

Positive and Negative Factors in Basic Education: A study of Uttar Pradesh

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Abstract- The National Policy on Education, as revised in 1992, had emphasized the need for a substantial improvement in quality of education to achieve essential levels of learning. The Programme of Action, 1992, stressed the need to lay down Minimum Levels of Learning (MLL) at primary and upper primary stage. This need emerged from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of comparable standards. The MLL strategy for improving the quality of elementary education was seen as an attempt to combine quality with equity. A strong focus on quality issues in elementary education underpins all efforts under SSA, which is increasingly becomes center point, as the programme advances. The quality issue in elementary education revolves around the quality of infrastructure and support services, opportunity time, teacher characteristics and teacher motivation, pre-service and in-service education of teachers, curriculum and teaching learning materials, classroom processes, pupil evaluation monitoring and supervision etc.

To improve the education of our children, only intensions and efforts are not enough. We need the combination of vision, commitment and develop professional research orientation for Nation building. This is truer in case of Uttar Pradesh where high degree of population, high degree of poverty, low literacy rate, high rate of student and teacher absenteeism, high degree of teacher student ratio and erratic behavior of parents. This paper is based on concurrent evaluation of Sarva Shiksha Abhiyan (SSA), which is running all over the country. However, the special focus of this paper is an evaluation of programme in three districts of U.P. namely Sitapur, Barabanki and Hardoi.

Key Words- Basic Education, Dropout Children, Elementary Education, Factors Influencing of Basic Education, Mid Day Meal, Quality of Education, Sarva Shiksha Abhiyan, School Infrastructure, Teacher Students Ratio.

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I. INTRODUCTION

In aggregate terms, the India has make progress in alleviating poverty, promoting literacy, improving health and hygienic conditions. The whole process becomes slow in our country, due to lack of quality in education particularly in basic education which is the foundation of entire education. Improving the quality is not just a growth of literacy rate, mobilization of society through campaigns, services and charities. The quality of education is significant issue closely linked to the state of boys' and girls' education. According to Mahatma Gandhi (Harijan 1st December, 1933) '*Real education has to draw out the best from the boys and girls to be educated. This can never be done by packing ill-assorted and unwanted information into the hands of the students. It becomes a dead weight crushing all originality in them and turning them into mere automata*'. To improve the education of our children, only intensions and efforts are not enough. We need the combination of vision, commitment and develop professional research orientation for nation building. This is truer in case of Uttar Pradesh where high degree of population, high degree of poverty, low literacy rate, high rate of student and teacher absenteeism, high teacher student ratio and erratic behavior of parents. This paper is based on concurrent evaluation of Sarva Shiksha Abhiyan (SSA), which is running all over the country. However, the special focus of the paper is an evaluation of programme in three districts of U.P. namely Sitapur, Barabanki and Hardoi. The first author was associated in this evaluation study and worked as project director.

The aim of Sarva Shiksha Abhiyan is to provide fruitful and relevant elementary education to all children in the 6-14 years of age groups by 2012. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. All programmes related to SSA are running in these districts, but major shortcomings of the programme rated between students' attendance and achievement level. In addition, the programme needs better monitoring system.

II. OBJECTIVE OF THE STUDY

1. To find out the factors effecting quality of education with the use of key indicators.
2. To examine and analyze these factors in goal achievement.

3. To suggest few scales to improve the quality in Basic Education.
- 4.

III. METHODOLOGY

A. Research Design:

The present study is descriptive, analytical and comparative in nature. It aims to explain the situation with regard to various aspects of universalisation of basic education. It analyzes both primary and secondary data, with a view to find out the actual constraints in the universalisation of basic education. Also it compares the situation and impact of universalisation of basic education in three districts namely Barabanki, Hardoi and Sitapur of Uttar Pradesh. All these districts are situated in central U.P. and are having a total number of 10,802 schools. Out of these 7099 are primary schools, 1961 upper primary schools, 357 Education Guarantee Scheme (EGS), 156 Alternative and Innovative Education (AIE), 26 Maktab Madarsa (MM), 45 Residential Bridge Course (RBC), 461 Non-residential Bridge Course (NRBC), 690 are National Programme for Girls Education at Elementary Level (NPEGEL) and 6 Kasturba Gandhi Balika Vidyalaya (KGBV).

B. Sample Selection:

After the selection of three districts, 5 per cent of schools from each category (schools and alternate schooling centers) were selected through proportionate sampling with the use of proportionate number table. Thus the total numbers of 547 schools / alternate schooling centers were selected for the study. The list of existing alternate schooling centers in the district was obtained from Basic Shiksha Adhikari of these districts and 5 per cent schools from each district were chosen randomly for study. The sample primary and upper primary schools were taken from each of the 4 blocks and 1 urban area of the district. The entire sample consists of 355 primary and 99 upper primary schools. Also 35 cluster model schools for NPEGEL, 17 EGS, 9 AIE, 3 Madrasa, 3 KGBV, 3 RBC and 23 NRBC Centers have been covered in the sample. The detail sample size has been shown in Table-1. The primary data were collected through pre-structured schedules. The data tabulation and analysis was done on the computer using SPSS package.

