CONCLUSION

Education is a key component of human development which is an essential tool for country's growth. Education is recognised as a purposeful commitment on the part of every state, ensuring innovative, low cost and effective education even under conditions of great scarcity and daunting poverty. Education has been accepted as a fundamental right of every child. It is needed both as an end in itself to enable people to lead a cultured and more satisfying life as well as a means for developing human capabilities for earning higher income. The incremental process of educational achievements intensively impacts upon other indicators of human development like birth, death, infant mortality and literacy rate. Education plays one of the most important roles in the process of socialisation which cause better acculturation and internalisation of norms. The quality of education plays a major role in imparting knowledge that is unbiased, relevant as well as capable of making the recipient lead a successful life despite formidable odds in today's competitive world. This is the human right based approach to the new idea of Right to Education of every child in modern society.

The Right to Education has been enshrined in a range of International Conventions. The establishment of United Nations in 1945 and its emphasis on human rights ushered in new opportunities to address the Right to Education to every child of the world. The United Nations, through its various Declarations, Covenants, Conventions and Resolutions have been instrumental in bringing attention to equal Right to Education around the globe. The Universal Declaration of Human Rights (UDHR, 1948), International Covenant on Economic, Social and Cultural Rights (ICESCR, 1966), the Convention Against Discrimination in Education (1962), Convention of the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979) and the more recently, The Convention on the Rights of the Child (CRC, 1989) have given a long way in impressing member nations of the urgent need of social and economic justice to
children by making their rights to quality education accessible to them on equal basis. While the United Nations can be considered as a pioneer in bringing attention to Right to Education around the world, it cannot guarantee action which rest alone with the respective Governments of its Sovereign Member States. Beyond the formal obligations undertaken by Governments in ratifying these Human Rights Treaties, a number of Global Conferences have affirmed the Right to Education.

The Education for All Goals were established at Jomtien (Thailand) in 1990 and reaffirmed at the World Education Forum in Dakar (Senegal) in 2000. Wherein the International Committee committed to achieve universal access to free and compulsory quality based education by 2015. The World's Governments further reaffirmed their faith in the Millennium Development Goals, expressed in Millennium Declaration which make them committed to ensure that all girls and boys complete a full course of Primary Education and the gender disparity is removed at all levels of education by the same year. While the Right to Education is universally recognised, the way it is implemented at the national levels defers substantially. This means that although every child holds the same Right to Education regardless of any Municipal Law, the ways of securing this right varies greatly from state to state. For example in some countries the Right to Education may be legally enforceable through National Legislations, while others might be looking to International Laws and standards.

India’s historical background evidences an inherent tradition of education. Since ancient period, education played a vital role in social upliftment. There are several literary sources that offer references about education of Ancient Indian Societies. The ‘Mahabharata’, the ‘Upanishads’ are the principal works dealing with the system of education in ancient India. The education in ancient India originated with the ‘Gurukul System’ and four Ashramas – ‘Brahmacharya’, ‘Grahasta’, ‘Vanprastha’ and ‘Sanyasa’. By the ‘Upnayana Ceremony’ the initiation of a child into the literacy and religious education was made obligatory for all the Aryan's both males and females. Every Aryan i.e. every Brahmin,
Kshatriya and Vaishya thus required elementary literacy and religious education. These four ‘Ashramas’ and the ‘Upnayana Ceremony’ can be described as a system of studentship in ancient India.

In the medieval time the system of education was consisting of ‘Maktabs’ ‘Madrasas’, ‘Mosque’ and ‘Khanqahs’ which were also instrumental in catering the needs of growing Islamic administration. The medieval system of education developed two main types of Schools—‘Maktabs’ and ‘Madrasas’ providing lower and higher education respectively. Teaching in ‘Maktabs’ had been imparted the instructions of the three R's (reading, recitation and understanding of some parts of Quran, necessary for prayers) to any child desirous of such learning. However in both the ancient and the medieval periods, the concept of universal education was not taken care of and somehow appeared weak. The British period was a breakthrough in the development of education in India. The formal organised system of School education at both Primary and Secondary levels and the University System of Higher Education came up with the efforts of British rule in India, backed by outstanding private charity and donations.

