

Critical Study of the Infrastructure and Status of Primary Schools in Uttar Pradesh: With Special Reference to Sonbhadra District

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Abstract

The progress and development of any country and society depend on the education of the citizens of that country, the purpose of education is not only to give verbal knowledge to the person but also to guide and build character as well as to make him financially capable. Literacy in India, especially adult literacy, has been a national priority since independence, to illiteracy in the country, the Government of India made various provisions, in which students from 6 to 14 years of age were given free and Compulsory Education. The right to Education Act was passed in the Parliament of India on 4 August 2009. And was implemented in the whole country on 1st April 2010, making India one of the 135 countries to make education a fundamental right of every child. It was the responsibility of the state government to ensure the availability of compulsory and free elementary education to children of 6 to 14 years, admission in the school for the primary students, their attendance should be ensured and the quality education should be provided to them. To arrange a school in the neighborhood of the students, there should be no discrimination against the children of weaker and backward classes and to arrange physical infrastructures like buildings, teacher teaching-learning material, curriculum and training for teachers, and free books, is the responsibility of the state government to provide school uniforms, mid-day meal facilities. Sarva Shiksha Abhiyan 2001 recommended the opening of preschools at every 1 kilometer and upper primary school at 3 kilometers and teachers, Shikshamitras appointed in every school so that quality education could be provided. Despite all these efforts of the government, special progress is not being seen in the field of primary education, the increasing attraction of students and parents towards private schools is also an important component. Even after these arrangements and efforts of the government, the desired result is not being achieved, so this is a very serious and worrying topic, which the government and policymakers need to be considered, keeping this subject in mind, The research selected the topic for the critical study of the schools.

Key Words :- Adult literacy, Curriculum, Primary, Sarve Shiksha Abhiyan, Mid Day Mil

Introduction

Primary education is the priority thing in the life of every nation, it is the first step, and only after successfully crossing it, a nation reaches its desired goal. No other subject has a close relationship with national life as primary education, the important place in the formation of national ideology and character is of primary education, as much

as any other social, political, or other educational activity. In this way, we can say that the education of the individual or the education of the common man is the basis of national progress. The Indian education system has been talked about in three major levels: primary, secondary, and higher education. Primary education in which there is from classes 1 to 5 and upper primary

education is from classes 1 to 8, in which provision has been made for upper primary education for the age of students from 11 to 14 years. The Education Commission (1964-66) has named education from classes 1 to 5 as lower primary education and education from classes 6 to 8 as upper primary education, according to the age of the students of primary education, their mental, educational, and keeping in mind the physical characteristics, there is a need to create an environment of the school for the all-round development of the students, the idea of compulsory primary education is a product of the democratic governance system, in which the state government will make arrangements for compulsory and free education to all its citizens, The system of providing free and compulsory primary education was first made by Sweden in 1842, followed by America in 1860, Norway in 1870 and 1905 Hungary and Portugal and Switzerland made primary education compulsory. As far as India is concerned, due to the establishment of foreign rule here, the education system was not under their authority, but the educationists here kept advocating to make primary education compulsory and free, but they could not get success. In 1882, Dadabhai Naoroji founded the Indian In front of the Education Commission (Hunter Commission), a demand was made to make primary education compulsory and free, although this demand was cancelled by the British Government, In 1911 Bal Gangadhar Tilak made the demand to make primary education compulsory. Apart from this, Gopal Krishna Gokhale while presenting his bill on primary education before the Central-Dhar - Sabha on 16 March 1911, said that "the purpose of this bill is to gradually implement the principle of compulsory in the primary education system of the country." Many efforts were made to make primary education compulsory and free but without success. India sees the sunrise of independence on 15 August 1947, freed from slavery, in which various schemes and legal provisions are ensured

for the people of the country, education was also one of those legal provisions which the government has given priority. And in Article 45 of the Constitution, a provision was made to make primary education compulsory and free. It said that within 10 years of the coming into force of the Constitution, the State shall provide 'an opportunity to all children of its territory to provide compulsory education up to the age of 14 years ', but the constitutional provisions of 1950 state rules and the National Education Policy announced by the Center. And despite implementation programs, the goal of making primary education successful and sending all boys and girls between the age of 6 to 14 years to school and completing primary education could not be achieved. Seeing the serious problem, the government had to make provision for education in the constitution and connecting education with life said that ' the more important person is to survive, the more important a person is to get an education and after 6 to 14 years. The responsibility of providing education to children was declared a fundamental duty, through the 73rd Constitutional Amendment Act, Panchayats and Municipalities were empowered to prepare and implement plans for educational development.