Table-1: Total Number of Schools

Sl. No.	District	PS	UPS	Alternate Education					Girls Education		Total
				EGS	AIE	MM	RBC	NRBC	NPEGEL	KGBV	
1	abanki	2022	604	166	62	10	11	130	158	1	3164
2	doi	2484	654	40	3	10	15	98	313	4	3621
3	ipur	2593	703	151	91	6	19	233	219	2	4017
Total		7099	1961	357	156	26	45	461	690	7	10802
Number of Sample Schools		355	99	17	9	3	3	23	35	3	547
% of Sample Schools		5.00	5.05	4.76	5.77	11.54	6.67	5.00	5.07	42.86	5.06

Source: BSA office, Districts- Barabanki, Hardoi and Sitapur, U.P.

IV. TOOLS USED

The following tools were prepared to collect the relevant data.

- (1) District Information Schedule: this schedule was constructed to assess the actual situation of basic education in the districts.
- (2) Interview Schedule for Primary and Upper Primary Schools: The schedule has totally 15 items and also sub-items. The schedule was constructed to collect information on community participation, achievement level of students and infrastructural facility, teachers' students' ratio etc.
- (3) Interview schedule for Mid Day Meal Scheme
- (4) Interview schedule for Alternate Schooling.
- (5) Interview schedule for Residential Schooling.
- (6) Interview schedule for NPEGEL.

V. SECONDARY DATA

Secondary data have been taken from different reports, research papers, reference books, BSA office and school records etc.

VI. OBSERVATION

Observation method has also been used and the researcher have note down important aspects of basic education process as well as rural social process. The study has been conducted over 8 months.

VII. EFFECTS OF NEGATIVE FACTORS ON QUALITY OF BASIC EDUCATION

- (1) Population
- (2) Poverty
- (3) Literacy Rate

- (4) Students Absenteeism
- (5) Teachers Absenteeism
- (6) Teacher Student Ratio
- (7) Behavior of Parents.

(1) Population

The uncontrolled increase of population is a major constraint in the achievement of universalization of basic education. India is the most populous country in the world after China. Uttar Pradesh is the biggest state in India in population according to Census 2001. The population of India was 1,028,610,328 in which male 532,156,772 and females 496,453,556 and population of Uttar Pradesh was 166,197,921 (M-87,565,369, F-78,632,552). The uncontrolled and continues increase in population has made the issue of quality of basic education more complex in India and particularly in U.P. where more schools and more trained teachers are required to provide a good quality of education to every child.

(2) Poverty

The task of providing education for all is undoubtedly difficult especially in third world countries like India due to their limited resources, exploding population and poverty. Although India has made some progress after independence by running few programme related to education but still there is a long way to go bearing in

mind the size and growth of population. Uttar Pradesh is the biggest state in population and at current-price more than 40 per cent population is below poverty line (State Planning Institute). With many families living below the poverty line are sending their children to work instead of sending them to school, (UNICEF) /India /2010. Due to the reason children are either not going to school at all or are often irregular and are not getting required basic education resulting poor quality and poor foundation of education. To avoid such condition, Sarva Shiksha Abhiyan is having a provision to provide free uniform, free books and free mid day meal to every child.

(3) Literacy Rate

The developing countries of the world are characterized not only by low literacy rate but also a great disparity in the literacy rates between urban and rural population, between male and female and between young and aged. Equally striking are regional disparities in literacy within the states and within the districts (Algeria, 1996, p. 71). There are also variations in the literacy rates amongst the districts within the Uttar Pradesh. This variation is also witnessed in our sampled districts and can be observed in the following Table-2, which shows that the literacy rates of Hardoi district is higher than the Sitapur followed by Barabanki. Although literacy rate has been increased during a decade 1991 to 2001 in all these districts but could not attain literacy rate up to the state level.

Table-2: Literacy Rate of Uttar Pradesh and Sample Districts

Sl. No.	State / Districts	1991			2001		
		People	Male	Female	People	Male	Female
1	Uttar Pradesh	40.7	54.8	24.4	56.3	68.8	42.2
2	Barabanki District	31.1	43.7	16.0	47.4	58.8	34.3
3	Hardoi District	36.3	49.4	19.8	51.9	64.4	36.8
4	Sitapur District	31.4	43.1	19.9	48.3	60.0	34.6

Source: Census of India, 2001.

(4) Students Absenteeism (Details of absentee's students)

One of the negative factors for poor quality of education is the absenteeism of students from school. For this particular issue, 27 primary and 10 upper primary schools of Barabanki district have been examined. Table-3 shows the number of absentees' students from different social group categories for more than one third days of the school days of primary as well as upper primary schools. The information regarding the absentee's students has been gathered from the school attendance register of the concerning school during the period 1st October, 2010 to 31st March 2011.

In class-1, majority of absentees' boys' and girls' students were from OBC category comprising 54.55 and

44.44 percentage, followed by SC and Minority category students. Maximum number of absentees' boys' and girls' students of class- 2 were from Minority, class-3 and class-4 maximum number of absentees' boys' and girls' students were from SC followed by OBC. In class-5, majority of boys and girl students were from OBC category comprising of 52.00 and 59.09 per cent followed by SC category. Minimum, were from Minority category comprising boys and girls percentage of 8.00 and 13.64 of class-5. While taking in to consideration about upper primary schools, maximum number of absentee students were found OBC and SC category. So the issue of quality in basic education is more critical in socially backward classes.

