

The Status of Education

I. Introduction

1. Education is a key component of human development. Education has been accepted as a 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 for developing human capabilities for earning higher income. Educational levels are also closely related with other indicators of human development like fertility, mortality rates, etc. This chapter discusses the progress of education at different levels in the state and the various state initiatives taken in this direction and identifies critical areas for future development. Among other things, it examines the educational status at the state and district level, progress in educational infrastructure, recent government initiatives in the field of primary and secondary education, expansion of higher and technical education and public expenditure on education in the state. The chapter also identifies the future challenges and outlook in the field of education.

II. Status of Education

Educational Profile

2. Looking at the educational profile of the population in the state as revealed by the latest NSS round, we find that about two fifth of the urban females were illiterate in 2004-05 as compared to one fifth of

the urban males (Table 3.1). Still about 36 per cent of rural males and 70 per cent of rural females are illiterate. Only 15 per cent of rural persons and 37 per cent of urban persons had received education up to secondary level or above. About 14 per cent of the urban people and only 2.8 per cent of the rural people had received education up to graduate level or above. These figures are indicative of the poor level of educational development in the state and the challenges that lie ahead in this direction.

3. The NSS 61st Round also reveals that even now 20.6 per cent of urban children and 22.9 per cent of rural children in the age of 5-14 are not attending school (Table 3.2). The proportion of children and youth attending educational institutions drops sharply as one goes to higher levels of education. Thus, only 50.9 per cent of urban youth and 42.6 per cent of rural youth in the age group 15-19 is attending any educational institution. This proportion drops sharply to 16.8 per cent and 8.3 per cent in urban and rural areas respectively in case of age group 20-24. The attendance rate is found to be higher in urban areas and lower in rural areas for all age groups. It is also higher for males for all age groups and much lower for females in rural areas. In urban areas, however, the attendance of females is better than that of males for all age groups except age group 20-24.

Table 3.1: Educational Profile of Rural and Urban Population in U.P., 2004-05

| Category | Rural | | | Urban | | |
|------------------------|-------|---------|---------|-------|---------|---------|
| | Males | Females | Persons | Males | Females | Persons |
| Not literate | 36.2 | 69.8 | 52.9 | 20.5 | 39.4 | 29.3 |
| Literate up to primary | 21.7 | 13.3 | 17.4 | 21.3 | 16.9 | 19.2 |
| Middle | 19.8 | 8.8 | 14.3 | 16.4 | 12.7 | 14.7 |
| Secondary | 10.4 | 4.1 | 7.2 | 12.7 | 10.1 | 11.5 |
| Higher secondary | 6.9 | 3.1 | 5.0 | 11.3 | 8.9 | 10.2 |
| Diploma / certificate | 0.3 | 0.1 | 0.2 | 1.6 | 0.3 | 1.0 |
| Graduate and above | 4.5 | 1.1 | 2.8 | 16.1 | 11.7 | 14.0 |
| All | 100 | 100 | 100 | 100 | 100 | 100 |

Source: NSS 61st Round, Report No. 516

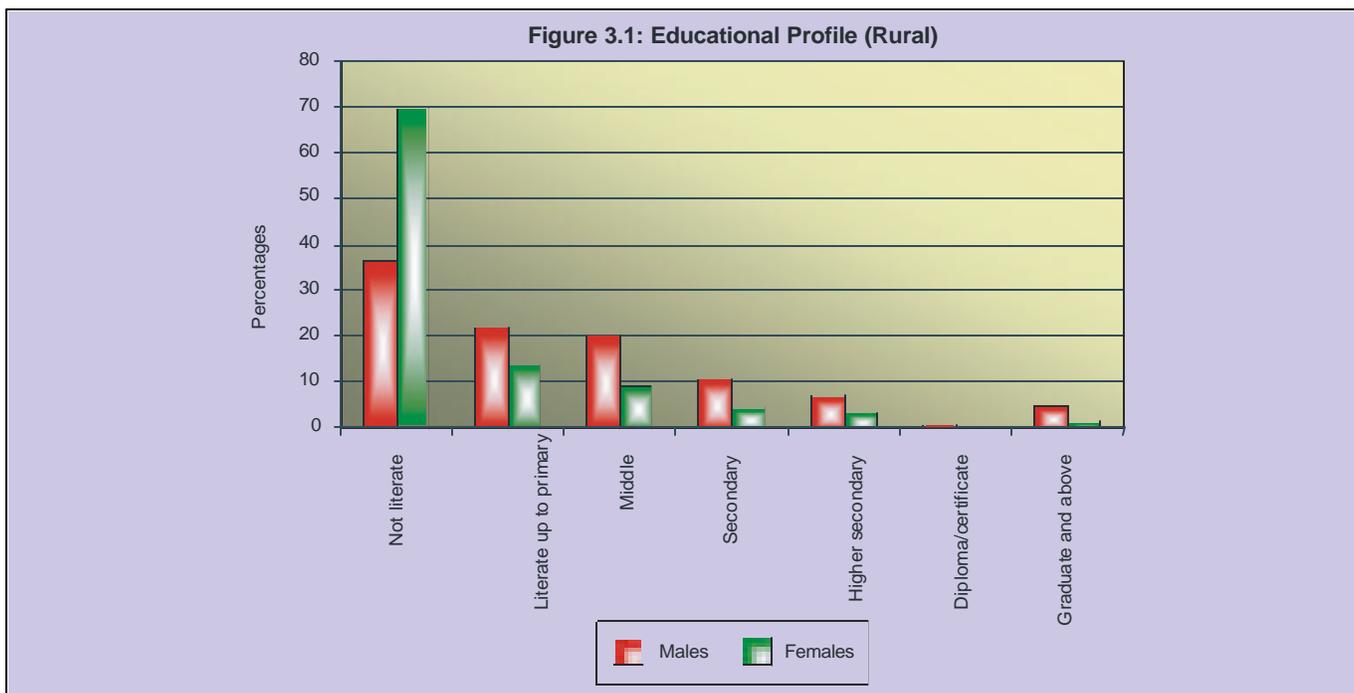


Table 3.2: Age Wise Attendance Rates in Educational Institutions, 2004-05 (%)

| Age groups | Urban | | | Rural | | |
|-------------|-------|--------|--------|-------|--------|--------|
| | Male | Female | Person | Male | Female | Person |
| 5-14 years | 80.6 | 73.0 | 77.1 | 78.9 | 80.3 | 79.6 |
| 15-19 years | 50.5 | 33.6 | 42.6 | 50.3 | 51.7 | 50.9 |
| 20-24 years | 13.2 | 3.8 | 8.3 | 19.9 | 13.2 | 16.8 |
| 0-29 years | 46.3 | 36.4 | 41.5 | 44.4 | 46.2 | 45.3 |

Source: NSS 61st Round, Report Number 516

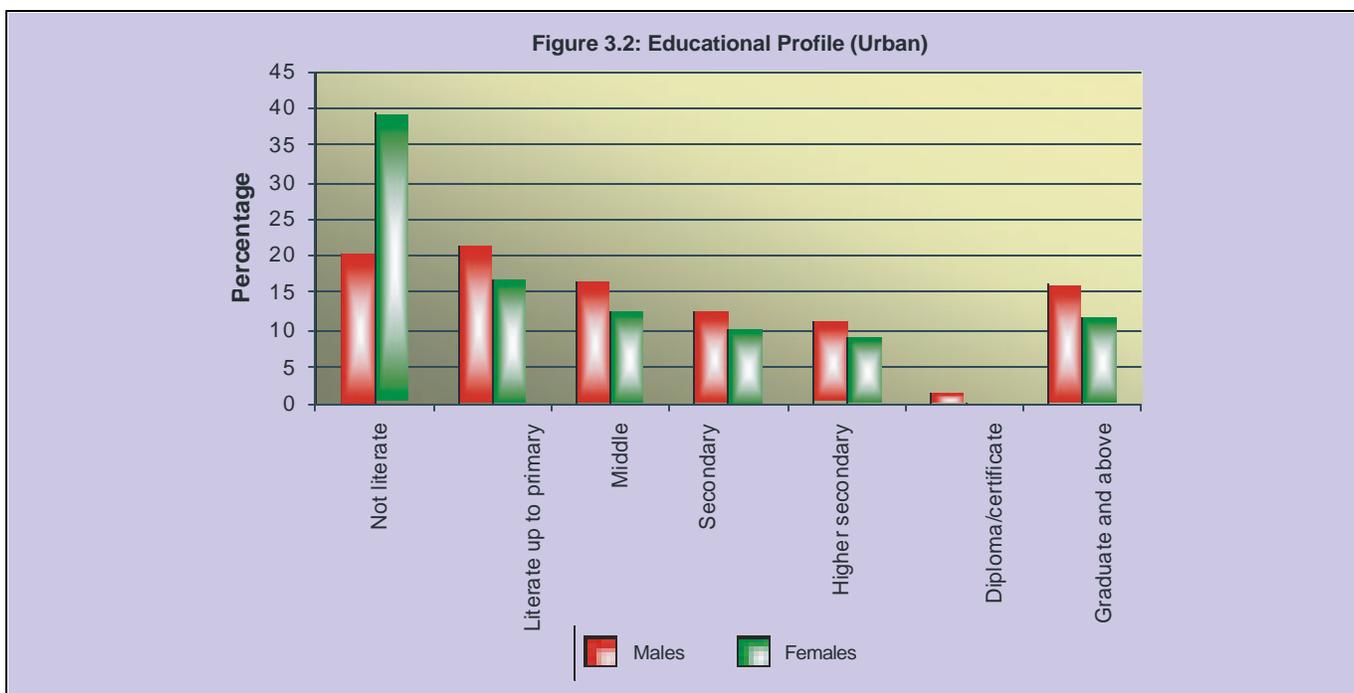


Figure 3.3: Age wise Attendance (Rural)

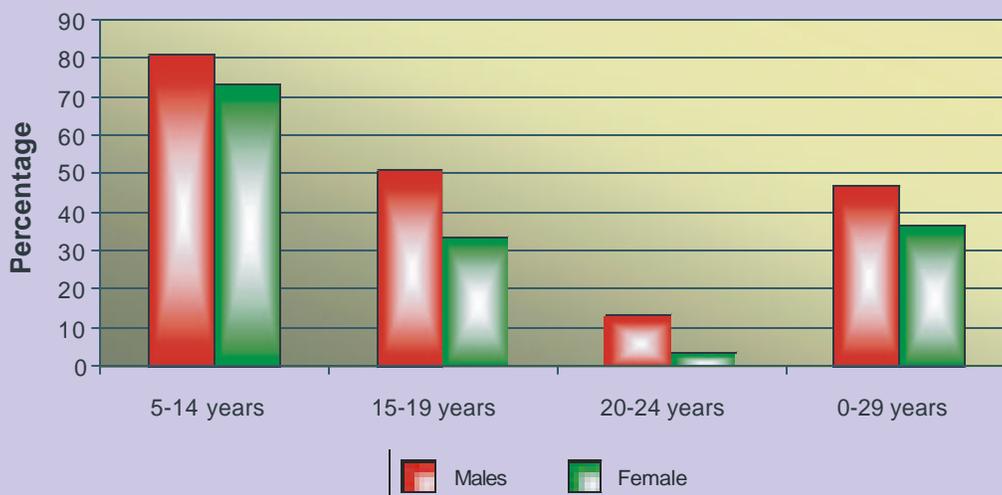
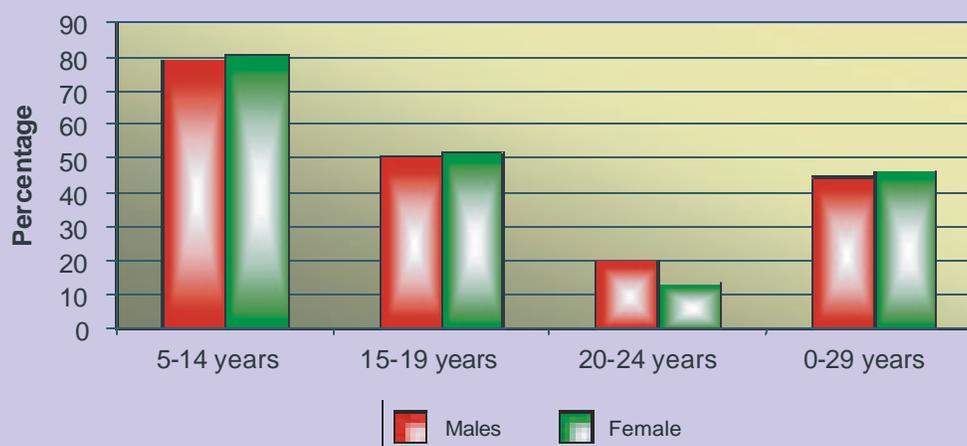