The rationale of the research study:-

Like human life, the circumstances of the country also have their ups and downs, in this case, the story of India has been very interesting, from the glorious past to achieving independence after a long struggle and now becoming a country with ambitions to become a global superpower. And all this is possible only when education can be provided to all the recruits, for which the Government of India is making efforts. Various commissions, committees, and policies are included in whatever efforts have been made to improve the country's education system since independence. The fact is that we have paid late attention to the education of primary and especially rural students. Radhakrishna Commission (1948-49) was formed, for primary education, B.

Yes. Kher Committee 1951 whose recommendations became part of the Mudaliar Commission (1952-53). Based on important suggestions regarding primary education, policies like University Education Commission (1964-66), National Education Policy (1968), National Education Policy 1986, National Education Mission 1988, Sarva Shiksha Abhiyan 2001, National Education Act 2010, Enacting an Act which has achieved success in the field of primary education, but primary education has not yet been accessible to all, UNESCO Global Education Monitoring Report 2016 said that 'going at the current pace, the target of universal primary education in India by 2050 can only be obtained. The infrastructure of primary education has not yet been developed properly, and quality and material resources come after this, the irony is that even after 72 years of independence, we are getting the basic needs of our education including curriculum, social, and cultural life. Key issues like attached values, all-round development of students, development of physical, the mental ability of students, education in the mother tongue, free from fear, apprehension, and worry, and providing a free environment among students hold a special place, along with school. The number of teachers, the presence of teachers, the way of teaching, the solution of the problem related to the subject, the leadership ability of the teacher affects the mind of the students studying in the school, as well as the physical structure of the school in which the students are Clean, clean, ventilated room, seating table, chair, electricity system, clean drinking water, toilets, issues such as majorly affect the school environment. The report 'Asar' by an education-focused Indian NGO (Pratham) shows that after the enactment of the Right to Education Act, there has been a huge increase in the number of schools and enrollment, but the quality of education has declined. According to the survey, the general public's confidence in the

government school is decreasing, R. The positive effect of the T.E Act is that there has been an increase in school enrollment of 6 to 14-year-old students, but children are not able to learn even simple skills in school. As per the ASER report (2018), only about 73 percent of Class 8 students can read at least Class II level text, and a large number of first-generation students whose families have not attended school before. This situation needs to be viewed with more seriousness, in such a situation, the role of the teacher-parent association in primary schools in rural areas has to be clarified to maintain the quality of education. Keeping these reasons in mind, the research topic has been selected by the researcher.

Research Title-

"Critical study of education and structure of primary school located in Sonbhadra district of Uttar Pradesh"

Purpose-

1. To conduct a critical study of the attendance of students studying in primary school.
2. Presence of teachers working in primary schools and critically studying numbers.
3. To critically study the status of primary school structure and material resources.
4. To critically study the facilities and mid-day meal scheme provided by the government to primary school students.
5. To make a critical study of the role of the Village Education Committee and Teacher Parent Association constituted for the development and protection of primary schools.

Research Method-

The present study has been done based on observation and interviews. In which the following main points have been included in the overview of the school. Status of school, condition of the school building, number of rooms in the school, facility of drinking water, laboratory, electricity, playground, number of teachers, library, seating facility for students, enrollment status, computer facility, students Major issues such as the provision of toilets for Observation and data has been collected on these key points from

the teachers, principals, parents associated with the school.

Population Benchmark-

For the present study, a critical study has to be done on the education of primary schools located in the Sonbhadra district, in which

20 primary schools have been selected on an objective basis out of 1864 primary schools located in Sonbhadra for the population. In Sonbhadra, out of 10 development blocks, 5 primary schools of 4 development blocks have been selected.