Table: 3 Number of Absentee's students for more than one third days of the School days during last six months (from school register)

Primary Schools											
Sl. No.	Classes	SC		ST		OBC		Minority		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Class 1	2 (18.18)	7 (38.89)	-	-	6 (54.55)	8 (44.44)	3 (27.27)	3 (16.67)	11 (100)	18 (100)
2	Class 2	9 (29.03)	15 (42.86)	-	-	14 (45.16)	9 (25.71)	8 (25.81)	11 (31.43)	31 (100)	35 (100)
3	Class 3	12 (41.38)	8 (44.44)	-	-	12 (41.38)	7 (38.89)	5 (17.24)	3 (16.67)	29 (100)	18 (100)
4	Class 4	16 (69.56)	5 (26.32)	-	-	5 (21.74)	10 (52.63)	2 (8.70)	4 (21.05)	23 (100)	19 (100)
5	Class 5	10 (40.00)	6 (27.27)	-	-	13 (52.00)	13 (59.09)	2 (8.00)	3 (13.64)	25 (100)	22 (100)
Upper Primary Schools											
Sl. No.	Classes	SC		ST		OBC		Minority		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Class 6	11 (39.28)	15 (45.45)	-	-	13 (46.42)	13 (39.39)	4 (14.28)	5 (15.15)	28 (100)	33 (100)
2	Class 7	9 (25.00)	16 (36.36)	-	-	18 (50.00)	23 (52.27)	9 (25.00)	5 (11.36)	36 (100)	44 (100)
3	Class 8	15 (33.33)	17 (29.82)	-	-	20 (44.44)	28 (49.12)	10 (22.22)	12 (21.05)	45 (100)	57 (100)

Source: Field Survey, SSA Programme, District Barabanki

(5) Teachers Absenteeism

Another negative factors, which is responsible for poor quality of education is the absenteeism of teachers from the school due to multiple reasons. 355 primary and 99 upper primary schools have been selected for the survey to get the information and data regarding the sanctioned number of teacher and actual working teachers, absenteeism and habitual absentees of the teachers out of three districts namely Barabanki, Hardoi and Sitapur. The survey and its result have shown a gap between sanctioned number of teacher and actual working teachers in the sample primary schools in three districts of Uttar Pradesh. The average number of sanctioned teachers turns out to be more than 4 in each primary school. The average number of sanctioned headmaster assistant teachers and shiksha

Mitra was 1, 1.85 and 1.76 respectively in each category but the average number of teachers holding position turns out to be lower than this as shown in Table-4.

Average numbers of teachers were found present on the day of our visit in sample primary schools was 0.80, 8.56 and 1.42 teachers in each category respectively. The highest (17.87 per cent) absenteeism of the teachers has been identified as on leave. Apart from this teachers were absent due to training programs (33.33 percent) sickness (12.08 percent) business in receiving salary (4.35 percent) school related extra work (10.63 percent) and due to other reasons (21.74 percent) on the day of our visit. On an average 1.92 percent of the working teachers were found to be the habitual absentees in sample primary schools.

Table 4: Teachers and Their Attendance in Primary Schools

Sl. No	Particulars	Head Master	Assistant Teacher	Shiksha Mitra	Total
1	No. Of sanctioned teachers	355 (100)	657 (100)	626 (100)	1638 (100)
2	Average No. Of Teachers Sanctioned Per School	1	1.85	1.76	4.61
3	No. Of Teachers Working In The Schools	318 (89.58)	283 (43.07)	594 (94.89)	1195 (72.95)

4	Average No. Of Teachers Working Per Schools	0.90	0.80	1.67	3.37
5	No. Of Teachers Found Present On The Day Of Visit	285 (89.62)	200 (70.67)	503 (84.68)	988 (82.68)
6	Average No. Of Teachers Found Present On The Day Of Visit Per Schools	0.80	0.56	1.42	2.78
7	<u>Reason Of Absenteeism</u>	5	9	55	69
	A. Training	(15.15)	(10.84)	(60.44)	(33.33)
	B. Sickness	9 (27.27)	9 (10.84)	7 (7.69)	25 (12.08)
	C. For Salary	-	4 (4.82)	5 (5.49)	9 (4.35)
	D. School Related Extra Work	3 (9.09)	9 (10.84)	10 (10.99)	22 (10.63)
	E. On Leave	10 (30.30)	18 (21.69)	9 (9.89)	37 (17.87)
	F. Others (Working in Board Examinations)	6 (18.18)	34 (40.96)	5 (5.49)	45 (21.74)
	Total	33 (100)	83 (100)	91 (100)	27 (100)
8	Habitual Absentee	4 (1.26)	10 (3.53)	5 (0.99)	19 (1.92)

Source: Field survey

In Upper primary schools 86.68 percent out of total sanctioned teachers were reported to be in position. 75.20 percent teachers at primary level were found to be present on the day of our visit to these schools. The main reason of absenteeism of the teachers was reported to be the visits for schools related extra work in 11.96 percent cases. The teachers absence for taking, leaves were found in 11.96 percent, teachers were absent for attending

training programs in 16.30 percent cases and 16.30 percent teachers were absent due to sickness. Only 6 teachers were found to be the habitual absentee (Table-5).