Figure 3.4: Age wise Attendance (Urban)



Trends in Literacy Rates

4. Literacy rate in Uttar Pradesh went up sharply from 40.7 percent in 1991 to 56.3 per cent in 2001. However, the state still lags behind the national average in this respect (64.8 per cent). Literacy rates differ widely between rural and urban areas and between males

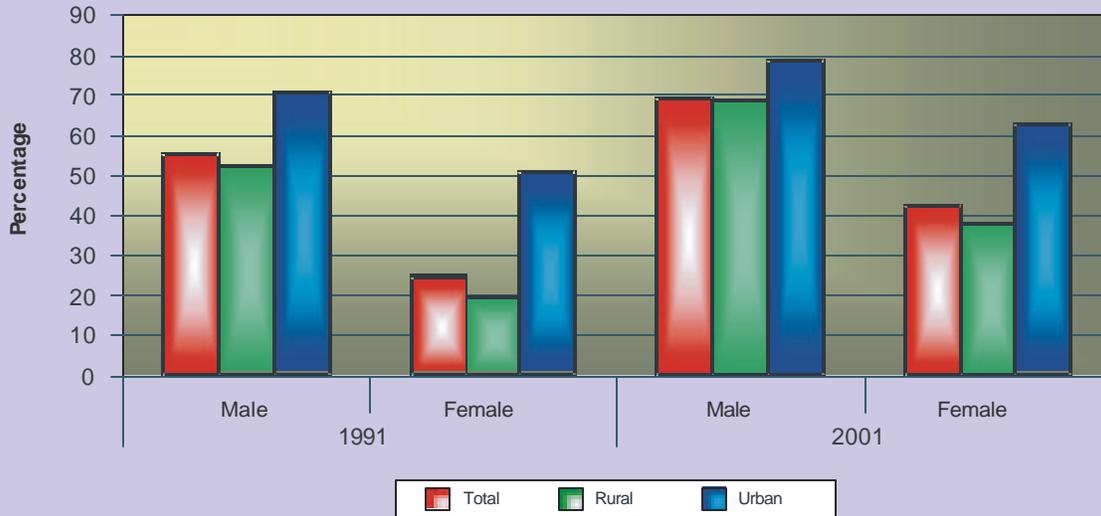
and females. Thus, literacy rate in rural areas in 2001 was only 53.6 per cent as compared to the literacy rate of 70.8 per cent in urban areas. The male literacy in UP is 68.8 percent and female literacy 42.2 percent. The corresponding figures at the national level are 75.3 per cent and 53.7 per cent respectively.

Table 3.3: Literacy in UP by Sex and Area: 1991 and 2001 (Percent)

| Type | 1991 | | | 2001 | | |
|-------|--------|------|--------|--------|------|--------|
| | Person | Male | Female | Person | Male | Female |
| Total | 40.7 | 54.8 | 24.4 | 56.3 | 68.8 | 42.2 |
| Rural | 36.7 | 52.1 | 19.0 | 53.6 | 68.0 | 37.7 |
| Urban | 61.0 | 70.0 | 50.4 | 70.8 | 78.3 | 62.2 |

Source: Census of India

Figure 3.5: Literacy in UP by Sex and Area

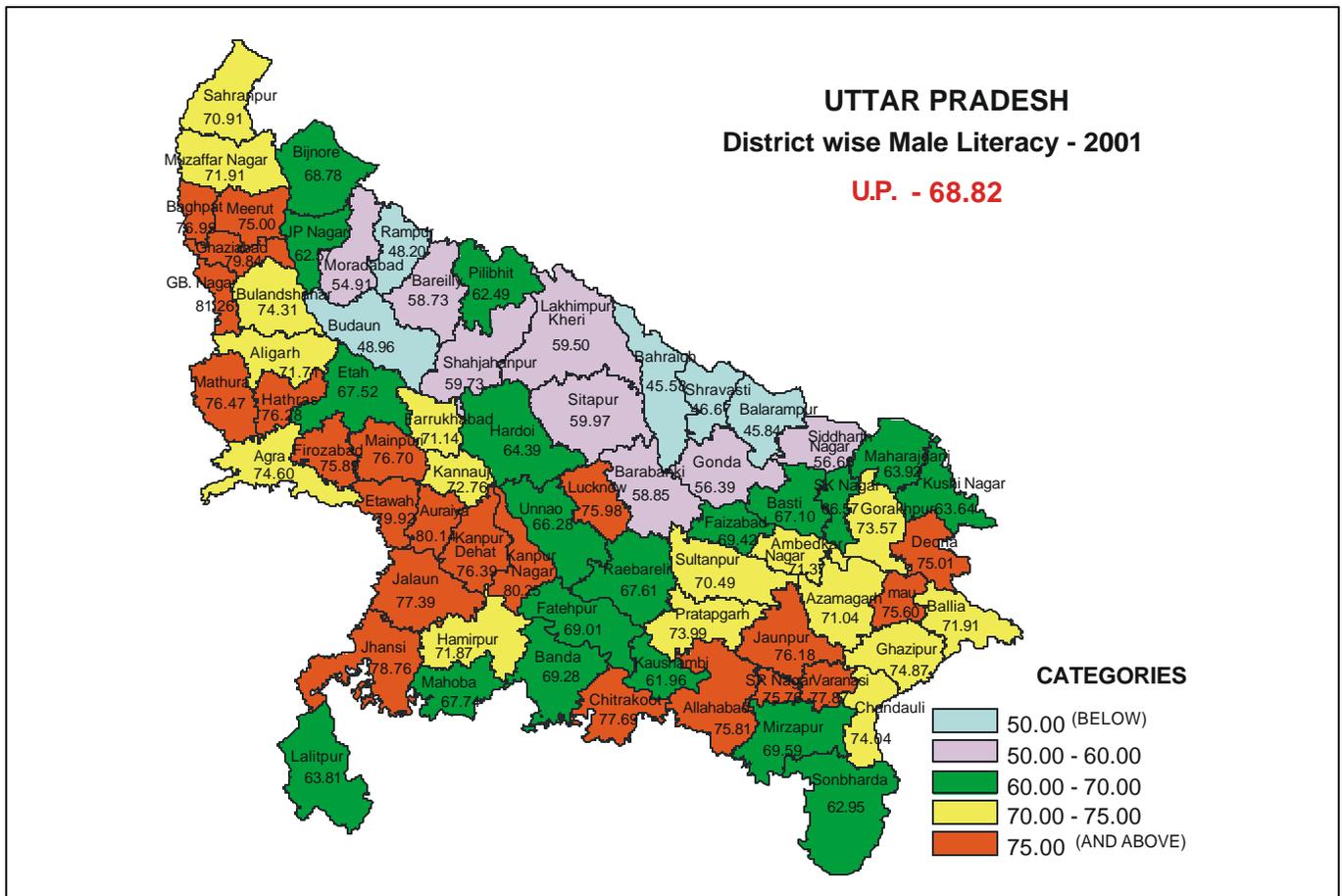


Inter-District Variations in Literacy Rates

5. The inter-district disparity in literacy is quite glaring varying from a low of 38.8 per cent in Rampur to a high of 74.4 per cent in Kanpur Nagar (see Appendix 3.1). In only eight districts more than two third

population is literate. On the other hand, in as many as 20 districts more than half of the population is illiterate. In as many as 56 out of the 70 districts more than half of the females are illiterate. Among males, literacy rates vary from 46.7 per cent in Shrawasti to 81.3 per cent in