Serial Number	Primary School name	Name of Development block	Number of students	Attendance of students	Teacher	Number of Rooms
1	Primary School Korat	Chopan	126	70	2	4
2	Primary School Shilpi	,	102	58	2	5
3	Primary School Rijul	,	101	62	3	3
4	Primary School semi a	,	226	125	3	6
5	Primary School Garhwal	,	247	129	4	5
6	Primary School Tarawa	Roberts Ganj	201	113	3	4
7	Primary School sukrit	-	248	149	2	5
8	Primary School belahi	-	121	101	2	4
9	Primary School markundi	-	146	94	2	5
10	Primary School salkhan	-	156	82	3	6
11	Primary School chigori	Ghorawal	102	68	2	4
12	Primary School lohandi	,	123	72	4	5
13	Primary School dhanwal	,	140	71	3	4
14	Primary School morahi	,	154	98	5	7
15	Primary School gurwal	-	230	105	4	6
16	Primary School tiara ar	Chatra	102	52	2	3
17	Primary School Bhawani Gaon	-	121	54	3	5
18	primary school sirhi	-	115	59	3	4
19	Primary School Narokhar	-	143	85	4	6
20	Primary School karmav	-	168	103	3	5

Table numbers 1 to 20 is indicated in the form of primary schools (classes 1 to 5), in which enrollment number of students, attendance, number of rooms in the school, and number of teachers have been indicated.

Main Results / Conclusion-

1- Under the Sarva Shiksha Abhiyan, mainly 4 major points were emphasized, with the most important being enrollment. To ensure 100% enrollment of students in schools, the government has made arrangements for various government schemes, including mid-day meals, scholarships, dresses, free books, etc. The effect of all these schemes was that the enrollment number has increased but the attendance of students is very less relative to the enrollment. The researcher himself is from a rural environment, and on inspection and talking with parents, and teachers of the school, it came to light that many students are enrolled in the school, but they are studying in a private school in the city. In this situation, the condition of rural primary schools remains pathetic in terms of the attendance of students.

2- In the schedule of the Right to Education Act 2009, the student-teacher ratio (PTR) for primary education has been set at 30:1 respectively, but the reality is different from this, the researcher recorded the number of teachers appointed in the schools during the inspection. After analyzing and studying the data received, it concludes that the number of teachers is less in proportion to the enrollment of students in schools, the recruitment of 69 thousand teachers in the state in 2019 has overcome this problem to some extent, but now And there is a need to recruit teachers so that the number of teachers in each school can be increased. The Minister of State, Ministry of Human Resource Development (Department of School Education and Literacy) presented the state-wise data of teacher-student ratio on unstarred question number 2701 dated 12.03.2018, in which the vacant posts of teachers in Uttar Pradesh are as follows, the total sanctioned posts till 31.03.2017. The number is 759,828, in which the number of teachers appointed is 535,501, and the number of vacant posts of teachers is

224,327. This number is from 4 years ago, now the number of vacant posts of teachers has increased further, in such a situation it is a bit difficult to provide quality education in schools, but not impossible. In the above table, the ratio of the number of students to the number of teachers is visible in almost every school, 40:1.

3- In the Sarva Shiksha Abhiyan 2001, it was recommended that new primary schools should be opened in every village, in which teachers, students, seating facilities, electricity, toilets, clean drinking water, and all material resources should be provided. But even after this recommendation, the problem remains. During an inspection at many places, it can be seen that the building has been built, but due to its poor maintenance, its condition has become dilapidated. Amar Ujala's daily report was published in the newspaper on 24 October 2018, in which it was written that Karera Gram Panchayat of Sonbhadra district is such that even today electricity has not reached. Under the Saubhagya scheme in the village panchayat Kadra of Chopan development block, electricity was reached for the first time in 2017 to assess the situation. Except in some schools, students are not getting the facility to drink clean water, in some places the students are compelled to drink water from open places. The condition of the door in the toilet was pathetic. There were many such schools whose doors were broken or in dilapidated condition. During the inspection, the system of cleanliness in the school premises was also not good.

