



## A COMPARATIVE ANALYSIS OF ACCESS AND QUALITY OF PRIMARY EDUCATION IN VARANASI AND GHAZIPUR DISTRICT

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### ABSTRACT

India has endeavoured to achieve universalisation of primary education since a long time. But a major breakthrough comes when the nation has launched Sarva Shiksha Abhiyan (SSA) in 2001 to Universalise Elementary Education (UEE) with special focus on girls' education. Further, Right to Education (2009) has strengthened the effort to achieve the goal of UEE. In spite of that, there are still some issues regarding the girls' education like gender gap in enrolment, separate toilets for girls, social stigma etc.

As we see the progress of Primary Education in Varanasi and Ghazipur District of Uttar Pradesh, there is tremendous achievement in enrolment of students in Primary Education. But the quality of education remains the major obstacle to fulfil the objectives of SSA. Primary Education (I-V) is the part of Elementary Education (I-VIII) and make the base of entire future of students as well as entire nation.

The results found in both districts shows that there is need to do more effort as infrastructure, benches and furniture, use of Information and Communication Technology (ICT), better environment of teaching and learning etc., to attract the students to enrolled in government Primary schools.

**KEY WORD:** Sarva Shiksha Abhiyan, Right to Education Act, ICT, etc.

### INTRODUCTION:-

Whenever we talk about education the first thing comes before us is 'what education is about?' There are so many dimensions of education; we can't define it in a single aspect. That's why many scholars defined it different way. Most acceptable definition is "the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of the national and international communities and whole of their personal capacities, attitudes, aptitudes, and knowledge."

Formal schooling of a person kicked off with Primary Education, it is regarded as the foundation for the entire superstructure of children's moral, spiritual, intellectual and physical development.

The present paper has tried to assess the current status of primary education in the districts of Varanasi and Ghazipur district. The researcher has collected 100 samples of students who enrolled in government primary grade (Class I-V) schools and 20 households in Varanasi and Ghazipur district. The common thing found during the survey is, students who enrolled in government schools mainly belong to those family who are socially and educationally backward. Both districts are the part of Eastern Uttar Pradesh and situated on the bank of river Ganga.



Since the inception of governments flagship programme Sarva Shiksha Abhiyan (SSA) in 2001, access to education increases unprecedented across the country and Varanasi and Ghazipur are not exception. 86<sup>th</sup> Constitutional Amendment (2002) and Right to Education (RTE) Act of 2009 make it obligation for the government to ensure each and every child (6-14 Age Group) of the country should get free and

compulsory access to elementary education (Class I-VIII) irrespective of caste, creed and gender.

The basic purpose of the present study is to focus on quantitative and qualitative aspect of education in districts of Varanasi and Ghazipur. In quantitative aspect both the districts make a tremendous progress on par with the entire country but quality of education provided at school paints a gloomy picture and raises some serious concerns.

#### REVIEW OF LITERATURE:-

*“The most distinctive feature of our economic system is the growth in human capital. Without it there would be only hard manual work and poverty.”*

.....T. W. Schultz

A comprehensive review of available literature on the subject under study is essential for any authentic investigation. Such an activity helps in defining the subject formulating the objectives, deciding methodologies and discussing and analysing the findings of study.

As per **Govt. of India's Economic Survey (2016-17)**, India can ameliorate her problem of mass impoverishment by enhancing human capital by investing in nutrition, health, education and by providing appropriate skills for employment. Much of the impoverishment in India today can be addressed by enhancing human capital by investing in nutrition, health, education and by providing appropriate skills for employment.

The **report of The Annual Status on Education Report (ASER) 2016** by the Pratham Education Foundation highlights shortcomings in the school educational outcomes in India's rural areas. At the all India level, the enrolment marginally increased for all age groups between 2014 and 2016. The enrolment for the age group 6-14 increased from 96.7 per cent in 2014 to 96.9 per cent in 2016. However, in some states, the fraction of out of school children (age 6-14) increased between 2014 and 2016. These include Madhya Pradesh (from 3.4 per cent to 4.4 per cent), Chhattisgarh (from 2 per cent to 2.8 per cent), and Uttar Pradesh (from 4.9 per cent to 5.3 per cent). In 3 States, namely, Rajasthan (9.7 per cent), Uttar Pradesh (9.9 per cent) and Madhya Pradesh (8.5 per cent) the proportion of out of school girls (age group 11-14) remains more than 8 per cent.

