies with such instructions of the State Government/local authority as may be issued to secure the continued fulfillment of the condition of recognition or the removal of deficiencies in working of the school.
 16. Renewal of Registration of Society, if any, be ensured.
 17. The School Management/Trust and staff shall abide by the directions of the State Government issued from time to time.
 18. Other conditions as per Annexure 'III' enclosed.

Yours faithfully,

Zila Shiksha Adhikari