Map 3.1



Map 3.2

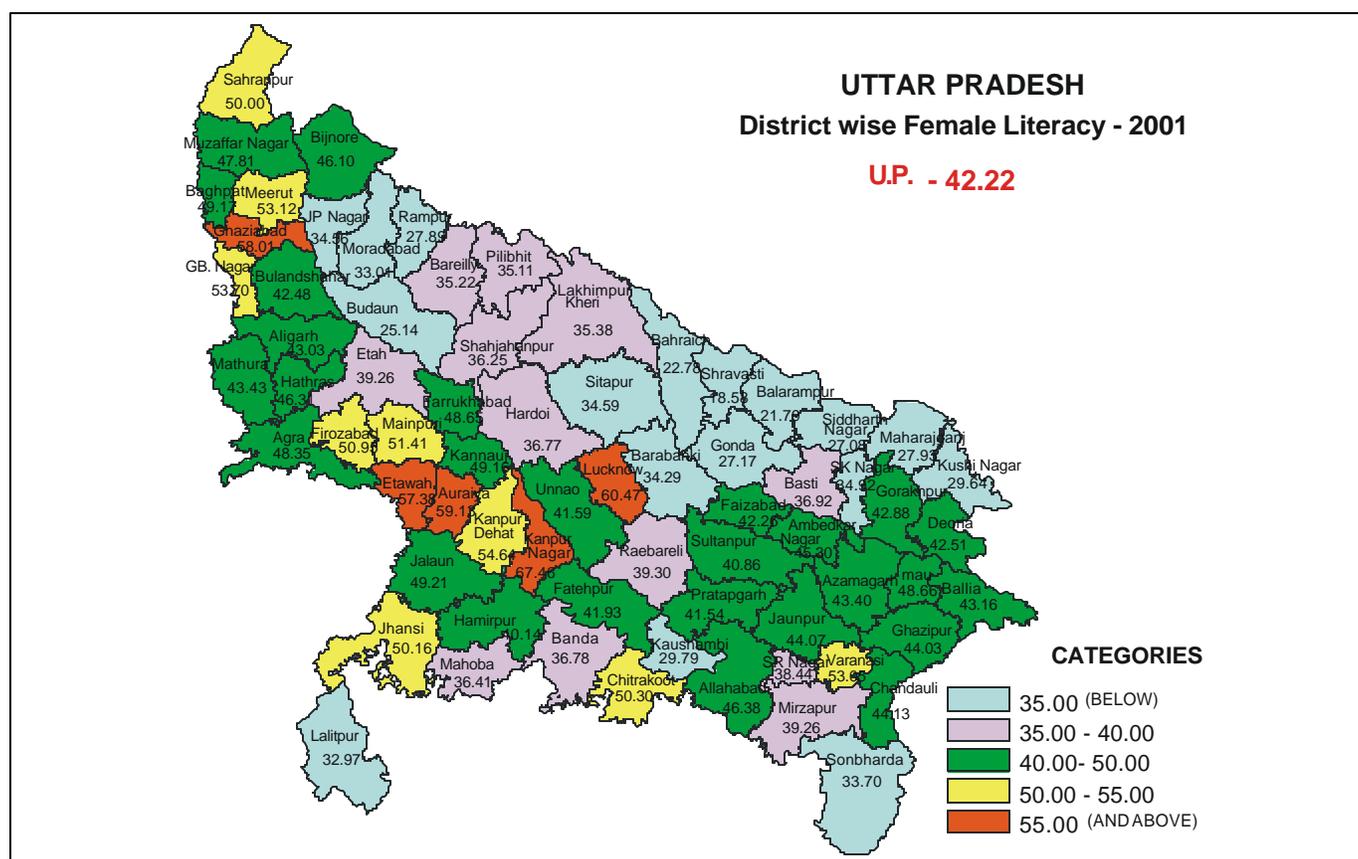


Table 3.4: Districts with Highest and Lowest Literacy Rates, 2001

| Male | | | | Female | | | |
|---------------------|------------|-----------------|------------|---------------------|------------|-----------------|------------|
| Highest Literacy | | Lowest Literacy | | Highest Literacy | | Lowest Literacy | |
| District | Literacy % | District | Literacy % | District | Literacy % | District | Literacy % |
| Gautam Buddha Nagar | 81.26 | Kaushambi | 61.96 | Kanpur Nagar | 67.46 | Barabanki | 34.29 |
| Kanpur Nagar | 80.25 | Sitapur | 59.97 | Lucknow | 60.47 | Sonbhadra | 33.70 |
| Auraiya | 80.14 | Shahjahanpur | 59.73 | Auraiya | 59.13 | Moradabad | 33.01 |
| Etawah | 79.92 | Kheri | 59.50 | Ghaziabad | 58.01 | Lalitpur | 32.97 |
| Ghaziabad | 79.84 | Barabanki | 58.85 | Etawah | 57.38 | Kaushambi | 29.79 |
| Jhansi | 78.76 | Bareilly | 58.73 | Kanpur Dehat | 54.64 | Kushinagar | 29.64 |
| Varanasi | 77.87 | Siddharthnagar | 56.66 | Gautam Buddha Nagar | 53.70 | Mahrajganj | 27.93 |
| Chitrakoot | 77.69 | Gonda | 56.39 | Meerut | 53.12 | Rampur | 27.89 |
| Jalaun | 77.39 | Moradabad | 54.91 | Varanasi | 53.05 | Gonda | 27.17 |
| Baghpat | 76.99 | Budaun | 48.96 | Mainpuri | 51.41 | Siddharthnagar | 27.08 |
| Mainpuri | 76.70 | Rampur | 48.20 | Firozabad | 50.95 | Budaun | 25.14 |
| Mathura | 76.47 | Shrawasti | 46.67 | Chitrakoot | 50.30 | Bahraich | 22.78 |
| Kanpur Dehat | 76.39 | Balrampur | 45.84 | Jhansi | 50.16 | Balrampur | 21.79 |
| Hathras | 76.28 | Bahraich | 45.58 | Saharanpur | 50.00 | Shrawasti | 18.58 |

Source: Census of India 2001

Gautam Budh Nagar district, while in case of females, literacy varies from 25.1 per cent in Budaun to 67.5 per cent in Kanpur Nagar. These figures are a telling commentary on the low status of educational development in the state. Many districts in Eastern UP and some minority dominated districts in western UP have very low literacy rates. Table 3.4 shows the districts with highest and lowest literacy rates for males and females.

III. The School System

6. School education in UP comprises three stages, lower primary (Classes I to V), upper primary (Classes VI to VIII) and secondary education (Classes IX to XII). In terms of organizational structure the school system consists of government schools, private aided schools, private unaided schools, minority institutions and missionary schools. The largest number consists of the private unaided schools. The role of private schooling is rapidly increasing in the state while that of public schooling is declining in relative terms.

7. Data on the number of schools, students and teachers and related ratios are given in Table 3. 5. The spread of facilities for lower primary education is the largest followed by senior secondary and high

schools and higher secondary schools. The same is the case with the enrollment, which also present a pyramidal picture with a large base, which narrows down as one moves higher on the ladder of education (Table 3.5).

8. Despite various efforts for promotion of the education of the girl child, the ratio of female students in total enrollment tends to decline as one moves up from primary to higher levels of education. However, the ratio of girls' enrollment at various levels has sharply increased over the past years. While the ratio of female teachers is almost identical in primary and upper primary education, it declines very sharply in secondary education. This is one of the reasons of the declining female ratio in secondary education.

9. The ratio of girls' schools at the upper primary stage of education appears to be very low. But it must be mentioned that earlier some of the new upper primary schools were earmarked as girls' upper primary schools. But under the various projects like Basic Education Project and SSA, general upper primary schools are opened which cater to the education of both boys and girls i.e. they are co-ed schools. These schools are not designated as boys' schools or girls' schools.

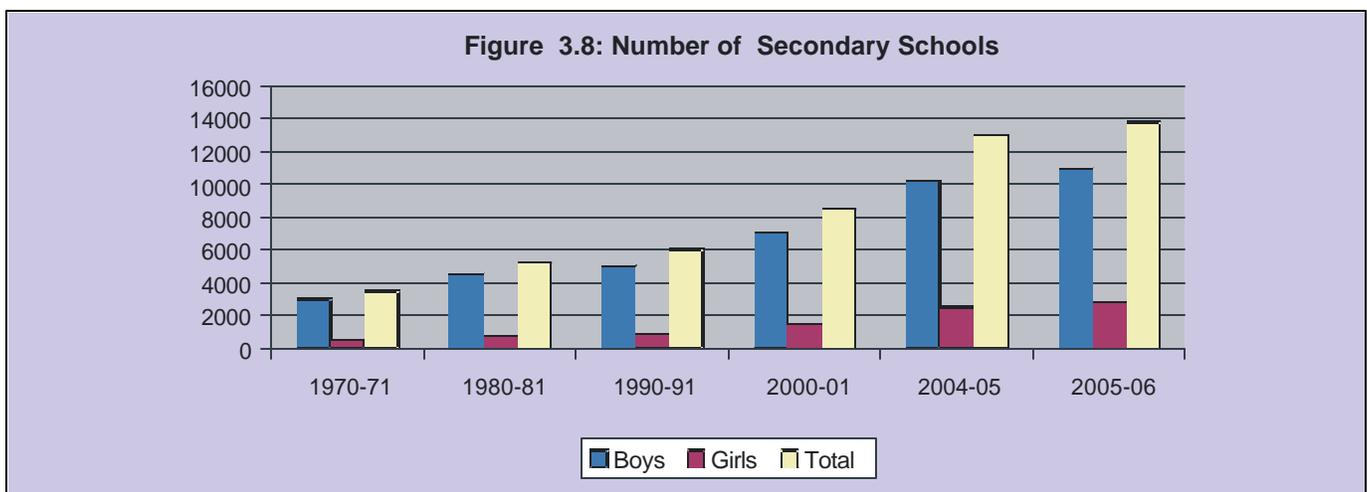
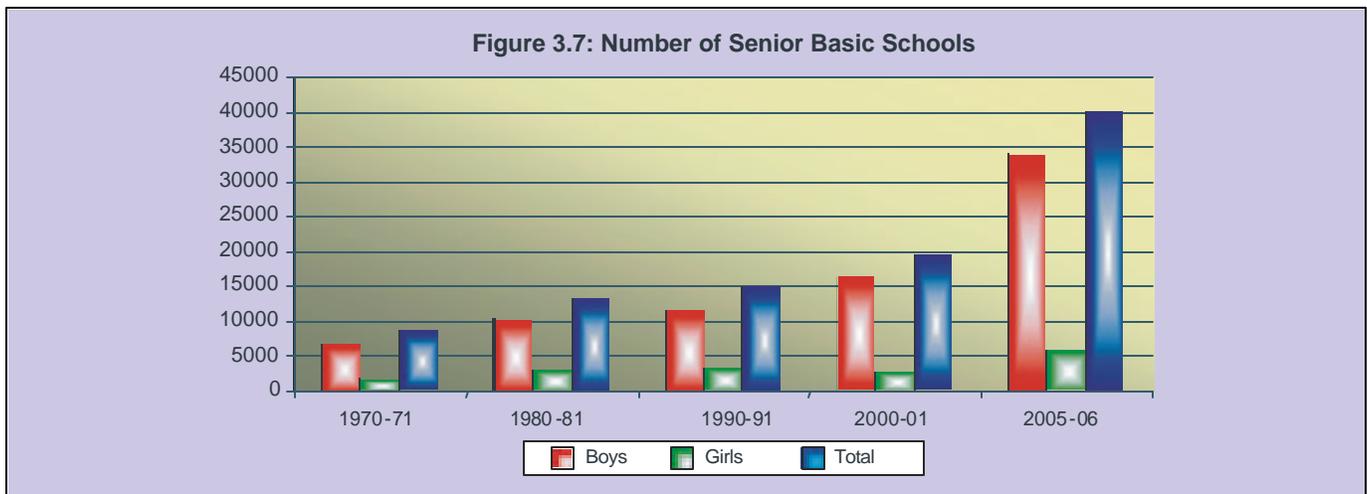
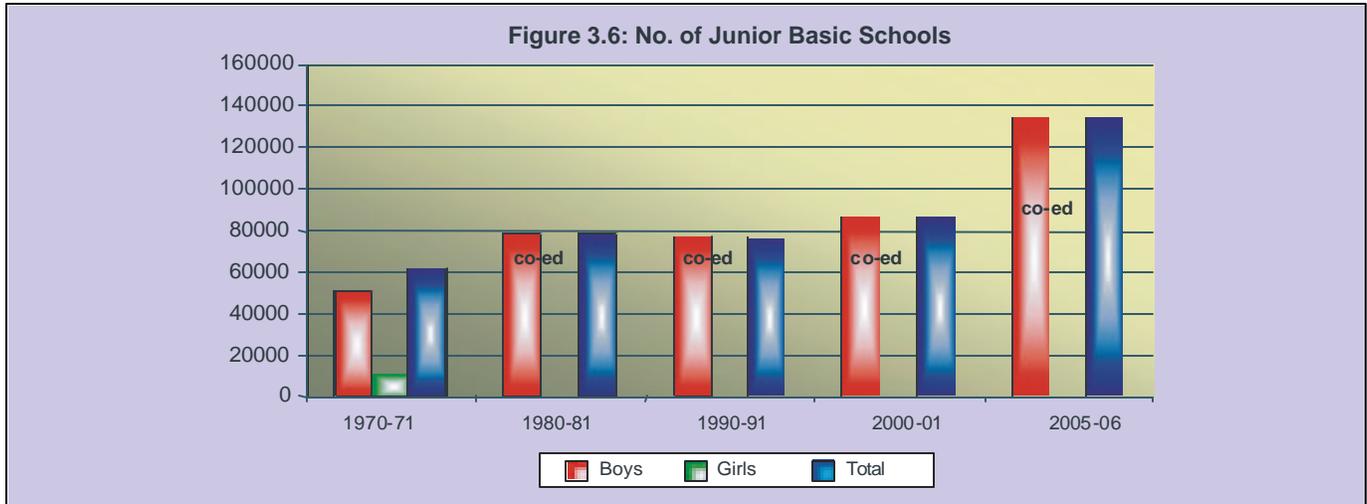
| Table 3.5: School Education in U.P. at a Glance, 2004-05 & 2005-06 | | |
|--|-----------|-----------|
| Item | 2004-05 | 2005-06 |
| Lower Primary Education | | |
| Number of schools | 129976 | 134455 |
| Ratio of Girls' schools | all co-ed | all co-ed |
| Number of Teachers | 283287 | 297952 |
| Ratio of female teachers | 40.0% | 40.0% |
| Number of students | 26139380 | 26270063 |
| Ratio of girls | 46.7% | 46.7% |
| Upper Primary Education | | |
| Number of schools | 36874 | 40021 |
| Ratio of girls' schools | 15% | 15% |
| Number of teachers | 84125 | 98461 |
| Ratio of female teachers | 40.1% | 45.0% |
| Number of students | 9329430 | 9376167 |
| Ratio of girls | 43.9% | 44.0% |
| Secondary Education | | |
| Number of schools | 12766 | 13809 |
| Ratio of girls schools | 20.7% | 20.7% |
| Number of Teachers | 137902 | 192053 |
| Ratio of female teachers | 21.6% | 16.12% |
| Number of students | 6764358 | 9313351 |
| Ratio of female students | 29.6% | 41.3% |

