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 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.

Bonesrnonning (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 quite 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 agriculture labour 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, Jeo (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.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>District</th>
<th>Block</th>
<th>Schools</th>
<th>Respondents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lucknow</td>
<td>Mohanlalganj</td>
<td>50</td>
<td>150</td>
<td>250</td>
</tr>
<tr>
<td>2</td>
<td>Unnao</td>
<td>Hillauli</td>
<td>50</td>
<td>150</td>
<td>250</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100</td>
<td>300</td>
<td>500</td>
</tr>
</tbody>
</table>
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 $2/3^{rd}$ 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.
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