Thus, like the other developing countries, the contemporary education in India draws informed western origins. In India the traditional component of education was esoteric and metaphysical, its reach was limited specifically to the upper caste and its organisation 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 modernisation in India. The foundation of modern education in India was laid by the Britishers. Charter Act of 1813; Macaulay’s Minute, 1835; Charles Wood’s Despatch, 1854; Hunter Commission, 1882; Gokhle’s Bill, 1912; Hartog Committee, 1929; Wardha Scheme of Education, 1932 and the report of Sargent Commission on Post-War Education Development were the major historical landmarks. The educational system or education that emerged gradually was classified into Primary (in vernacular), High School, Secondary School and College/University Education. Primary Education was given in the regional language while higher education
was given in English. The higher education received a big boost but the relative lack of consideration to the Primary Education continued till it became a state subject. Thus the modern education system in India, which had started by British, remained a virtual preserve for upper castes and the rich classes with a big focus on higher education. While India got independence, the Government of India attempted to extend the reach of Primary Education to the masses, particularly in the rural areas. Thus, Universalisation of Elementary Education (UEE) became an accepted concept and a national agenda. At the time of independence our Constitution makers characterised the historical inequities of Primary and Elementary Education and the Right to Education to every child and made a constitutional commitment to provide free and compulsory education to all children up to the age of fourteen years under the Article 45 of the Directive Principles of State Policy. This Directive did not significantly translate into action and consequently School enrolment and participation remained dismally low for decades after independence. However the picture of Elementary Education began to change due to the new thrusts given by the Education Commission (1964 – 1966) and Government's new National Policy on Education (1986) and the Programme of Action (1992), which aimed at improving access, reducing drop-outs and improving learning achievement of children between six to fourteen years of age.

Initiation of major schemes and initiatives by the Government and the mobilisation of external resources for Primary and Elementary Education had a deep impact on the states of Primary Education in India. Some of the important initiatives have been the Operation Blackboard (1986), Non Formal Education Scheme (1986), the Shiksha Karmi Project in Madhya Pradesh (1987), Mahila Samakhya (1989), Lok Jumbish in Rajasthan (1992), the District Primary Education Programme (1994), the Mid-Day Meal Scheme (1995) and the Sarva Shiksha Abhiyan (launched in 2001 and continued in different phases) which aimed at completion of eight years of Schooling by all children between six to fourteen years by 2010.
The Right to Education received considerable impetus during last decades as a result of the concerted efforts of Supreme Court's Judges, groups and agencies that made determined efforts to ensure that all children in India receive at least the minimum education irrespective of their socio-economic status and their ability to pay for education. Multidimensional efforts were made for promotion of education. The Campaign against Child Labour, the National Alliance for the Fundamental Right to Education, the contribution of several outstanding educationists, hundreds of civil society initiatives and most importantly the judgement of Supreme Court are among these who made this vital contribution to ensure Right to Education as a Fundamental Right. In the 1990, Supreme Court adjudicated the Constitutional status of Right to Education in *Mohini Jain vs. State of Karnataka (1992)* and *Unnikrishnana vs. State of Andhra Pradesh (1993)* cases and declared that the Right to Education directly flows from Right to Life. As the consequence of these two decisions Constitutional (Ninety Third Amendment) Bill was introduced in 2001 and transformed as Constitutional (Eighty Six Amendment) Act, 2002. This amendment made free and compulsory education a Fundamental Right to all the children of the age of six to fourteen years with the insertion of a new article 21-A.

Unfortunately the introduction of Article 21-A watered down the judgment of the Supreme Court in the celebrated *Unnikrishnan case*. A Right which was available to all children up to age of fourteen years was reduced to a right for children in the age group of six to fourteen. The restrictive language of the proposed Bill was also highly criticized for non insertion of provision for Early Childhood Care Education (ECCE), failure in allocating sufficient financial resources and using the language of article 21-A as, “The State may by law determine” that means the state can show its arbitrations in making a law relating to the Right to Education and that had happened between the periods of 2002 to 2006. Consequently the Right to Education Act (RTE) has been enacted by the Indian Parliament in 2009 and came into force on 1st April 2010. It
provides free and compulsory education to all children of India in the six to fourteen age group without any discrimination and describes the modalities of the provisions of the Right to Education for the children of India under Article 21A of the Constitution. Though the constitutional commitment of Universalisation of Elementary Education (UEE) were to be achieved by 1960, remains elusive even now, yet one has to admit that the development in recent years have had significant impacts on the situation, raising the hope that universal basic education could be a reality within a reasonable period of time. But the issue of quality is still not receiving much attention which is an alarming problem. However with all its weaknesses, the recent developments in UEE are marked by these features:

- Increased direct involvement of Central Government in strengthening infrastructure and delivery of Elementary Education.
- Beginning of multi-layered planning and implementation through the Panchyati Raj Institutions.
- Reshaping the Elementary Education with massive social mobilisation.