Source: *Shiksha Ki Pragati in U.P.*, Directorate of Education, U.P. (Annual)

Growth of Schools

10. There has been a very marked growth in the educational infrastructure in the state. There has been a remarkable increase in the number of schools in the state since 1970-71 (Figures 3.6, 3.7 and 3.8). The number of junior basic schools increased by more than two times during the period 1970-71 to 2005-06. The increase was even more remarkable at the senior basic

and secondary school levels showing an increase of 4.5 times and 3.7 times respectively. Largest increase in the number of schools has taken place after 2000-01 reflecting the government's efforts to cover all the unserved areas by opening schools under the 'Sarva Shiksha Abhiyan'. The earlier norm was to establish a primary school within 1.5 km. of any settlement. This has now been reduced to one km.



Increase in Number of Teachers

11. The growth in the number of teachers has been much slower as compared to the growth in the number of schools (Figures 3.9, 3.10 and 3.11). Thus, the number of teachers has increased by 46.5 per cent, 88.7 per cent and 73.1 per cent between 1970-71 and 2005-06 at the lower primary, upper primary and secondary school level. Most of the increase in the number of teachers had taken place prior to 1990-91. However, the growth slowed down due to the fiscal crunch faced by the government. Consequently a large number of teaching posts remained unfilled. The government has tried to fill up this gap by appointing para teachers called *shiksha mitra* in large numbers (see Box 3.1).

Box 3.1: Drop Out Rates and Teacher Pupil Ratio

The drop out rate at the primary (class I to V) and upper primary (class VI to VIII) level was about 65 percent in 1992-93. This rate has come down to

24 percent in 2005-06. Many promotional schemes have contributed to achieve this decline including the mid day meal scheme. Teacher pupil ratio is one the indicators of the availability of teaching facility in schools. The state government has initiated schemes of appointing para teachers to supplement the lack of regular teachers. The teacher pupil ratio was 1:67 at the start of the academic session 2004-05. During the year 2004-05 about one lakh teachers and '*Shiksha Mitras*' were recruited by the state government in a time bound manner which has brought down the teacher pupil ratio from 1:67 to 1:52. During 2005-06, about 75,000 *Shiksha Mitras* and 36,000 BTC teachers are to be appointed which will bring down the teacher pupil ratio to 1: 42. This is surely a remarkable progress to ensure quality teaching. *Shiksha Mitras* are appointed by the Village Education Committee (VEC) which is also responsible for payment of honorarium to them.

Figure 3.9: No. of Teachers in Lower Primary Schools

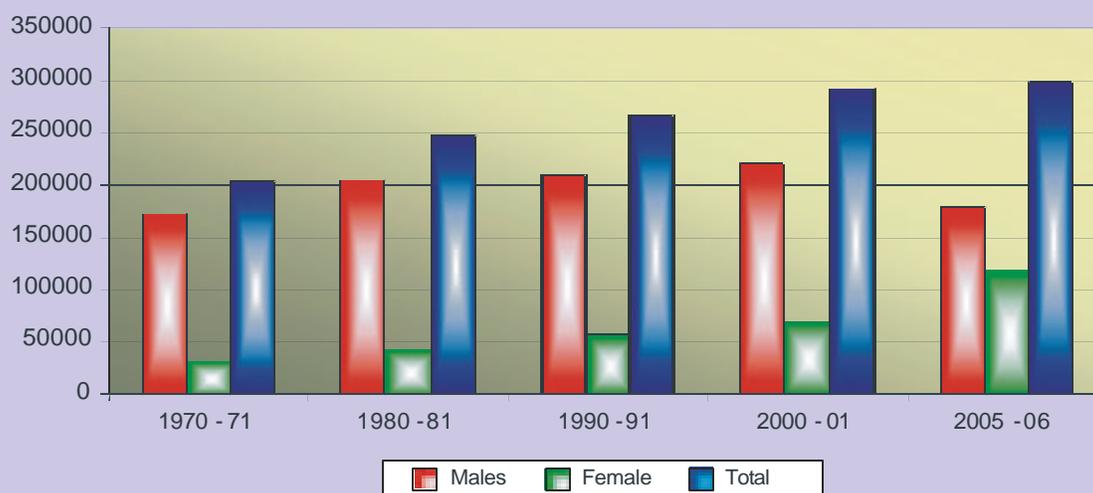


Figure 3.10: No. of Teachers in Upper Primary Schools

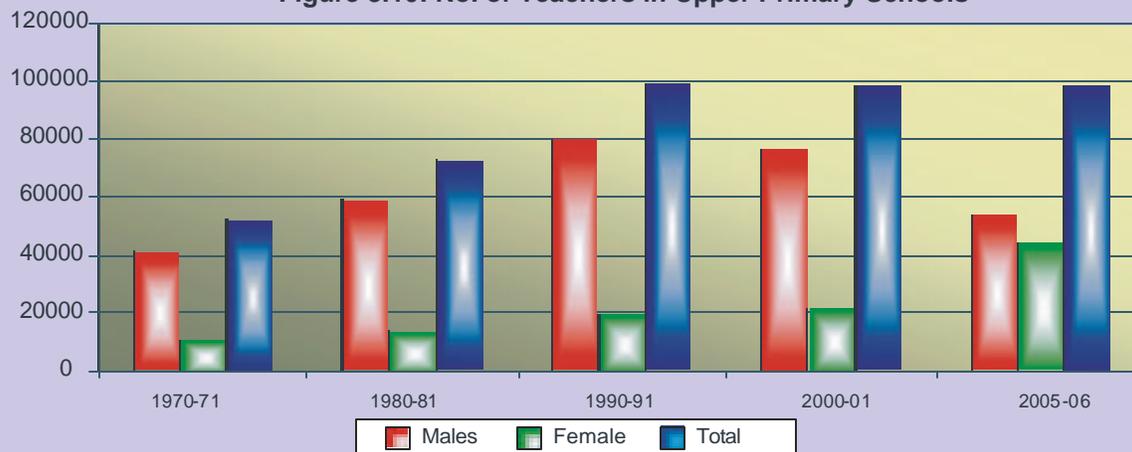
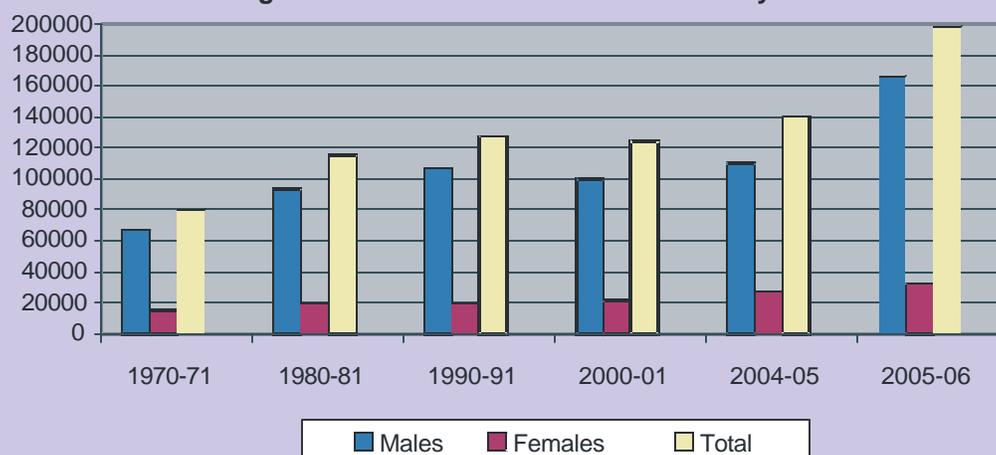


Figure 3.11: No. of Teachers in Secondary Schools



Growth in School Enrollment

12. The increase in school enrollment has been rather impressive particularly in the last decade due to the special programmes launched by the government for universalization of education (figures 3.12, 3.13 and 3.14)). Thus, the number of students increased by 2.47 times at the junior basic level, 6.8 times at the senior basic level and 2.9 times at the secondary level during the period 1970-71 and 2005-06. Even more impressive was the growth of girls enrollment, which went up by 3.2 times, 14.5 times and 4.3 times at the three levels respectively during the same period. Most of the increase in school enrollment has taken place after 2000-01. These figures are indicative of the fact that Uttar Pradesh, which has been lagging behind in the field of education, is rapidly picking up.

13. The recent initiatives of the state have made an impact on enrollment and retention rate. The improvement in enrollment has been higher for girls and other socially deprived groups. There is also some evidence that in specific project areas, learning

achievements have improved along with enrollments. Parents are increasingly becoming aware of the social value of education especially for the girl child and consequently the demand for education is rising. Just as there is a phase of universalization of primary education, with stages of development, there comes a situation in which secondary education also appears to be universalized. However, at the moment UP has to go a long way to achieve that cherished level of educational development.

Students per School

14. The number of students per class and institution is an important factor in quality determination. The number of students per educational institution differs widely from school to school. Notable variations also exist region wise in UP. Table 3.6 depicts the scenario across the regions in the state. It is only the Eastern region, which may be described as “over crowded” because in the rest of the three regions, the number of students per school is less than the state average.

Table 3.6: Region wise Number of Students per Educational Institution, 2004-05

| Region | Junior Basic Schools | Senior Basic Schools | Higher Secondary Schools |
|----------------|----------------------|----------------------|--------------------------|
| Eastern region | 233 | 288 | 547 |
| Western region | 180 | 249 | 521 |
| Central region | 203 | 256 | 521 |
| Bundelkhand | 147 | 111 | 493 |
| UTTAR PRADESH | 201 | 253 | 530 |

Source: *Uttar Pradesh ki Arthik Sameekha*, Economics & Statistics Divisions, State Planning Institute, U.P.