As far as matter of quality education concerned the situation is still pathetic. Only 42.5% children of Std III can read Std I level text, 27.7% of Std III children could do a 2 digit subtraction and only 26% children of Std V could do simple division problems in 2016.

**Dongre, Ambrish and Kapu, Avani (2016)**, analyzed “Trends in Public Expenditure on Elementary Education in India”. Result has shown that decline in spending as a proportion of Gross Domestic Product (GDP) despite an increase in nominal terms between 2011-12 to 2014-15. There has been increase in per student expenditure by 37% in 2014-15 from 2011-12. But there has been variation across the states.

**Dreze and Sen, (1996)** made distinction between the “instrumental” and “intrinsic” value of education. The former refers to education as a means to improve opportunities for social and economic mobility measured in terms of employment and income growth, whereas latter refers to improvement in quality of life of an individual going far beyond the quantifiable benefits that education provides. While both are important but recent years have seen too much attention paid to instrumental values.

**Kiran Bhatta (2016)** in her paper “A Vision for Quality Education”, highlighted to adopt balance approach of scientific temper along with social science perspective in teaching. Social science perspective engenders an important link with the core areas of thought for critical enquiry, historical review and structural analyses. These are as basic to the educational development as are the essentials of science and math for an individual.

**Ramachandran, Vimala. (2016)** has asserted that to bring greater gender equality and social justice three things would be required namely ‘meaningful access to education, non- discrimination and foregrounding gender in the construction of knowledge.’

### According to Planning Commission's Evolution Report on Sarva Shiksha Abhiyan (2012)

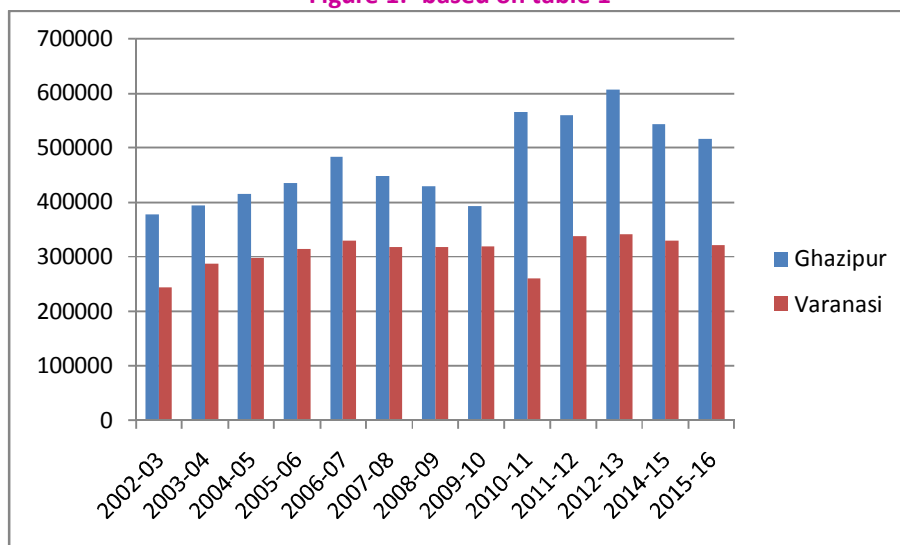
In the initial years of the scheme from 2001 to 2003-2004, the programme was under-resourced. In 2004-2005, a cess of 2% on all Union taxes and duties was levied to earmark funds for the programme.

**Biswas, Prarthita (2014)**, "Sarva Shiksha Abhiyan (SSA) in the Context of RTE Act, 2009". In this paper Biswas has written about the SSA with reference to RTE Act and evaluate that at what extent SSA is successful in Universalisation of Education. First of all there is outline of SSA programme and its role in social justice through UEE. There are active role of different stakeholders like Panchayati Raj Institutions (PRIs), the School Management Committees, the Village Education Committees, the Parents' Teachers' Association, the Tribal Autonomous Councils in the management of elementary schools. Besides, there is a partnership between Central, State and Local government and States have opportunity to develop their own vision of elementary education.