Absentees and irregularity of teachers directly affect the quality of education. Measure should be taken by the district authority to control such types of absentees of the teachers' particularly habitual absentees.

Table-5: Teachers and Their Attendance in Upper Primary Schools

Sl. No.	Particulars	Head Master	Assistant Teacher	Total
1	No. of sanctioned teachers	99 (23.13)	329 (76.87)	428 (100)
2	Average No. of teachers sanctioned per schools	1	3.323	4.323
3	No. of teachers working in schools	93 (93.94)	278 (84.50)	371 (86.68)
4	Average No. of teachers working per schools	0.939	2.808	3.747
5	No. of teachers found present on the day of visit	83 (89.25)	196 (70.50)	279 (75.20)
6	Average No. of teachers found present on the day of visit per schools	0.838	1.979	2.818
7	<u>Reason of Absenteeism:</u>	4	11	15
	a. Training	(40)	(13.41)	(16.30)
	b. Sickness	1 (10)	5 (6.10)	6 (16.52)

	c. For salary	0 (00)	1 (1.22)	1 (1.09)
	d. School related extra work	1 (10)	10 (12.20)	11 (11.96)
	e. On leave	3 (30)	8 (9.86)	11 (11.96)
	f. Others (Election duty etc.)	1 (10)	47 (57.32)	48 (52.17)
	Total	10 (100)	82 (100)	92 (100)
8	Habitual Absentees	1 (1.08)	5 (1.80)	6 (1.62)

Source: Field survey

(6) Teacher Student Ratio

According to norms for interventions under SSA teacher student ratio is 1:40 (Ref:F.2-3/2005-EE.3 dated-22nd Feb.2008). Recently teacher student ratio has been revised and has been fixed 1:30 (Right to Education Bill 2009). One teacher for every 30 children in primary and upper primary school is required. At least two teachers in a primary school and one teacher for every class in the upper primary school must be sanctioned and posted. Three teachers sanctioned under SSA for every new primary school, one each need to be a teacher with mathematics and science specific educational background. However, the teacher recruitment will be as per state Government's norms. Uttar Pradesh is one of the largest states with high density of uncontrolled-increasing population required a bulk of qualified teachers to improve the quality of education. Although, government has done a lot in this direction by appointing teachers and Para teachers to fill the gap in sanctioned positions of teachers and positions laying vacant in the primary and upper primary schools. The numbers of teachers in primary and upper primary schools of different districts of U P are still less than required according to revised norms, which has been fixed 1:30 (Right to Education Bill 2009). To improve the quality in basic education teachers should be appointed according to teacher student ratio norms which have been fixed in RTE Bill, 2009.

(7) Behavior of Parents

According to census 2001 the literacy rate among male is 68.8 per cent and among female is 42.2 per cent, which is lower than national level. More than 75 per cent of state population is living in rural part of it where education facilities are lesser as compare to urban part of the state. Because of high illiteracy and poverty among parents they are not responding in a healthier manner to send their children to schools. Instead of sending their children to schools parents, especially in rural parts of the districts like to send them to work to earn some money or to take care of siblings at home when they go for work.

This behavior of parents is very erratic and harmful for their children. The reason is that around 50 per cent parents themselves are illiterate and can't assess the value of education and the future of their children.

VIII. EFFECTS OF POSITIVE FACTORS ON QUALITY OF BASIC EDUCATION

- (1) Mid Day Meal
- (2) Free Text Books
- (3) Free School Uniform for Girls
- (4) TLM
- (5) Infrastructural Facilities
- (6) PTA & VECs.

(1) Mid Day Meal

Mid Day Meal is one of the biggest positive factors, which hold students in school after interval. It also helps poor students to have a good quality and sufficient food under the supervision of their teachers. It reduces gender and social gaps among students while taking mid day meal with each other. Under this programme a good quality of food, according to prescribed norms and menu has been provided to all students up to class eight. Total number of 324 primary schools has been selected for the monitoring of the mid-day meal programme running in sample districts. The availability of food according to the menu was found only in 79.63 percent schools on the day of our visit in the sample primary schools. In more than 75 percent of schools students were found satisfied with the quality of food and in more than 84 percent of schools students were found satisfied with the quantity of food, which they were getting under MDM scheme. The students those were not happy with the available MDM, complaints for quality in 25 percent schools and complaints for less quantity of food in more than 15 percent schools. In around 94 percent school students of primary schools bring utensils from home for taking the food. Female cooks are found in around 69 percent schools Table-6.

Table-6: Mid-Day Meal on the Day of Team Visit

Sl. No.	Particulars	Numbers
1	No. of Schools in which food is given according to the Menu.	258 (79.63)
2	No. of Schools in which food is not given according to the Menu.	66 (20.37)
3	No. of Schools in which students are happy with quality of food	243 (75.00)
4	No. of Schools in which students are not happy with the quality of food	81 (25.00)
5	No. of Schools in which students are happy with the quantity of food	275 (84.88)
6	No. of Schools in which students are not happy with the quantity of food.	49 (15.12)
7	<u>Reasons why students are not happy with Mid Day Meal:</u>	
	Food is not cooked according to the Menu	24 (24.49)
	Lack of Quality	53 (54.08)
	Lack of Quantity	18 (18.37)
	Others	3 (3.06)
8	No. of Schools in which students bring Utensils from home.	305 (94.14)
9	No. of male cooks in the Schools.	138 (30.67)
10	No. of female cooks in the Schools.	312 (69.33)

Source: Field survey, SSA programme.