Figure 3.12: Enrollment in Junior Basic School

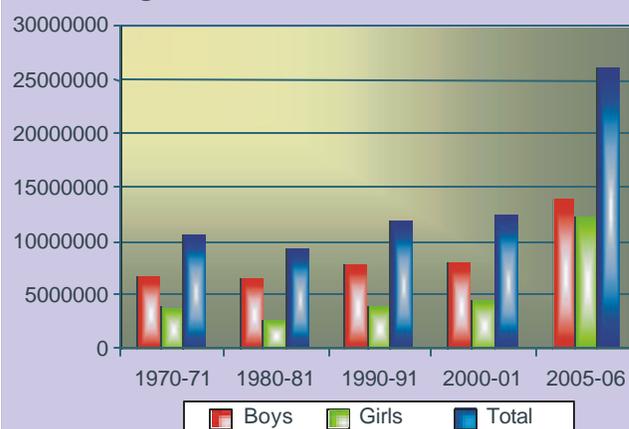


Figure 3.13: Enrollment in Senior Basic School

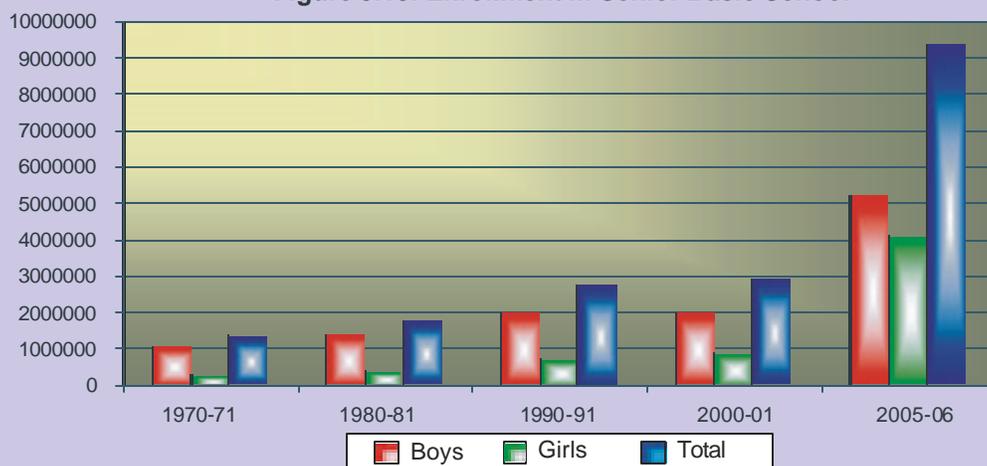
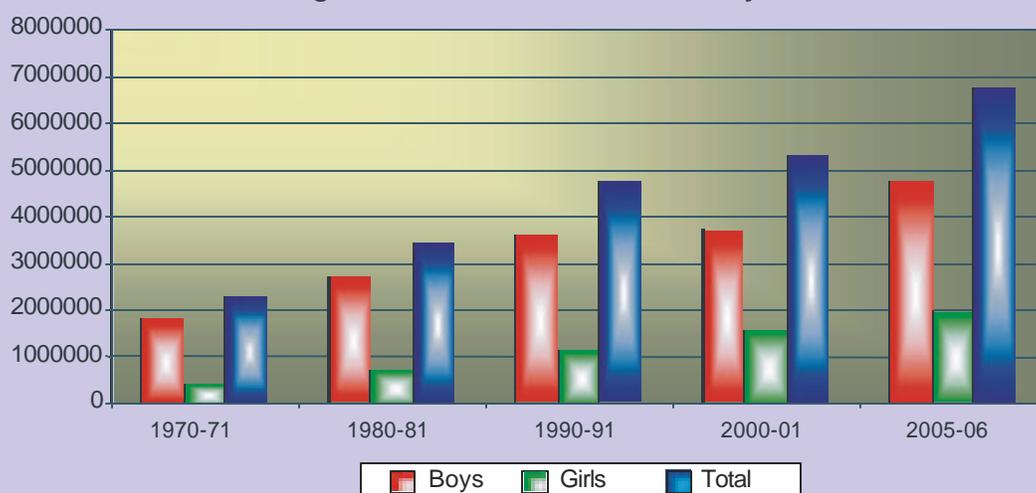


Figure 3.14: Enrollment in Secondary Schools



Teacher-Student Ratio

15. The teacher student ratio is an important factor affecting quality of education. The picture is far from satisfactory in this respect. There were 92, 111 and 49 students per teacher in the state in 2004-05 at the junior basic, senior basic and higher secondary levels (Table 3.7). The situation is more adverse in this

Table 3.7: Teacher Student Ratio in Different Regions in U.P., 2004-05

| Region | Junior Basic Schools | Senior Basic Schools | Higher Secondary Schools |
|----------------|----------------------|----------------------|--------------------------|
| Eastern region | 94 | 123 | 51 |
| Western region | 92 | 114 | 47 |
| Central region | 95 | 109 | 51 |
| Bundelkhand | 78 | 48 | 45 |
| UTTAR PRADESH | 92 | 111 | 49 |

Source: *Uttar Pradesh ki Arthik Sameekha*, Economics & Statistics Divisions, State Planning Institute, U.P.

respect in Eastern region. Teacher student ratio in higher secondary education does not vary much across the regions in UP.

Quality of Education

16. There are three dimensions of school education in the state which are equally important: quantity, quality and equality. As we have seen above, the quantitative expansion of education services has been rather rapid and new facilities have been created at all levels of schooling in the state. The quality issue, however, remains weak. The quality of education in the primary education is particularly causing concern. Independent evaluation studies have revealed that the ability of students is very poor in reading, writing and mathematical calculations (see Box 3.2). The quality is wanting in many other respects too. Now is the time, when physical facilities have been created almost adequately, that attention should be paid to improve quality in education.

Box 3.2 Quality of Primary Education: Findings of the Pratham Survey

The study by Pratham has revealed that for rural Uttar Pradesh, the quality is very poor in many respects. In reading tests it has been found that in class I, 55.7 percent children can read nothing, 33.0 percent can read letter, but only 8.0 percent can read word. In class II, 24.3 percent children can read nothing, 38.0 percent can read letter and 24.3 percent can read word. In class III, 11.7 percent can read nothing, 26.4 percent can read letter, and 30.8 percent can read word. Even in class V, 3.8 percent children can read nothing, 9.8 percent can read letter, and 15.8 percent can read word.

In arithmetic test, in class I, 70 percent children can do nothing, 26.7 percent can recognize number, 2.3 percent can subtract and 0.7 percent can divide. In class II, 39.9 percent can do nothing, 48.2 percent can recognize number, 9.3 percent can subtract and 2.9 percent can divide. In class III, 23.5 percent can do nothing, 47.9 percent can recognize number, 20.9 percent can subtract and 7.7 percent can divide. Even in class V 9.2 percent can do nothing, 29.9 percent can recognize number, 36.4 percent can subtract and 28.5 percent can divide.

Source: Pratham, ASER 2005, Uttar Pradesh

IV. Recent Initiatives for Universalization of Education

17. The decade of 1990s has been particularly important from the viewpoint of the development of school education in the country as well as the state. This decade is known for several effective school interventions by government. The Eighth Five Year Plan of U.P. (1992-97) recognized secondary education as one of the most important and effective instruments of human resource development and a pre-requisite for economic growth and human progress. It emphasized checking drop out rates, improvement in formal and non formal system of education and expansion in the facilities for girls' education.

18. During the Ninth Plan emphasis was put on quality improvement. The Ninth Five Year Plan (1997-2002) policy accordingly emphasized the need for modification and diversification of curricula so as to provide skill and training through well structured vocational courses, planned with community involvement and support. It also aimed at encouraging the Open Learning System (OLS) for providing

education to those who could not seek formal education through full time secondary educational institutions.

19. The Tenth Five Year Plan (2002-07) recognized education as the key intervention whereby the state can transform its large population into an asset instead of treating it as a problem or burden. The Plan has noted with concern the under allocation of plan resources for the development of education and the decline therein. In the field of elementary education, the Tenth Plan aimed at (a) universal enrollment, (b) universal retention, and (c) quality of education. The Plan called for developing additional physical facilities of primary and upper primary education by opening new schools in un-served habitations.

20. In order to enhance the access of students to schools, the norm of opening new primary and upper primary schools have been revised in the year 2006-07. According to revised norm, the villages having population 300 and distance of 1 Km. will be eligible for the opening of new primary school. Similarly, villages having population 800 and distance 2 Km. will be eligible for opening a new upper primary school.

21. Presently, *Sarva Shiksha Abhiyan (SSA)* and *Mid day Meal (MDM) Programme* are the most notable programmes for promotion of universalization of education at the primary level. Their progress in the state is briefly discussed below.

Sarva Shiksha Abhiyan (SSA)

22. It is a centrally sponsored scheme for universalization of elementary education (UEE). It was started in 16 districts in UP during 2001-02 with Government of India share of 85 percent and state share of 15 percent. From 2002-03, the SSA is under implementation in all districts. At present, the Government of India share is 65 percent and the state share is 35 percent. The role of SSA has been significant in many respects. Schemes and activities like construction of school buildings, teachers training, developing required infra structure, learning material etc. have been covered under this programme (see Box 3.3).

23. Field studies undertaken for the independent evaluation of the SSA scheme have revealed some weaknesses in the implementation of the programme (Box 3.4). Though arrangements have been made for covering larger number of children, the full use of facilities has not been ensured. In many cases, schools have been opened to achieve the set goals but the required physical facilities are still lacking. Along with constraints in physical facilities, the teacher attendance is also very low and hence the commitment of students is also lacking.

Box 3.3: Progress of Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is a centrally sponsored scheme for Universalization of Elementary Education. SSA was started in 16 districts of Uttar Pradesh during 2001-02 with Govt. of India share of 85% and State Share 15%. During 2002-03 and 2003-04, SSA has been launched in all 70 districts of the State. All programmes and activities like school buildings, teachers training, developing infrastructure requirements, learning material etc. have been taken up in this programme. During 2001-02 to 2003-04, 3998 new primary schools and 7570 new upper primary schools have been provided in new habitations. Over 6100 Shiksha Mitras have been placed in primary schools by Village Education Committees. To improve Teacher Pupil Ratio, selection process of 67,829 Shiksha Mitras is going on. Besides, 6020 Education Guarantee Centres and 3634 Alternative and innovative Education Centres have been opened for those children who are not enrolled under formal education. A plan grant of Rs.2,457 crore was approved for the financial year 2005-06 after reviewing the Education for All campaign. Four times more school buildings were constructed during 2004-05 compared to the work executed in the preceding period of three years. A provision of free text books to all students of Basic Education Board has been made from the academic session 2005-06. Earlier the facility was available only for girls and SC/ST students.