The above para resulted in increased demand for Elementary Education on the one hand, whilst substantially enhancing the role of non-state actors in the provision of Elementary Education and support services in the country on the other. These programmes of UEE made greater impact upon the status of Elementary Education in India in general and in Uttar Pradesh in particular. The increase in School enrolment has been rather impressive particularly after the pronouncement of NPE, 1986, due to the special programmes launched by the Government of India for Universalisation of Education. Thus the number of students got increased at both Primary and Elementary levels. The recent initiative of the State such as Operation Blackboard (OB), District Primary Education Programme (DPEP), Uttar Pradesh Basic Education Programme (UPBEP), Mid-Day Meal Scheme (MDMS) and most recent Serva Shiksha Abhiyan (SSA) also made an overall impact on
enrolment and retention rate. The improvement in enrolment has been higher for girls and other socially deprived groups, parents are increasingly becoming aware of the social value of education especially for the girl child and consequently the demand for education is rising but still there are some factors which hamper the goal of UEE in the concerned State. The enrolment of girls has been growing at a faster rate than that of boys and gender disparities in enrolment have reduced substantially in recent years through the gender specific programmes such as National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBVS) and Janshala and Mahila Samakhya (MS). All these programmes have been at the centre of the education policy of State but still there are gaps in enrolments. The line of progress is similar with respect to the educational access of children from disadvantaged social groups such as Schedule Castes (SCs), Schedule Tribes (STs) and Minorities especially the Muslims. Many programmes have initiated under the scheme of alternative Schooling to bridge these gaps. But still the access and retention to education remains unsatisfactory in UP. Minorities in the State are educationally even more backward. In particular in recent years after the findings of the Sachar Committee in 2006, Muslim minority children have been identified as having unusually low levels of educational access and the State Government started to provide various type of educational facilities to minorities particularly scholarship schemes, coaching of minority students and Madrasa modernisation by taking them on the grant-in-aid list so as to facilitate them to provide better pay and other facilities to their teachers.

In view of the educational backwardness of the State, the locational factors also seem to inhibit the participation of children in Schooling, particularly girls. In addition to rural – urban disparities, the remoteness of habitations with rural areas seems to affect participation of children significantly. Mere availability of Schools does not ensure children's participation. More than the Schools the motivated teachers play a vital role in ensuring that children attend Schools regularly and take an active part in the
learning process. Though there has been an increase in overall number of School teachers in the State since 1990, the imbalance in allocation of teachers between the districts and within districts between rural and urban areas continues to be the major concern. The teacher – student ratio, which is an important factor for quality education, is far from satisfactory. The situation is more adverse in the eastern region of the State. Almost in all the districts, trained teachers with higher qualifications are generally concentrated in urban areas. Several factors including political and bureaucratic interventions, the lack of basic facilities like residential facility in remote rural areas and low motivation of urban teachers to serve in rural areas act as de-motivating factors. These factors undoubtedly influence pupil – teacher ratio. Moreover the teacher absenteeism is on the rise in UP and even when the teacher is present he or she does not teach the students. But teachers alone are not responsible for this. The teacher-taught asymmetrical ratio is also largely to be blamed. As per the Right to Education Act, 2009, there should be one teacher for every thirty students, a School with enrolment of sixty-one-ninety students in a single class cannot be handled by one teacher. Even more, the teachers of Primary and Upper Primary School are assigned the duties to collect population data for census, election duties and so on. All these things ultimately hamper both the classroom teaching and the quality of education.

‘Para – teachers’ (Shiksha Mitras) have been appointed to fill vacancies left by regular full-time teachers in UP. The trend for appointing para – teachers continued in the State till the last decade. The trend has also challenged teacher’s professional identities. Para – Teacher’s scheme may therefore serve the immediate purpose of universalisation of access to Elementary Education in the State. But replacing regular teachers with para – teachers is in general detrimental to the quality of education and the effectiveness of Schools. This also reduces the investment in improving the capacity of teachers in organising continuous education resource support and pedagogy renewal. There are three dimensions of School education in the State which are equally important: quantity, quality and equity. The quality of education at the Primary level is
particularly causing concerns. Independent evaluation studies (Pratham Survey) has revealed that the ability of students is very poor in reading, writing and mathematical calculations. The quality of Schooling generally depends on two parameters namely School facilities and the teachers’ efforts. The Public Report on Basic Education (PROBE) Team, 1991 found infrastructure in UP very poor in terms of blackboards, classrooms, playground, drinking water, toilets, maps or charts, toys, library and music instruments. Nine years later, the Annual Status of Educational Report (ASER, 2000) found some improvements in Schools’ infrastructure by massive educational intervention called District Primary Education Programme (DPEP). While DPEP and its successor programme SSA have obviously held in the current state of Schooling facilities but clearly far from the satisfaction with substantial properties of Primary Schools are still without the most basic essentials such as drinking water, toilets, furniture, teaching aids, first – aids, services and books, let alone more advance resources such as playgrounds, musical instruments and computer etc.