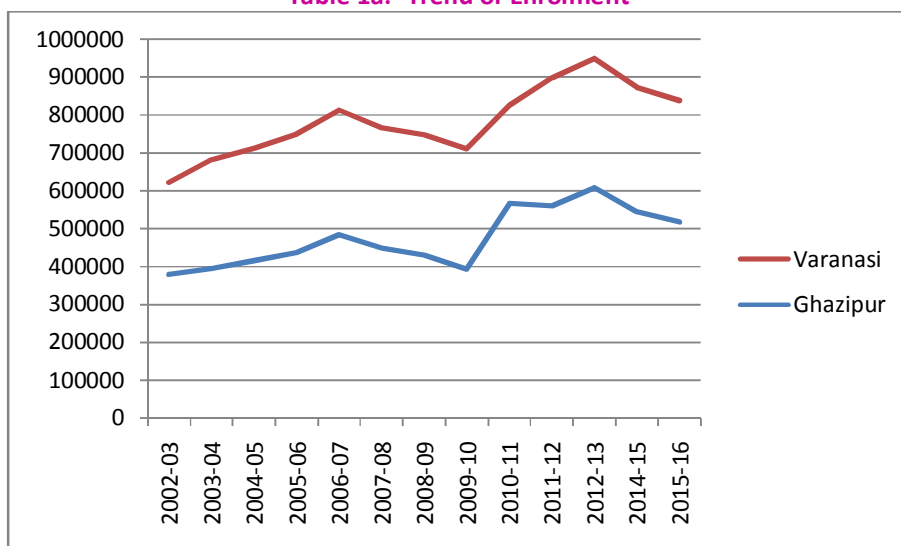
**Table 1: Total Enrolment in Primary Schools (I-V) since 2002-03.**

Year	Ghazipur	Varanasi
2002-03	378633	243843
2003-04	394315	287989
2004-05	415793	297422
2005-06	435019	313954
2006-07	482641	329444
2007-08	448408	317751
2008-09	430005	317851
2009-10	393070	318712
2010-11	565222	260005
2011-12	559704	338556
2012-13	606781	341890
2014-15	543875	329394
2015-16	516224	322018