The Xth five year plan has been completed and undoubtedly it has proved to be a great success. The number of new primary and upper primary school is 12130 and 16167 respectively. 176296 additional classrooms have been constructed successfully. Besides all this, 167273 SHIKSHA MITRA'S and 40000 teachers have been appointed which has decreased the pupil teacher ratio from 1:77 to 1:55. The gender gap in primary enrollment has reduced from 10% to 4% and similarly the gender gap in the upper primary school enrollment has reduced from 20% to 10%. The percentage of SC student enrolled is 27% Kasturba Gandhi Balika Vidyalaya Yojna has proved to be very useful for girls who are out of school of the age group 11-14 age. 257 KGBV's have been sanctioned out of which 172 KGBV's are functional. The proposed target for 2007-08 is 66 KGBV's. Similarly, inclusive education for CWSN has been provided. During 2006-07, 2.95 lakh children were identified in the household survey, out of which 2.51 lakh have been integrated, 61450 children were assessed medically and 31261 children were provided aids and appliances. In XI plan, SSA funding pattern between the Central and States shall be in the ratio of 65:35 for the first two years and 60:40 for the third year i.e. 2009-10, 55:45 for the fourth year i.e. 2010-11; and 50:50 thereafter i.e. from 2011-12 onwards.

Box 3.4 : SSA in District Unnao : A Field Report

- The target of opening new primary and upper primary schools for the year 2006-07 has been fully achieved.
- In case of appointing new teachers, 80 per cent of the sanctioned teachers have been appointed at the primary school level and 62 per cent at the upper primary level.
- About 63 per cent schools have playground and 49 per cent schools do have sports items but only 72 percent of such schools use them.
- Physical structure is weak in most schools.
- About 82 percent schools have drinking water facility. More than 25 per cent funding of drinking water facility is done through SSA.
- Toilet facilities are available only for 70 per cent boys and 45 per cent girls at primary level.
- The teacher-students ratio is found to be 1:42 in primary and 1:47 in primary and upper primary schools.
- Teachers' attendance is not up to the mark.
- 62 percent students were found absent.
- Students' tests are taken regularly but the performance of 66 percent students in an exclusive test has been poor.
- Drop out rate (4 to 5 percent) is less but is relatively higher among girls.

Source : Based on an Evaluation Study conducted by the Giri Institute of Development Studies, Lucknow

Mid Day Meal Scheme

24. Mid Day Meal (MDM) scheme was initiated by the Government of India in 1995. Under this scheme all students in government aided schools, Madarsas, EGS centres and AIE centres are supplied free mid day meal. Initially 3 kilogram per month raw food-grain was given to every child for 10 months. The Government of UP started supplying cooked mid day meal since November 2004, and gradually the whole state has been brought under its coverage. To ensure successful implementation of this scheme, Committees have been set up from the state level to the village level for monitoring the progress and to provide necessary guidance. The responsibility of supplying mid day meal has been given to Gram Pradhans in villages and Ward Committees in city areas. In some city areas the responsibility has been entrusted to NGOs. Cooking responsibility has been entrusted to Gram Vikas Vibhag in villages and to DUDA and SUDA in city areas. Instructions have been issued to employ cooks belonging to SC/ST, widowed ladies on a priority basis and the food is to be cooked under hygienic conditions. Under this scheme nearly 1.86 crore children studying in over 93,000 schools are covered.

Box 3.5 : Mid Day Meal Programme in District Unnao: A Field Report

About 65 percent schools have menu written on wall but only 48 percent schools supply food accordingly.

More than 70 percent students are happy with the quality of food.

More than 71 per cent schools are still without kitchen. But even in schools where kitchen is available, food is generally cooked outside.

About 80 percent schools do have the required utensils in the kitchen.

More than 88% schools have availability of safe drinking water.

In 68 percent schools LPG cylinders are used for cooking and fuel wood is used in the remaining schools.

Despite awareness of cleanliness, it is not followed in practice by the students while eating meals.

Only 9 per cent schools are provided with micro-nutrition supplement.

Participation of parents and Village Education Committees in MDM is not satisfactory in most of the schools.

Source: Based on an Evaluation Study conducted by the Giri Institute of Development Studies, Lucknow

25. The scheme has shown good results and is in general a very welcome measure. Certain shortcomings in the implementation of the scheme have been observed. Often complaints are received about poor quality of food etc. In some schools the food is provided through private contractors or NGOs. It has created problem of low quality food. Evaluation studies have brought out certain problems with MDM scheme (see Box 3.5). These problems should be looked into carefully and remedied immediately so that full benefits of the scheme start accruing to children.

V. Special Educational Programmes

26. A number of special educational programmes have been introduced by the state government to address the problem of education of the children of the deprived sections of society and special category of students including Scheduled Castes, Scheduled Tribes, minorities, girls, BPL families and the handicapped children. A number of concessions, freeships and other incentives are given to the special category of students and girls. Some of the special programmes are discussed briefly below.

Educational Schemes for SC/ST

27. In view of the constitutional provisions for protection and promotion of the interests of weaker

sections of the society, particularly, Scheduled Castes and Scheduled Tribes, steps have been taken to promote the cause of this segment of population in such a manner so as to enable them to reach from elementary to secondary level of education, which may lead them from preliminary level of welfare to ultimate aim of educational empowerment.

28. Special institutional arrangements have been made for the SC/ST students. Ashram Type Schools have been opened for them to provide residential facilities to them. Similarly, Hostels and Coaching Centres have been established for Scheduled Caste/ Scheduled Tribe students preparing them to compete in the civil services examinations like PCS and IAS.

29. Financial assistance in the form of scholarships to Scheduled Castes, and Scheduled Tribe students is provided to help them continue their education. Social Welfare Department distributes scholarships to Scheduled Caste and Scheduled Tribe students in all classes / courses. Lists of students studying in recognized educational institutions are obtained by the Social Welfare Department of the UP government in co-ordination with the Education Department. High priority has been assigned for the distribution of scholarships. The scholarships are provided at the rate of Rs.25 per student per month from class I to V, Rs.40 from class VI to VIII and Rs.60 for classes IX and X.

Minorities' Education Programmes

30. Minorities in the state are among the educationally more backward communities (see Box 3.6). In accordance with the provisions of Indian constitution and the U.P. Minority Commission Act 1994, the State Government has notified Muslims, Sikhs, Buddhists, Christians and Parsees as Minority Communities. There are 21 districts of U.P. wherein more than 20 percent of population belong to the minority category. These districts have been declared densely minority populated districts and 75 development Blocks have been declared as Educationally Backward Minorities Blocks. The State Government provides various types of educational facilities to minorities particularly in the identified areas.

31. Through the implementation of schemes like Madarsa Modernization, Minorities Scholarship Programme, Hostel and Building Construction Scheme, Margin Money and Term loan scheme etc. efforts are being made to integrate the educational and economic requirements of minorities and solve them simultaneously. The ultimate aim is to bring about a qualitative improvement in their social, educational and economic status.

32. The scholarship scheme for minorities is also being implemented in U.P. to give financial assistance to minority children while they are in schools. Provision has been made for scholarship from class one to class ten. Students from class I to v are given Rs.25; from

class VI to VIII the rate is Rs.40 and in classes IX and X, it is Rs.60 per student per month. The UP Minority Finance and Development Corporation is providing assistance by way of term loan, margin money loan, interest free loan and skill improvement for eligible persons of minority community. It has also made provision for coaching of minority students for better placement in government services.

Box 3.6 Minorities Education: A Case Study in Pilibhit District

A field study of educational status of minorities in Pilibhit district throws light on their educational backwardness. Muslims comprise around 21% population of the district, while Sikhs constitute around 4%. About 70.5% of Muslim population and 4% of Sikh population live in rural areas of the district. The educational backwardness of Muslims is evident from the fact that 52.47% of Muslims are illiterate while among Sikhs only 32.81% are found illiterate. Educational backwardness persists more among Muslims than among Sikhs through out the educational ladder-primary to graduation level. Only one-third of the Muslims have received education, mostly upto the primary level. Less than half percent of Muslims received education upto graduate level or above as compared to 3.8% of Sikhs (See Table below).

Educational Status of Muslims and Sikhs in Pilibhit District (Percent of Population)

| Educational Category | Muslims | Sikhs |
|------------------------|---------|-------|
| Illiterate | 52.47 | 32.81 |
| With Primary education | 23.16 | 29.71 |
| Middle Education | 7.63 | 13.47 |
| High School education | 2.14 | 10.19 |
| Intermediate | 0.66 | 2.76 |
| Graduates & Above | 0.38 | 3.28 |
| Professional courses | 0.11 | 0.53 |

Source: Field Survey by Mohd. Muzammil, Department of Economics, Lucknow University, Lucknow.

Madarsa Modernisation

33. Under the Madarsa modernisation scheme, 735 Madaras have been modernized and 359 Madaras have already been taken on the grant-in-aid-list so as to facilitate them to provide pay etc. to their teachers. During 2004-05, state government sanctioned a grant of Rs. 15 lakh for computer education / construction of computer rooms in 26 Madaras. During 2006-07, 100 new Madaras have been brought under the state's grants-in aid facility. Thus, the total number of aided Madaras comes to 459. In other words, of the total 1378 recognised Madaras, about one third have been put on the grant- in- aid list.

34. With a view to create Madarsa - market interface, courses for imparting technical skills have been integrated with religious instruction. A total of 140 mini ITIs had been working as Madarsa based institutions and 160 more ITIs have been opened in Madaras taking the total of Madarsa based ITIs to 300. Various types of courses and vocational training programmes are run in these technical institutes. This has created a new opening for the tradition bound young boys and girls of the Muslim minority community.

Promotion of Urdu

35. For the promotion of the teaching of Urdu language, the programme of school education in Urdu language was started in the state in 1989, when the government of UP declared Urdu as the second official language of the state. Three objectives are sought to be achieved for promotion of the education of Urdu language:

1. Making education available through the vernacular to the children of minorities whose language is mostly Urdu.
2. Making available the system of educational instruction in Urdu medium in schools.
3. Encouraging national integration through linguistic adjustments and recognition for minorities.

36. This scheme makes provision for the appointment of one Urdu teacher in a school if there are a minimum of ten students studying Urdu in a class or if there are a minimum of 40 Urdu medium students in the school. Arrangements have been made for training of Urdu teachers in Lucknow, Meerut, Agra and Varanasi.

Promotion of Education of Girls

37. The significant gender gap in educational attainment has been noted above. Girls' enrolment as well as their retention at all stages of school education is poor in comparison to the boys. State government has made special efforts to promote girls' education during the Ninth and the Tenth Plan including the following:

- Education has been made free of tuition fee for girls up to XIIth standard, and very recently since 2004-05 up to higher education level.
- Fifty per cent of the seats in pre-service training institutions for primary school teachers have been reserved for girls so as to recruit more women teachers at the primary level.
- The state government has opened 100 high schools in un served blocks from its own resources. It has also proposed to open 100 girls High Schools/Inter colleges with the help of voluntary agencies. The state government has motivated these agencies / societies by granting them Rs.10 lakh for building, furniture etc.

- All the non-formal education centres have been designated as girls education centres so as to bring more and more girls to the centres and cater to their educational needs;
- The state government has adopted schemes of incentive grants viz., sanitary facility, classrooms and furniture to those boys' institutions in which girls are also studying.
- A discount of 50 percent is given in Stamp Duty for land registration while opening schools for girls at block level.
- One school in each block and Nyaya Panchayat is to be developed as *Abhinav Vidyalaya*.

Policy for Partially Handicapped

38. Integrated secondary education scheme has been launched for the handicapped children of various categories, i.e. children with various degrees of deafness, weak eyesight, physically and mentally handicapped. This scheme was started in 1986-87 to encourage the partially handicapped children for pursuing education by giving them financial assistance. This is a centrally sponsored scheme and the central government bears the burden of its financing.