- MDM was cooked in 324 Schools out of a 355 sample schools.

1.1. Supply of Micro-Nutrients:

The supplement of micro-nutrition to the students is available only in the 9.01 percent schools. In most of the cases (93.75 percent), micro-nutrients were provided by the ANM and remaining schools (6.25 percent), provided

by others. The schools, where micro-nutrition supplements are made available, were provided once in a month in 71.88 percent cases. In rest of 28.13 percent schools it was provided twice in a month Table-7.

Table-7: Food Supplements

. No.	Particulars	Numbers/Schools
1	No. of schools in which micro nutrition supplement provided to the student	32 (9.01)
2	No. of schools in which micro nutrition supplement is not provided to the student	323 (90.99)
3	<u>Micro-nutrition supplement providers:</u>	
	ANM	30 (93.75)
	Others	2 (28.13)
4	<u>Duration/Frequency of micro-nutrition supplement as provided:</u>	
	Once in a month	23

		(71.88)
	Twice in a month	9 (28.13)

Source: Field Survey

(2) Free Text Books

The free text- book distribution is found in all sample primary and upper primary schools. Cent- percent students of primary and upper primary schools have received their text- books. In fact these books were also distributed among drop out students who have left the school after

receiving the books. There were more than 13 percent schools, where book distribution was delayed. In rest of the schools it has been timely. The delay in book distribution has been on account of delayed delivery from district office and less availability of books in the school Table-8.

Table-8: Free Text Book Distribution

No.	Particulars	Primary School	Upper Primary Schools	Total
1	<u>Students provided free text books of all subjects:</u>			
	Boys	37278 (49.79)	8586 (50.55)	45864 (49.93)
	Girls	37599 (50.21)	8398 (49.45)	45997 (50.07)
	Total	74877 (100)	16984 (100)	91861 (100)
2	No. of schools in which book distribution delayed	21 (5.92)	6 (6.06)	27 (5.95)
3	No. of Schools in which book distribution is done timely	334 (94.08)	93 (93.94)	427 (94.05)
4	Total No. of schools in which book distributed	355 (100)	99 (100)	454 (100)
5	<u>Reasons for delay in text book distribution:</u>			
	a. Delay delivery from district office	6 (28.57)	3 (50)	9 (33.33)
	b. Less availability of books	7 (33.33)	3 (50)	10 (37.04)
	c. others	8 (38.10)	-	8 (29.63)
	Total	21 (100)	6 (100)	27 (100)

Source: Field Survey

(3) Free School Uniform for Girls

The free uniform for girl students up to class eighth has been introduced in SSA. Distribution of uniforms is found in all sample primary and upper primary schools. Cent- percent students of primary and upper primary schools have received their uniform. In fact these uniforms were also distributed among drop out students who have left the school after receiving the uniforms.

(4) Teaching Learning Material (TLM)

As per data collected from sample schools and presented in the Table-8, there are 950 teachers in sample primary schools and 252 teachers in sample upper primary schools, those received TLM amount in these districts. Training of teachers regarding use of TLM was imparted only in 80.62 percent schools. The display of TLM in class- room was found in 79.07 percent of the sample schools. The use of TLM by the students was found in 76.87 percent schools Table-9.

Table-9: Details of Teachers Training for use of TLM

SI. No.	Training for use of TLM	Primary Schools	Upper Primary Schools	Total
1	No. of Teachers/ Shiksha Mitra received TLM amount	950	252	202
2	Training of teachers regarding use of TLM	297 (83.66)	69 (69.70)	359 (9.07)
3	Display of TLM in classrooms	292 (82.25)	67 (67.68)	359 (9.07)
4	Use of TLM by student	286 (80.56)	63 (63.63)	349 (6.87)
	No. of total school	355 (100)	99 (100)	454 (100)

Source: Based on Field Survey

The use of TLM by teachers for teaching has not been observed in 13.87 percent of the total sample schools. In 35.68 percent schools, the teachers often used TLM. Only

in half of the sample schools (50.44 percent) teachers were always using TLM equipment's to teach students in the schools Table-10.