In general experts consider that both India and UP are not investing adequate financial resources to provide quality education for all as reflected in the trend of financial allocations made for Elementary Education to Annual as well as Five Years Plans. While it was proposed by the Education Commission (1964-66) and National Policy on Education (NPE, 1986-1992) that, the education and Elementary Education in particular does not suffer from a paucity of financial resources, in the state of UP wide fluctuations as far as the share of Primary Education to the total education is concerned are traceable in different Five Years Plans. UP's share was high in the total expenditure of education in First, Second, Third, Fourth, Fifth, Sixth and Seventh Five Years Plans, in the decreasing order as seventy per cent to thirty nine per cent from First to Seventh Five Years Plans respectively. In the Eighth Five Years Plan only forty four per cent was allocated to the State which was lower than the all India average. This declining trend remained constant during Ninth Plan (1997-2002). In the last few years (particularly during the Tenth Five Year Plan, 2002-07) a substantial shift
in financial allocations has taken place in favour of Elementary Education both by Central and State Governments. The analysis reaffirms that resources allocated to finance Elementary Education in Uttar Pradesh are greatly inadequate and fluctuating in terms of its ratio in total educational expenditure, in SDP and revenue expenditure as well as total resource allocations under various Five Years Plans. For ensuring additional resources to Universalisation of Elementary Education (UEE) significant adjustments in overall expenditure with Central assistance would be required. The Thirteenth Finance Commission (constituted in 2007 and continued in operation for the period of 2010-2015), has made a good beginning in this direction.

**Findings**

The major findings of the present study pertaining to the concerned State namely, Uttar Pradesh are listed in the following points:

1. Though there is a remarkable increase in enrolment and retention of children at both the stages of Primary and Upper Primary a large number of students in UP remain out of School. This needs to be taken care of in future.

2. Despite appointments being made every year, still there is shortage of teachers at both levels of education (Primary and Upper Primary) in UP. Though a large number of ‘para-teachers’ have also been appointed but the achievement falls short of the targets.

3. More than a decade has passed since the launch of SSA in UP but required infrastructure could not be created in all the Primary and Upper Primary Schools of the State. Whatever infrastructure is there, it has not been fully utilised.

4. It has been observed that teachers are generally absent and if found present they are involved in several non-teaching activities like eating, gossiping, School constructions, census, pulse polio eradication campaign and others. This hampers teaching in Schools.
5. The Village Education Committees (VECs) are not actively participating in the educational activities. As a result of which people's participation is weak.

6. The quality of education which largely depends on teachers and the infrastructural facilities of School are not good. Presence of highly qualified and trained teachers is not satisfactory. Students are generally weak in reading, writing and numeric abilities and in over all achievements in other subjects as well.

7. Mid-Day Meal is being implemented in all blocks of all the districts in the State but the quality of cooked meal suffers because of poor storage facility of food grains, unsatisfactory community involvement and ineffective supervision and monitoring at village level. Press reports in newspapers often highlight the issue and call for improvement.

8. Large number of centrally sponsored schemes is being run in the State. In all these schemes, UP requires more funding from the Centre because of its large population and relatively higher educational backwardness, as compared to other states.

9. The size pattern of financing Elementary Education also leaves much to be desired on a ratio of the State Domestic Products (SDP) and Gross Domestic Products (GDP) in the State and the national level. Wastage is also reported in utilisation of funds.

10. There has been a continuing problem of disparities in educational achievement of State in terms of gender, caste, religion and region. The girls and children from the disadvantaged communities such as SC, ST, minorities, working children, children living below the poverty line, children with special needs have historically remained excluded from their access to School. The Right to Education is less accessible to the children belonging to the backward regions.
Suggestions

In spite of various initiatives taken by the Government of India as well as the Government of UP to achieve the goal of UEE and ensure children’s Right to Education, disparities were observed in terms of literacy, access, participation, quality of education and learning outcomes as compared to the other States of the country specially the Kerala, where the hundred per cent literacy and better quality education have been achieved. These disparities threaten to undermine the efforts being made to achieve the goals of UEE in the State. Time has come now to make a clear shift in focus. It is not enough to bring all the children into the system but retaining them and make them learn is also important. The present study concludes by suggesting some of the ways through the Right to Education that may ensure the achievement of UEE in the State of UP.