**Figure 1:- based on table 1**



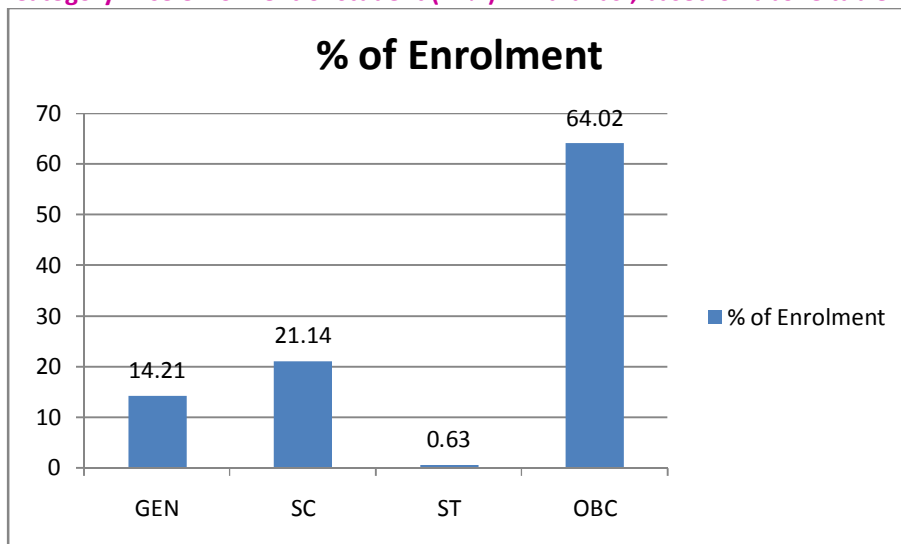
**Table 1a:- Trend of Enrolment**



**Enrolment of students in Primary Schools in Varanasi District in 2016-17.**

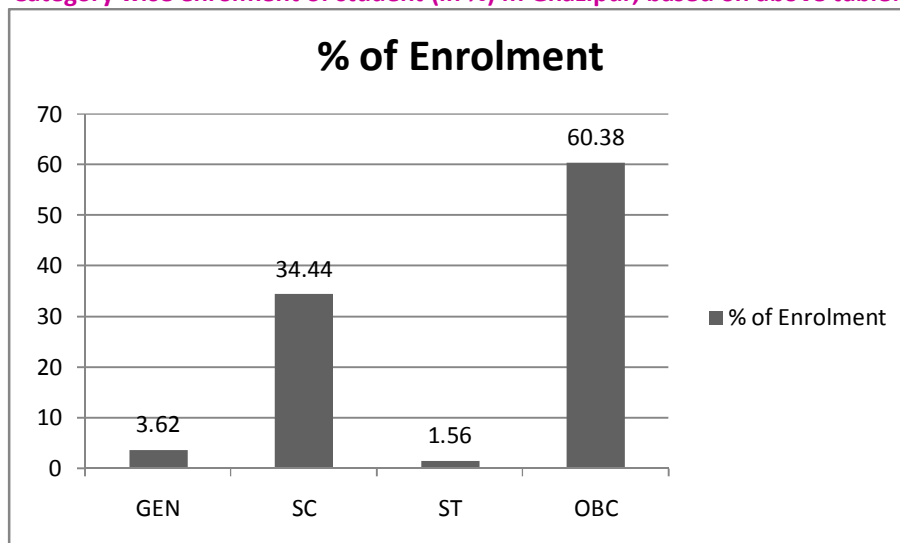
Category	Boys	Girls	Total
1 - General	25499	20736	46235
2 - SC	35335	33466	68801
3 - ST	1107	932	2039
4 - OBC	106651	101675	208326
<b>Total</b>	<b>168592</b>	<b>156809</b>	<b>325401</b>

**Category wise enrolment of student (in %) in Varanasi, based on above table:-**



**Enrolment of students in Government Primary Schools in Ghazipur District in 2016-17.**

Category	Boys	Girls	Total
1 - General	3544	3945	7489
2 - SC	34394	36800	71194
3 - ST	1578	1640	3218
4 - OBC	57627	67218	124845
<b>Total</b>	<b>97143</b>	<b>109603</b>	<b>206746</b>

**Category wise enrolment of student (in %) in Ghazipur, based on above table:-****OBJECTIVES OF THE STUDY:-**

The objectives of study are based on the overall objectives of Sarva Shiksha Abhiyan and field survey of districts of Varanasi Division. Basic focus of SSA's goals is on enrolment, bridging gender gap, to maintain quality of education and retention of children. Along with it economic aspects of SSA have been included such as annual allocation of budget by Government of India and per student expenditure to highlight Cost-Benefit Analysis of the scheme.

1. To analyse access to primary education in Varanasi and Ghazipur district.
2. To analyze quality of education in government primary schools.

**HYPOTHESIS:-**

**H<sub>01</sub>**:- District wise enrolment of students is not associated to social category.

**H<sub>A1</sub>**:- District wise enrolment of students is associated to social category.

**H<sub>02</sub>**:- Quality of Students is independent to the spatial distribution in the districts of Varanasi and Ghazipur.

**H<sub>A2</sub>**:- Quality of Students is not independent to the spital distribution in the districts of Varanasi and Ghazipur.

**METHODOLOGY:-**

Researcher has conducted random sampling and personal interview method to collect the sample of 100 students who enrolled in government primary schools and 20 households whose children enrolled in these schools of Varanasi and Ghazipur District. Secondary data of the districts has been taken from the Basic

Shiksha Adhikari (BSA) office of the respective districts and the website of National University of Educational Planning and Administration (NUEPA).

To analyse the findings of the study **Chi Square Test** have been used along with appropriate tables and figures.