39. Under this scheme financial assistance is given to the handicapped students at the rate of Rs.200 as uniform allowance, Rs.400 for books and stationery and Rs.50 for conveyance. A grant of Rs.2000 is also given on medical recommendation for purchase of equipment for the handicapped child. This scheme is under implementation in upper primary schools and secondary schools in the districts of Meerut, Agra, Bareilly, Lucknow, Gorakhpur, Faizabad, Jhansi, Moradabad, and Ballia.

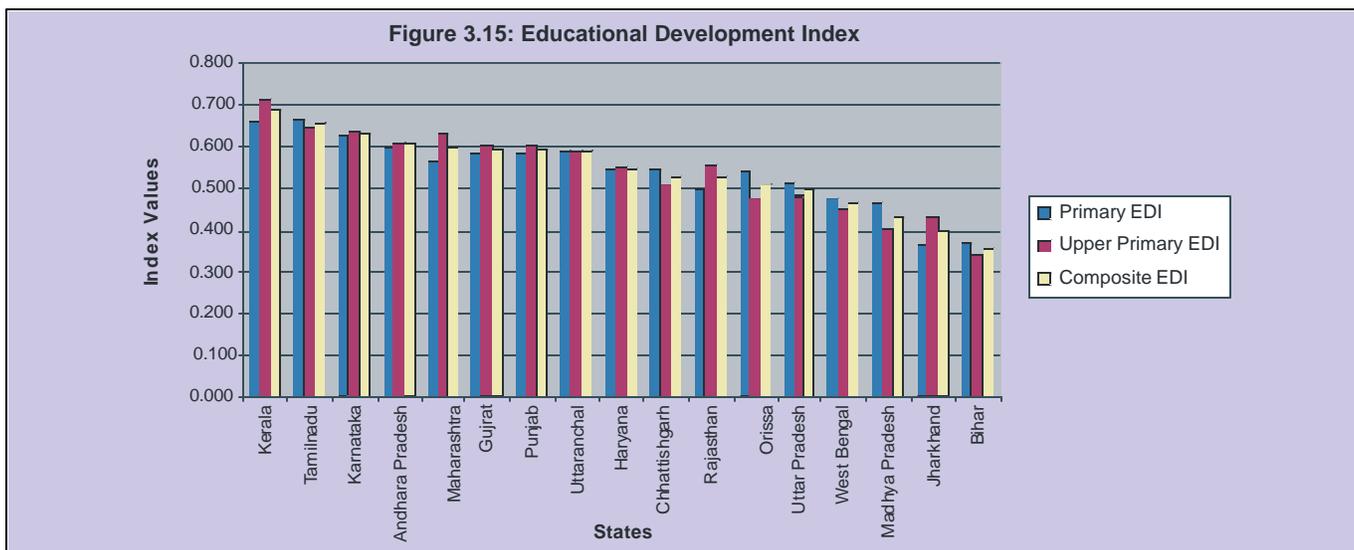
Role of Panchayati Raj Institutions

40. Gram Panchayats in the state have been assigned an important role for active participation in basic education. The State Government has constituted Village Education

Committees (VECs) as statutory bodies under UP Basic Shiksha Adhiniyam 1972 and delegated management of Basic education to them. The VECs were further strengthened and more powers were delegated to them in 1999. The Village Education Committee is functioning as a sub committee of the Gram Panchayat with a separate 'Shiksha Nidhi' (education fund) and is empowered to address all local issues regarding elementary education. Members of VECs have been trained to orient them to their roles and responsibilities. VECs have been empowered for school construction work, school maintenance and development, engaging *Shiksha Mitras* and *Achryaji* for EGS centres and payment of honorarium to them. Community based organizations like Mother Teacher Associations, Parent Teacher Associations; Women Monitor Groups have also been constituted and sensitized. This has been a significant step to empower local community to enable them to improve local school management and teacher accountability.

VI. Education Index

41. Recently the National University of Educational Planning and Administration, New Delhi has prepared an Education Development Index for primary and upper primary education for different states using 22 indicators related to access, infrastructure, teachers and outcome. This index helps in assessing the relative progress of primary education in the state. The data on selected indicators for U.P. alongwith that of the best and the worst state are given in Appendix 3.6 and 3.7. It is depressing to note that U.P. ranks 27 in case of EDI at primary level, at rank 30 in case of upper primary level and at rank 29 in terms of combined index out of 35 states. If we compare U.P.s position among the 17 major states only even then U.P. figures at rank 12 (see Figure 3.15). Only the states of West Bengal, Orissa, Chhatisgarh, Jharkhand and Bihar lag behind U.P. in this respect. It may be noted that all of these states have large Scheduled Tribe population.



Source: National University of Educational Planning and Administration, New Delhi.

Secondary Education

42. Once the enrollment targets are achieved at lower levels of education, the attention is naturally drawn to secondary and higher levels. Primary education certainly provides the base for education but any worthwhile improvement in human resource development status can be made only with effective secondary education. The *Tenth Five-Year Plan (2002-07)* recognized secondary education as the springboard to higher education. It also admits that it is a terminal stage in the general education system. At this stage of education, the youth decides on whether to pursue higher education or opt for technical training or join straight away the work force. Secondary education comprises teaching from class IX to class XII. The first two years constitute high school education and the last two years as the intermediate or higher secondary education. It provides the link between primary and higher education. Traditionally, secondary education has been the weakest link in the entire range of formal education. The drop out rate after the high school examination is very high, which calls for rethinking of the extension and diversification of secondary education. According to an estimate about 10 lakh high school students do not join the higher secondary education. Naturally a re-routing is required at this level of education so that the students completing high school examination are usefully engaged in an alternative stream of education, which may be more fruitful for them and also beneficial to the society.

43. The capacity creation at secondary education level has been phenomenal and the infra structural facilities have been developed to the extent of absorbing about half of those passing out of the senior basic education. If the enrollment ratio improves and the demand for secondary education rises, the facilities may fall short of requirement. The quality of education at this level also leaves much to be desired. The *swakendra* (self centre) system of high school and intermediate examination has sharply increased the pass percentage but led to considerable deterioration of quality.

44. Private participation is being obtained in a big way for the development of secondary education in the state and more so in un-served areas and for marginalized groups like girls. Non-recurring grant is being provided to private management for opening of girls' high school in those blocks where such facilities are not available. In all, 426 development blocks in the state were identified where high school education facilities were lacking for girls. Under this scheme initially an amount of Rs.10 lakh and now revised to Rs.20 lakh is given in two equal installments to private management for opening girls' high school in un-served blocks. Yearly provisions are made in the state budget to run this scheme with a view to create basic

educational infrastructural facility. Budgetary allocations are also made for construction of science laboratory, additional school buildings and repair of existing buildings with a view to expand facilities. A new scheme of one time assistance for opening new schools by private management to create extra capacity in rural areas has been initiated during 2006-07 for which an outlay of Rs.200 crore has been allocated.

45. Due to the concerted efforts of the State Govt., the level of enrollment, no. of schools and number of teachers have increased appreciably during Xth Five Year Plan. At present, 558 Govt. colleges, 5276 aided colleges and 9736 unaided colleges are running in the State in which 89.92 lakh boys and girls are studying with the help of 1,10,864 teachers.

46. Targets set for 11th Five Year Plan are as under:

- Raising Gross Enrolment Ratio (GER) for the secondary school going age group (14-18 years) which was 37.5% in 2002-03 to at least 65% by 2011-12, in the general stream (besides those in the Vocational stream).
- Reducing gender and Social disparities in GER to within 5 percentage points, and minimizing rural-urban disparity in GER.
- Bringing down pupil-Teacher ratio at the secondary stage to about 25, ensuring suitable subject wise availability of teachers and increasing percentage of trained teachers to 100%.
- Improving quality of secondary education and pupils achievement levels so that pass percentage in X and XII Board examinations improve to around 75%

An outlay of Rs. 3430 Cr. has been proposed for the 11th Plan to achieve the above targets.

47. In order to improve access to secondary school education, the state has been following the policy of up-gradation of upper primary level institutions and establishing new secondary level schools by assessing the demands of a particular area or pocket of habitations. In this regard the U.P. Board of Secondary Education has prescribed certain norms. The up-gradation of aided upper primary schools follows a procedure laid down by the Board.

48. A similar practice is being followed for the up-gradation of the institution from high school level to intermediate standard, which requires that the result of high school on an average should not be less than 40 percent. In addition to this the concerned institution has to specify a sum of Rs.50,000 as an endowment fund and Rs.2000 as reserve fund deposited in the name of the institution and pledged to the inspector of school. The conditions for up-gradation in respect of students' enrolment, library, teaching aids, science equipments, computer etc are laid down very clearly.

Box 3.7: Politicization of Secondary Education

Teachers, particularly at the secondary level of education enjoy substantial political influence in the State. Their representation in UP Assembly is ensured by the Constitution of India which provides that one-tenth of all members in Legislative Council are to be teachers elected from teachers' constituency. Unlike other government paid employees, teachers are allowed to contest election to the Legislative Assembly as well. The political influence of teachers in UP comes not only from their representation in the state legislature but also from the strength of their unions. The problem of absenteeism of teachers was raised by the Probe Report. The pressure of teachers lobby often leads the government to accept the demands of teachers to avoid public resentment caused by prolonged disruption of the schooling system. Teacher unions have used their powers to promote self interest on many occasions.

The evolution of education policy in the state has been heavily influenced by teachers' demands. For instance, the major education Acts in the last three decades have come about shortly after periods of intense lobbying by teachers' unions. Generally the campaigns of teachers unions have focused overwhelmingly on the issue of salaries and work conditions. In this respect they have been quite successful as is evident from the rapid growth of teachers' salaries.

Unfortunately teachers have seldom used their political power to campaign for broad improvements in the schooling system or for the promotion of education in general. To some extent it is explained by the fact that the role of teacher's unions is to promote the immediate interests of their own members rather than those of the pupils or parents. The latter, unlike teachers, tend to be dispersed and unorganized and this asymmetry has led to major biases in education policy. Parents' organizations are desperately needed to promote and safeguard the educational interests of their wards and to counteract the negative and unhealthy political preoccupation of politicized teachers and their unions. This will go a long way in ensuring teachers' accountability in schools. (Kingdon and Muzammil: 2003) The existing Parent Teacher Associations, (PTAs) are not effective and thus not able to counter the lobbying of teachers through the teacher's unions.

VII. Vocational Education

49. Long back in mid sixties, the Kothari Commission had opined that 50 percent of students passing high school should be diverted towards vocational streams. But, the vocationalization of education at the higher secondary stage has achieved only partial success

in the state. The vocational education scheme is in operation in the state since 1989-90. The vocational education programme is available to students in classes 11 and 12. The scheme of vocational education has covered a total of 892 secondary educational institutions including 163 government schools and 729 aided secondary schools. 100 more schools have been identified for the purpose. In the 892 vocational schools, a total of 36 vocational trades are being run in which about 3700 subject instructors are hired to impart training to students at an honorarium of Rs.1600 per month. During 2004-05 about 52,500 students have been benefited by this scheme of vocational training. There is also a provision for inviting guest lecturers for specific trades by teacher experts and they are paid at the rate of Rs.50 per lecture. In view of the non receipt of the central share of the grant for running this scheme, the state government has sanctioned funds for 2004-05 and 2005-06, a grant of Rs.10.00 crore.