1. The main constraint on Government of India (GOI) and Government of UP (GOUP) in reaching their goal of Universal Elementary School completion by 2015 is no longer school access but high student’s dropout. Thus to remove this hurdle, stronger commitment to dropout reduction and more effective intervention (based on local research on causes) are needed.

2. Improving student learning outcomes needs more than just setting goals and mobilising inputs. More concerted effort is needed to provide access and better learning outcomes particularly among SC, ST, minority, girls and disabled children.

3. Regular attendance of students is to be ensured so the mismatch between the official data and actual scenario regarding enrolment and retention can be cross-checked, minimised and removed at their best.

4. There is an urgent need for strategic thinking and decision making concerning the deployment of ‘Para-teachers’, taking into consideration equity issues, cost effectiveness, sustainability and its long term impact on the educational outcomes and quality of education.
5. In continuation of above, the problem of low pupil-teacher ratio and single-teacher schools can be improved by appointment of ‘para-teachers’. However there is a need for a proper training of ‘para-teachers’ as well as the regular teachers and their monitoring and supervision is required to sustain the quality of education.

6. As it was requested by GOUP, the funding pattern 60:40 under SSA should be changed in a manner that all additional expenditure arising out of the implementation of Right of Children to Free and Compulsory Education Act, 2009 may be borne by the GOI.

7. There is a complex relationship between poverty, child labour and School education. Children of poor parents face difficulties in attending School because of child labour. If parents have higher wages or better employment prospects, children would not be sent to work. The Government should focus on improving the employment and wage in order to have an impact on reducing the child labour market. This will help in improving enrolment.

8. Local level studies are required to establish the interconnection between poverty, child labour and Schooling. At the local level, a full-fledged survey is needed to explore the question of how the extent of poverty compels children to work, how working children have to dropout of School and whether they work on regular basis after dropping out.

9. This study finds that the cost of educating their children is one of the important reasons why many poor parents withdraw their children from School. It is also important to reduce the costs of Schooling for parents. The State needs therefore, to play a pro-active role in reducing private costs of education and improving the quality of education.

10. In order to make UEE successful, effective assessment and monitoring system needs to be put in place. This would take into account both supply of education and its demand and respond to issues of the availabilities and
location of School, and whether the facilities provided are being used effectively by the students or not.

11. Parental education (particularly the mother’s educational level) has a positive impact on the participation of children in Schooling and also on their learning achievements. Therefore greater attention should be given to adult education programme than has been the case in the past. Unfortunately, researches on School education and adult education have so far remained very limited in the case of UP. There should be more researches to explore vigorously the interface between adult education and Schooling access.

12. Independent and exemplary efforts are needed to conduct a detailed analysis of State's expenditure on Elementary Education as differentiated from the proportion offered as complementary funding under central grants received under SSA. How much investment is being made by the individual State Government towards building sustainable system of Elementary Education in terms of infrastructural development and maintenance, teacher supply, the development of learning materials and so on should be properly checked and examine by the Centre Government.

13. A large number of girls still face difficulties in entering Schools and continuing their education in UP due to gender discriminations by parents and society. To achieve the gender equality in education the Government needs to enhance its efforts to promote female access to education. There is a need to spread awareness among the families with girls about their educational needs and changing roles in the society, nation and world.

14. The teacher’s politics and non seriousness should be better addressed by improving teacher's accountability and effectiveness in teaching process. Parent– Teacher Associations (PTAs) need to be strengthened for each School by mobilising the community in general. A teacher code of
conduct should be agreed upon to be implemented and administered by a General Teacher Council that can discipline teachers for absenteeism and non performance. In addition to it, the teacher should be provided with improved and adequate School infrastructural facilities, proper training and good salary to concentrate on their real duty i.e. teaching. They should be made free from other duties that are given to them from time to time.

15. There is a need to re-examine the role of private educational providers. State Government must encourage them to participate in the process of both producing and providing Elementary Education on a larger scale. This would require identifying specific areas where such involvement would be more useful without diluting the responsibility of the State to provide free and compulsory education.

16. The community participation in achieving the goal of UEE is not upto the mark in UP as compared to some other States like Tamil Nadu, Kerala and Himanchal Pradesh. The bodies such as Village Education Committees (VECs), Parent–Teacher Associations (PTAs) and School Management Committees (SMCs) should be better involved in management and bringing improvement in learning process.

17. Last but not the least, comprehensive and concreted efforts will be needed to achieve the goal of Universal Primary Education (UPE) in India and UP by 2015 as mandated by the Dakar Declaration in the form of Millennium Development goals whereby the Right to Education in India and in concerned State would be available to every child without any discrimination.