#### Analysis:-

**H<sub>01</sub>**:- District wise enrolment of students is not associated to social category.

**H<sub>A1</sub>**:- District wise enrolment of students is associated to social category.

**Chi-Square ( $\chi^2$ )** test has been used to test the hypothesis with help of SPSS software.

Formula of Chi Square is-

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

where **O** = observed frequency, and

**E**= expected frequency

#### Category \* District Cross tabulation

Count

	VAR00007		Total
	Varanasi	Ghazipur	
General	6	5	11
Category OBC	34	26	60
SC/ST	10	19	29
Total	50	50	100

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.951 <sup>a</sup>	2	.139
N of Valid Cases	100		

$\chi^2$  cal = 3.951 for 2 degree of freedom (d.f.) and as shown in table.

$\chi^2$  tab = 5.991 at 5% level of significance for 2 degree of freedom.

That is,

$$\chi^2 \text{ cal} < \chi^2 \text{ tab}$$

Hence, **H<sub>01</sub>** is accepted and **H<sub>A1</sub>** may be rejected at 5% level of significance for 2 degree of freedom.

It proves that district wise enrolment of students in sample is independent to social category (General, OBC, SC/ST) in both districts.

**H<sub>02</sub>**:- Quality of Students is independent to the spatial distribution in the districts of Varanasi and Ghazipur.

**H<sub>A2</sub>**:- Quality of Students is not independent to the spital distribution in the districts of Varanasi and Ghazipur.

**EduQual \* District Crosstabulation**

Count

		VAR00007		Total
		Varanasi	Ghazipur	
Edu Qual	Good	17	13	30
	Average	11	15	26
	Poor	22	22	44
Total		50	50	100

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.149 <sup>a</sup>	2	.563
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.00.

$\chi^2$  cal = 1.149 for 2 degree of freedom (d.f.) and as shown in table.

$\chi^2$  tab = 5.991 at 5% level of significance for 2 degree of freedom.

That is,

$$\chi^2 \text{ cal} < \chi^2 \text{ tab}$$

Hence, **H01 is accepted and HA1 may be rejected at 5% level of significance for 2 degree of freedom.**

The observation of the finding shows that there is no statistically significant relationship between educational qualities of students with spatial distribution of districts of Varanasi and Ghazipur.

**FINDING AND SUGGESTIONS:-**

Further, the observation of field survey has raises some critical concerns that need to be addressed which are following:-

Many teachers claim that due to workload of non-teaching works, teaching realed activities adversely affected. So, government should make provision for staffing Clerks at each primary school to address the problem. In recent times it observed that enrolment in government schools is decreasing (**from Figure: 1a**) in both the districts. The reason behind this are government schools are not attractive for the parents and children due to lack of basic facilities and low quality of education as compare to private schools. As well as household's income gradually increasing during last couple of years due to which many parents including who belong to disadvantage communities like SC/ST and OBCs prefer to send their child in private schools, especially male child.

- Grants received by schools in three heads under SSA, namely SDG (School Development Grants), SMC (School Maintenance Grants) and TLM(Teaching Learning Material). The amount received is meagre to meet the requirements.
- So, Govt. Should hike the amount to reasonable level for proper functioning of the schools.
- In spite of separate toilets for boys and girls in schools, children do not use them due to lack of hygiene in about 75% schools. The reason behind this schools do not have own sweeper staff (safai karmchari), they depend on Safai karmchari of Gram Sabha who came to school weekly or 2-3 days in a month. That cause pathetic conditions of toilets and surrounding areas.
- Some schools located in crowded and closed areas where sunlight does not reach to classrooms and caused ventilation problem.
- Many schools have not electricity in spite of electricity connection.

- Benches, furniture, use of ICT should be provisioned to attract children and raise the enrolment in primary schools vis a vis private schools.
- Scholarship to student should be started again to raise the level of enrolment.
- Parents are reluctant about the education of children who are enrolled in primary schools. Many children and other respondents had claimed that parents are lacking interest in their home work that may be another reason for low quality education. There is need to awareness about parents.
- Some schools do not have separate classroom for each Class such as students of Std.II and Std. III seat together that cause inconvenience and confusion among students and teachers as well as learning ability of the students.
- Average rate of attendance of children declined during cropping season.
- Attendance of girls children is low as compare to boys student.
- Boys and girls should be taught to think about gender equality from an early age and the curriculum should include gender studies with appropriate teacher training.
- Currently spending on education is low in India, and stands at 3.4 percent of the GDP. This needs to be increased.

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