Table-10: Use of TLM by Teachers

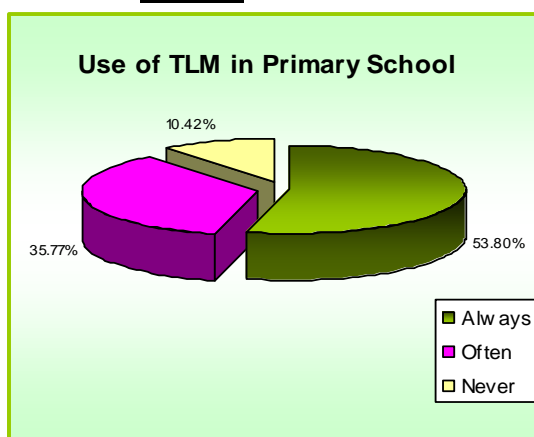
SI. No.	Particulars	Primary School	Upper Primary School	Total
1	Always	191 (53.80)	38 (38.38)	229 (50.44)
2	Often	127 (35.77)	35 (35.35)	162 (35.68)
3	Never	37 (10.42)	26 (26.26)	63 (13.87)
	Total	355 (100)	99 (100)	454 (100)

Source: Based on Field Survey

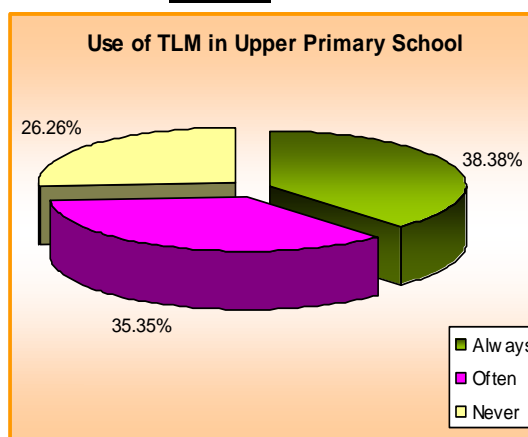
The use of TLM by teachers in 10.42 per cent of the total sample primary schools. In 35.77 percent primary schools, the teachers often used for teaching has not been observed TLM. More than 53.80 percent teachers were always using TLM equipment's to teach students in sample primary schools (Graph A & C). It has been found that the use of TLM in upper primary schools was

further deteriorating as compare to primary schools. The use of TLM by teachers for teaching has not been found in 26.26 percent of the total sample upper primary schools. In 35.35 percent upper primary schools, the teachers often used TLM. Only 38.38 percent teachers were always using TLM equipment's to teach students in upper primary schools (Graph B & C).

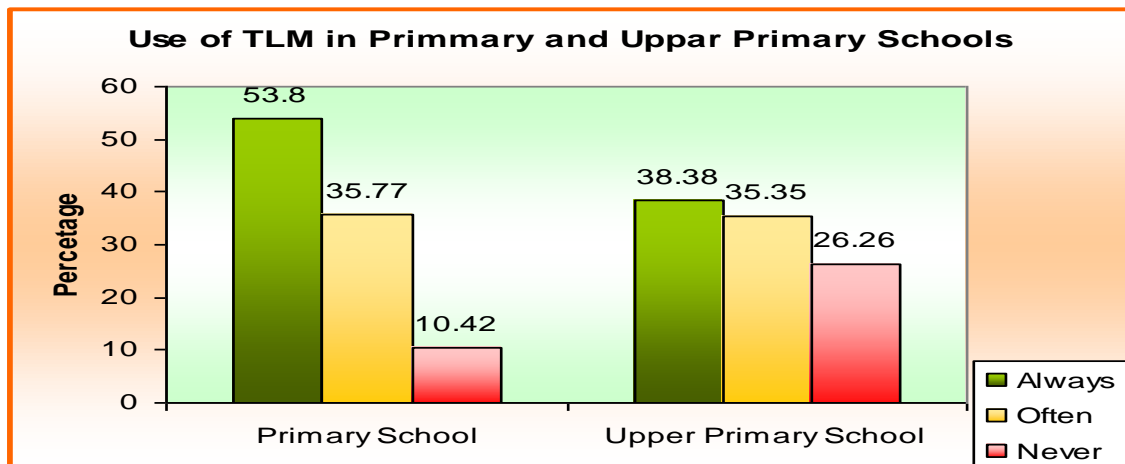
Graph-A



Graph-B



Graph-C



(5) Infrastructural Facilities

5.1. Establishment and Construction of Schools

Out of total sample schools, more than 81 percent have been established before ten years. More than 85 percent primary schools and 66 percent upper primary schools were established ten years back or even before. On an

average rest of 18 percent sample schools were established within 10 years. As against this more than 36 percent schools were constructed within ten years. In case of primary and upper primary schools, 33 percent and around 51 percent schools have been constructed during 10 years Table-11.

Table 11: Year of Establishment and Construction

Period of Establishment and Construction	Primary School		Upper Primary School		All School	
	Established	Constructed	Established	Constructed	Established	Constructed
Less than 2 year (2006-07 to 2004-05)	10 (2.82)	23 (6.5.)	16 (16.16)	25 (25.25)	26 (5.73)	48 (10.60)
2 to 5 years (2003-04 to 2001-02)	19 (5.35)	33 (9.32)	6 (6.06)	10 (10.10)	25 (5.51)	43 (9.49)
5 to 10 year (2000-01 to 1996-97)	24 (6.76)	60 (16.95)	11 (11.11)	15 (15.15)	35 (7.71)	75 (16.56)
10 year + (Before 1995-06)	302 (85.07)	238 (67.23)	66 (66.67)	49 (49.49)	368 (81.06)	287 (63.36)
No. of Total Schools	355 (100)	354* (100)	99 (100)	99 (100)	454 (100)	453* (100)

Source: Field Survey

5.2. Availability and utilization of Classrooms

Availability of classrooms and their utilization is presented in Table 12, which shows that maximum 9 rooms available only in 3 primary schools out of 355

sample schools however the use of school rooms as classrooms are recorded to be 7 as maximum only in 1 sample primary school of the districts.