4- The government's most ambitious scheme of primary education is the Mid-Day Meal Scheme, in which mid-day meal is provided to primary and upper primary students of classes 1 to 8. The purpose of this was to keep the students in the school and provide quality education to the students and provide daily nutrition and energy. But the apathy of the officials of the Education

Department and the low level of rice and wheat from the Public Distribution System broke the room of this scheme. Due to the intervention of the village head, this scheme became more political, and less government, due to which corruption and irregularities started having more effect. During the inspection it was shown that the cleanliness of the cooking utensils was not good, more than half of the teacher's time is spent preparing food, distributing it, and maintaining the goods. According to the menu in schools, food is not even available every day, and the free books and clothes available in the school are also not available to the students on time. After discussing this topic with the teachers, I came to know that the money starts coming in November, while the session starts in July itself.

5 - In primary school, in the year 2005, the state government formed the village education committee and teacher-parent union to maintain the quality of the school and to look after the physical resources of the school. In the village education committee, the village head is the chairman of the education committee, and the members of the village panchayat are its members. The work of the Gram Panchayat Education Committee was to implement and maintain the schemes related to school development such as clean drinking water, construction of boundary walls, and repair of the school on the ground, but during the inspection, it was seen that both the Village Education Committee and the Teacher Parent Association far from his active role. There was a register of teachers' parent associations in the schools, but no subject related to the meeting was mentioned. After talking to the teachers, I came to know that whenever parents are called for a meeting in the school, their attendance is very disappointing, in such a situation, we also finish our work by doing paperwork. Due to this the Village Education Committee and Teacher Parent Association are not able to fulfill their real purpose.

Conclusion :

After studying and analyzing the results, it was seen that even after the government's efforts, the results of primary education are not satisfactory. Even after spending crores of rupees the government, due to the apathy of the people working, the quality of education is not coming, then it is a very thought-provoking topic. India is doing well in terms of availability and equality of education, it is getting access to primary education to almost every child. But there is still a need to improve the level of learning of students, this has also been confirmed in public studies like National Achievement Survey and SIR. Providing good and quality education to school students requires a multi-pronged strategy and initiatives at various levels, including aspects related to the quality of education, including teachers, better conduct of classrooms, assessment of learning aspects to students, school infrastructure, school leadership, and community participation are key themes. During the inspection, it was seen that there is a need to make the Village Education Committee and Teacher Parent Association more effective and aware of the development of the school and for social engagement. Apart from this, the government should make it mandatory for teachers to post in rural areas for a certain period. On analyzing the data received in the schools, it was seen that the student-teacher ratio in most of the places was also not as per the set criteria. After talking to the teachers, I came to know that their duty is used in other work besides teaching work, whereas in other countries like America, Russia, Japan, Switzerland, and Sweden it is not so. Those teachers only do the work of professional teachers, apart from this they are not engaged in other work. According to the Right to Education Act 2009, teachers are not allowed to be involved in non-teaching activities. Even after this, teachers have to spend a large part of their time in such activities - such as mid-day meal management, administrative work, work like assembly, Lok Sabha, Panchayat

elections, and departmental meetings are included. Because of this also teachers are not able to concentrate on teaching their actual work. The biggest problem is that the students do not come to regular school, and the trust of the students and parents in the government schools is gradually decreasing. The reason for this is the structure of the school, the teachers present in the school, their working style, teaching-learning not being effective, and not using the subject-wise teaching-learning material according to the interest of the students. The qualification of teachers appointed in primary school is also more than the teachers of private schools. In this situation, the quality of education can be maintained.

The report of the 71st edition of the National Sample Survey shows that a large number of children in rural areas are getting the benefit of mid-day meals. To bring them

to school through food and to make them accessible to primary education. The need is that the administrative officers related to this scheme should work considering their duty and service and try to make it more effective, if the students are provided with nutritious food according to the cleanliness and the prescribed table, then the benefits of this scheme will benefit both enrollment and quality. can be improved and primary education can be made more effective and accessible to all. Along with this, the government will have to ensure the supply of necessary infrastructure, resources, and materials related to education and it is necessary to ensure the availability of clean drinking water, toilets, tables for sitting, electricity, distribution of books, uniforms to the students in schools, By which primary education can be made accessible and effective.

Context list

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