Table 12: Availability and Utilization of Classrooms

Availability of Rooms	Primary Schools		Upper Primary Schools	
	No. of Schools	No. of Schools with use of Class rooms	No. of Schools	No. of Schools with use of Class rooms
00	1 (0.28)	2 (0.56)	-	1 (1.01)
01	2 (0.56)	3 (1.41)	1	6 (6.06)

02	17 (4.79)	128 (36.06)	-	62 (62.63)
03	107 (30.14)	105 (29.58)	4 (4.04)	16 (16.16)
04	106 (29.86)	71 (20.00)	31 (31.31)	7 (7.07)
05	65 (18.31)	41 (11.55)	24 (24.24)	5 (5.05)
06	39 (10.99)	2 (0.56)	13 (15.15)	-
07	10 (2.82)	1 (0.28)	13 (13.13)	-
08	5 (1.41)	-	5 (5.05)	-
09	3 (0.85)	-	2 (2.02)	-
10	-	-	2 (2.02)	-
11	-	-		-
12	-	-	1 (1.01)	-
13	-	-		-
14	-	-		-
15	-	-	1 (1.01)	-
o. of Total Schools	355 (100)	355 (100)	99 (100)	99 (100)

Source: Field Survey

The availability of 3 rooms are found in maximum number (107) of sample primary schools constituting 30.14 percent, However at the same time, the use of 2 rooms for classrooms are recorded to be the maximum as (128) 36.06 percent in 355 samples of primary schools. The availability of 4 rooms in 106 schools, 5 rooms in 65 schools, 6 rooms in 39 schools, 7 rooms in 10 schools and 8 rooms in 5 schools.

In case of sample primary schools, maximum of 15 rooms are recorded to be available in 1 school out of existing 99 sample schools, however the use of rooms as classroom is recorded to be 5 as maximum only in 1 sample upper primary schools of the districts, The 4 rooms are found as maximum in 31 schools of sample however only 7 school use it as classroom. The number of rooms for classrooms teaching ranged from 0 to 5. A maximum of 62 (62.63 %) sample school have 2 rooms for teaching. Rests of 1.01, 6.06, 16.16, 7.07 and 5.05 percent have 1, 6, 16, 7 and 5 rooms, respectively for classroom teaching.

5.3. Availability of Infrastructure in schools

In case of sample primary schools, only 31.83 percent schools have boundaries, however the availability of playground is recorded in 57.46 percent schools. Sports

items are also found in 53.24 percent primary schools. The availability of mats, furniture and blackboard in classrooms is found to quite well, i.e. 92.96 percent and 94.65 percent respectively. Despite the availability of sports items, their use is found only in 49.86 percent schools. Availability of drinking water, toilets for boys and Toilets for girls are found in 90.42, 73.24 and 69.58 percent schools respectively. More than 76 percent primary schools have verandah and 2.82 percent have more than one. Also, 20.28 percent schools are without verandah in the school premises (Table13).

As against primary schools, a higher percentage of sample upper primary schools have boundary (35.35 percent) and playground is available in 66.67 percent schools. The availability of sports items are found in 58.59 percent upper primary schools, however use of primary sports items are confined to 39.39 percent. The availability of mats and furniture is found 95.96 percent in sampled upper primary schools. The blackboards are found in 97.98 percent schools. Availability of drinking water, Toilets for boys and Toilets for girls are found in 81.82, 70.71 and 72.73 schools respectively. There were only 53.53 percent upper primary schools have verandah, in which 47.47 percent schools have single verandah and 6.06 percent schools have more than one verandah.

Maximum schools are without verandah, which is found to be 46.46 percent of total sample upper primary schools.

Table 13: Availability of Infrastructure in schools

Particulars	Primary Schools		Upper Primary Schools		Total	
	Yes	No	Yes	No	Yes	No
Playground	204 (57.46)	151 (42.54)	66 (66.67)	33 (33.33)	270 (59.47)	184 (40.53)
Boundaries	112 (31.83)	242 (68.17)	35 (35.35)	64 (64.65)	148 (32.6)	306 (67.40)
Availability of Sports items	189 (53.24)	166 (46.76)	58 (58.59)	41 (41.41)	247 (54.41)	207 (45.59)
Proper availability of Mats/Furniture	330 (92.96)	25 (7.04)	95 (95.96)	4 (4.04)	425 (93.61)	29 (6.39)
Blackboard in classrooms	336 (94.65)	19 (5.35)	97 (97.8)	2 (2.02)	433 (95.37)	21 (4.63)
Use of sports items	177 (49.86)	178 (60.14)	60 (60.61)	39 (39.39)	237 (52.20)	217 (47.80)
Availability drinking water facilities	321 (90.42)	34 (9.58)	81 (81.82)	18 (18.18)	402 (88.55)	52 (11.45)
Availability toilets for boys	260 (73.24)	95 (26.76)	70 (70.71)	29 (29.29)	330 (72.69)	124 (27.31)
Availability Toilets for Girls	247 (69.58)	108 (30.42)	72 (72.73)	27 (27.27)	319 (70.26)	135 (29.70)
Schools without verandah	72 (20.28)		46 (46.46)		118 (25.99)	
Schools with one verandah	273 (76.90)		47 (47.47)		320 (70.48)	
Schools with more than one verandah	10 (2.82)		6 (6.06)		16 (3.52)	

5.4. Parents Teachers Association (PTA) & Village Education Committee (VEC)

Efforts to improve the student's attendance were made by schools, VECs and parents teachers associations (PTA). In order to improve the attendance about 27.03 percent sample schools have interaction with the parents, notice were given to the parents with other measures. 30.18 per cent VESs have launched awareness campaign and organized meetings for the same the role of the PTA in improving the attendance found to be negligible Table-14.

Table 14: Efforts for Improving Students' Attendance

Sl. No.	Particulars	Primary Schools	Upper Primary Schools	Total
1	<u>Efforts made by the schools:</u>			
	Interactions with parents	84 (26.09)	26 (30.59)	110 (27.03)
	Through Information Notice	157 (48.76)	39 (45.88)	196 (48.16)
	Other	81 (25.75)	20 (23.53)	101 (24.82)
	Total	322 (100)	85 (100)	407 (100)
2	<u>Efforts made by V.E.C.:</u>			
	Awareness in Community	62 (29.24)	18 (33.96)	80 (30.18)
	Meeting of VEC	134 (63.21)	31 (58.49)	165 (62.26)
	Others	16 (7.55)	4 (7.55)	20 (7.55)
	Total	212 (100)	53 (100)	265 (100)
3	<u>Efforts made by P.T.A.:</u>			
	Interaction with parents	116 (60.10)	29 (60.42)	145 (60.16)
	Regularly Meeting of P.T.A.	53 (27.46)	12 (25)	65 (27)
	Distribution of Facilities	18 (9.32)	6 (12.5)	24 (9.96)
	Others	6 (3.11)	1 (2.08)	7 (2.90)
	Total	193 (100)	48 (100)	241 (100)

Source: Field Survey.

IX. CONCLUSION AND SUGGESTIONS

SSA programme in three districts of Uttar Pradesh has been examined on the basis of positive and negative factors, on quality issue of education, in sample primary and upper primary schools. On the basis of above it has been found that SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies. SSA strives to secure the right to quality basic education for all children in the age of 6 to 14 years. Lots of efforts in SSA has been made for enrolment of all children in school, retention for them, bridging of gender and social category gaps and ensuring that there is a significant enhancement in the learning achievement levels. Although, this is a herculean task to achieve the required goal but a lot has been achieved up to a satisfactory level through this programme. Quality of education is the core issue of education, which requires more attention especially in case of Uttar Pradesh. On the basis of field survey, it has been found that few fundamental efforts have been taken to improve the quality of basic education in SSA. More and serious efforts are required to minimize the negative factors those are adversely effecting quality of education by the district education authorities, village education

committee, teachers and parents. Simultaneously it is also required to strengthen the positive factors by the strict monitoring and evaluation of the SSA programme. Paper concludes and gives some suggestions to improve the quality in basic education:

All existing rooms in schools should be use for teaching and academic purposes.

Construction of school boundaries should be taken up on priority basis as per norms because parents should carry the feeling of security and safety of their children.

Playground should be available in all schools for the proper physical & mental development of students so that they may perform and improve themselves for their co-curricular activities.

Provision of mats and furniture for sitting of students in class-room should be in each school.

Books distribution was found delayed in the schools and should be timely in all the schools.

It has been found that the main reason of delay in books distribution was less number of available books in the schools and must be provided to all schools in time by the district authorities. District education authority should be very prompt in this regard, so that study should start in time.

- Proper coordination between State Project Office, District Project Office and School Authorities is required.
- It has been found that there is a huge gap between number of sanctioned and in-position teachers in schools. Around 20 percent of the sanctioned teachers were not posted or appointed against sanctioned positions. All these vacant positions of the teachers should be filled without any further delay.
- Teachers' attendance was also not found up to the mark. Efforts should be made to appoint all sanctioned teachers and proper monitoring is required to ensure teachers attendance in primary and upper primary schools.
- Efforts made by School Teachers, Village Education Committees and Parent Teacher Associations for improving the student's attendance were not sufficient. More efforts are required in this direction.
- The use of TLM by teachers for teaching has not been found in 35.77 percent primary schools and in 26.26 percent of the total sample upper primary schools. To maintain the quality of education, teachers should always use teaching learning materials during the teaching time in both primary and upper primary schools.
- Role of parents teachers meeting were minimum in this respect. There should be more concerted efforts in each primary school is required to improve student's attendance.
- There should be more efficient and regular monitoring system to check student's attendance.
- The girls' drop out in primary schools is higher than upper primary schools. The overall drop out rate is higher among boys at primary and upper primary levels. This is a matter of great concern and requires more efforts to retain students in schools by the teachers and parents.
- Introduction of new programme by the education authority to control the drop out of students from education system at any level is required.
- Syllabus should be universalized in such a way that to reduce the curriculum load and make learning more enjoyable for children.
- Emphasis is required not only on the establishment of new schools but also their subsequent construction.

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