50. Every school has a maximum of four trades and a minimum of two trades. There exists an arrangement of providing non-recurring grant of Rs.1.00 lakh for the construction of work shed and another Rs.1.00 lakh for trade equipments. An annual grant of Rs.3000 per trade is given for purchase of raw materials and Rs.100 per student (with a maximum of 15 students) is given for field visits. The following ten trades have been included in the vocational education in selected schools: (i) fruits and food processing, (ii) garments and tailoring, (iii) Short hand and typing, (iv) multipurpose health / medical lab technique, (v) colour photography, (vi) Repair of Radio and colour TV, (vii) weaving and hand embroidery technique, (viii) computer technique and maintenance, (ix) agricultural equipments' maintenance / repair of diesel engine, and (x) maintenance and repair of household electrical appliances. Only selected trades are available at a time in a school. *The establishment of vocational Education Board in the State is under process.*

VIII. Higher Education

51. In view of the fast changing economic and technological scenario, the higher education system needs to be revamped so that it could equip students with adequate skills to enable their full participation in the emerging social economic and cultural environment. Government of India has emphasized raising the enrollment level in higher education of the 18-23 years age group from the present 6 percent to 10 percent by the end of the Tenth Five Year Plan. Therefore, the focus would be on increasing access, quality and liberalization of higher education. The efforts made at State level over the past 50 years, have resulted in significant numerical growth of new universities and institutions of higher learning in specialized areas. There are a total of 12 state universities, 4 central universities, 3 agricultural universities and one Open University in the State. Besides, there are 9 deemed universities and 7 private

universities out of which 3 are functional at present. In order to expand higher education in remote areas, the government has initiated private participation in opening degree colleges. As a result, apart from 124 government degree colleges and 345 non-government aided colleges, 1423 self financed colleges have been established in the private sector.

52. The current strategy for higher education includes: (a) increasing intake in institutions of higher learning; (b) improving quality of education including research and technology; (c) modernization of curriculum; (d) expansion of distance learning facilities; (e) development of autonomous degree colleges and departments, and (f) vocationalization of higher education. The State government is encouraging private participation to promote higher education in rural and educationally un-served areas. Efforts are on to make higher education employment-oriented by creating professionalism, through specialization in various disciplines.

53. The Rajarshi Tandon Open University has been established at Allahabad for providing opportunities to under-privileged classes of distant areas. The university is providing education in various traditional and vocational subjects. The system of distance learning is growing popular among students deprived of regular learning facilities. Networking through computerization is being encouraged to improve information gathering system and make administration effective in degree level institutions. To this end, a website containing civil charter of Higher Education has been launched.

54. The weaker sections of the society living in remote areas are generally deprived of higher education facilities due to various socio economic constraints. Similarly there is a wide gender gap at higher education

Box 3.8: Privatization of Higher Education in U.P.

Private sector has now been involved in the expansion of higher education in a big way. As many as 7 private universities ; Gautam Budh University, Gautam Budhnagar, U.P. Mangalayatan University, Aligarh, Maharshi Information Technology University, Lucknow, Maulana Mohammed Ali Jauhar University, Rampur, Jagadguru Rambhadracharya University for disabled, Chitrakoot, Integral University, Lucknow and Amity University, UP have been established by Law in the State since 2001 out of which last 3 universities are currently functional. Besides, Private sector has also been involved in setting up de gree colleges in the State on a massive scale. Since 1999-2000, 97 new degree colleges have been set up in remote areas by private sector. In order to further expand higher education in un-served areas 468 NOCs in 2004-05 and 476 NOCs in 2005-06 have been issued. More than 300 colleges were granted affiliation in 2005-06.

level. To ensure and 'encourage access and equity' in higher education, the government has launched a self-financing scheme. Priority is being given to set up women's degree colleges in such areas. Government also grants scholarship to the students of all social categories whose parents income does not exceed Rs. 1 Lakh per annum. To further minimize financial burden of higher education on parents, the State Government has frozen fee in higher education to the level of June 3, 1995.

55. Emphasis is being laid on ensuring maximum private participation in the opening of new degree colleges, particularly in rural areas. In order to reduce the prevailing gender gap in higher education, the state government is giving various types of incentives to motivate female students to pursue higher education. Their education has been made tuition fee free and scholarship schemes are in place to motivate them and support their education in universities and colleges.

56. Out of the Universities imparting general higher education, some University departments have the potential to provide a very quality education by virtue of better academic/work culture, campus discipline, dedicated faculty, supervision of the university in academic performance etc. For such University department with potential for excellence Rs. 15 crore have been earmarked for 2007-08 to enable them to go for innovation in teaching, adopt modern methods of learning & evaluation and also introduce flexible approach to selection of courses at post graduate/ degree level. Such University department would act as a ' Role Model' for other University/Departments in their region of operation. With a view to guide students for choice of career and facilitate their placement in Govt./Private sectors or motivate them for self-ventures Rs. 1 crore has been earmarked for the current financial year to strengthen the existing Employment Bureau to enable them to guide students for career option and placement after the completion of the course. This Cell will function under the supervision of the Dean, student Welfare/ Senior Professor of the University, Para/ministerial staff will be deputed by the University from amongst the employees of the University concerned.

57. Major portion of grants earmarked for Higher Education goes towards salary payments of the staff and infrastructure development consequently, student welfare largely remains neglected. There are certain activities which are essential for overall development of students but students generally can not afford to undertake the same without financial assistance of the state. In almost all the curriculum of the disciplines, excursion tours are required but for want of funds, tours are not carried out, as a result, the teaching remains confined to class room with no exposure of students to quality conscious and competitive trends in the job market. Students hardly become aware and confident of facing real life challenges and do not set a high goal

and will to achieve it. 'Student Welfare Scheme' is meant to expose students to the rich cultural diversity of the county. Financial support is provided for attending national seminars, publication of research, foreign travel and for critical illness of the students.

Box 3.9: Manyvar Kanshi Ram Smriti State Institute of Management in Higher Education

- National Policy on Education (1986 as modified in the year 1992) emphatically underlines the continuous training of Planners, Administrators and Academicians for better educational management. The phenomenal expansion of knowledge, the bewildering pace of social and economic change and array of scientific & technological innovation has made it incumbent upon the professionals to be exposed to the new ideas, skills, techniques at regular intervals or else they run the risk of getting out of touch with the reality and unable to respond to and cope with the new tasks and challenges ahead. National Training Policy-1996 lays emphasis on pre-service, in-service training of all categories of Officers/employees in a given system conducive to the enhancement of professional competence and positive attitude towards work and life. With this end in view and to develop professional approach to issues, capacity building in education administrators to meet emerging challenges in higher education, right attitudinal orientation and efficient resource management, mobilization and utilization of scarce resources at hand State Govt. has decided to establish Manyvar Kanshi Ram Smriti. state institute for **Management in Higher Education**

For quality improvement in higher education, establishment of **Manyvar Kanshi Ram Smriti Shodh Peeth** is under process in six universities of the State namely, Agra, Meerut, Lucknow, Varanasi, Poorvanchal University, Jaunpur and Gorakhpur.

58. Last decade has witnessed phenomenal growth of institutions of higher education for reasons which obliged the State to open new Regional Offices of higher education for effective monitoring and management of higher education. For the Financial year 2007-08, Rs. 960 lakh has been earmarked for opening of 7 new regional offices at divisional level and also for building offices of the existing 8 regional offices.

59. Despite substantial increase in higher education facilities and diversification of courses to suit the requirement of learners, still there is a very large unmet demand of higher education in the State. It is evident from the large number of applicants for various courses in Universities and Colleges who are denied admission for want of seats. On an average in universities like that of Lucknow and Allahabad for many subjects, the number of admission seekers is 8 to 10 times larger than the

number of seats available. It is more so for courses in physical and natural sciences than in humanities and social sciences.

60. Goals set for 11th Five Year Plan (2007-12)

- *Ensuring access and equity in Higher Education*
- *Infrastructure development including ICT infrastructure and basic amenities in universities and colleges.*
- *Induction of quality and relevance in Higher Education*
- *Inculcation of professional competence in all categories of personnel in Higher Education*
- *Effective monitoring and control of the institutions of higher education.*

An outlay of Rs. 869 cr. has been proposed for Eleventh Five Year Plan to achieve the above goals set for higher education in the State.

IX. Technical Education

61. The promotion of technical education aims at developing manpower for agricultural and industrial development and promoting self employment. At present there are 81 polytechnics and 7 degree level institutions in the State. The intake capacity at diploma level and degree level stood at 8325 and 1724 respectively in the year 2004-05. Besides public sector polytechnics, 25 polytechnics have also been established in private sector. Course wise seats in technical institutions have been shown in Table 3.8. A number of private engineering colleges have been opened in the state in recent years, taking their numbers from 140 in 2003-04 to 195 in 2005-06. However, given the large size of student population in the state and growing demand for these courses, their intake capacity is still short of requirement.

Table 3.8 : Course wise Seats in Technical Education Institutions in U.P.

| Item | 2003-04 | 2004-05 | 2005-06 |
|-------------------------------------|---------|---------|---------|
| No. of Engineering Colleges: | | | |
| (a)Government or aided | 07 | 07 | 07 |
| (b)Private | 140 | 169 | 195 |
| Number of Seats: | | | |
| B. Tech | 21809 | 25374 | 28009 |
| B. Pharma | 1025 | 1645 | 2910 |
| BHMCT | 160 | 310 | 310 |
| B. Arch | 160 | 290 | 330 |
| MCA | 6485 | 5626 | 5654 |
| MBA | 4530 | 5803 | 7270 |

Source: Department of Technical Education, U.P.

62. Under a new scheme of the Government of Uttar Pradesh, the existing polytechnics are being upgraded. Integrating persons with disabilities in the mainstream of technical and vocational education scheme has been introduced in Government Polytechnic, Jhansi and Government Girls' Polytechnic, Moradabad with the financial assistance of the Government of India. These polytechnics now provide training to physically handicapped students in formal and non formal courses. Government of India has provided grants to polytechnics for meeting all non-recurring expenditure and also part of the recurring expenditure.

63. Dr Ambedkar Institute of Technology for Handicapped, Kanpur was established in 1996-97 to help the candidates who are physically challenged. It was established with the aim of making the physically challenged persons independent and self reliant. This national level institution offers courses in (i) computer science and engineering, (ii) architectural assistantship, and (iii) modern office management and secretarial practice. For promotion of women's technical education, a new Government Girls Polytechnic has been established at Daurala in district Meerut.

(iii) **Establishment of new girls polytechnics** To reduce gender gap and empowerment of women in the field of technical education the establishment of 4 new girls polytechnics have been proposed one each in four Divisions namely, Chitrakoot Dham, Deviiptan, Vinddhyachal and Basti.

(iv) Human resources and natural resources should be fully utilized to the maximum extent. Keeping this in view, the department of education has made a strategy to start new courses in those polytechnics where only one or two courses are running. These courses will be based on emerging technology such as nano-technology, bio- technology, material technology, image processing etc. For the preparation of the syllabus and curriculum necessary instructions have been given to Director I.R.D.T. at the Govt. level.

Box 3.10 New Initiatives During XIth Plan

- (i) **Establishment of Mahamaya U.P. Institute of Science, Greater Noida** : An engineering institute of science & technology is to be established on the pattern of Indian Institute of Science of Banglore. This institute is proposed to be established at Greater Noida. It is named as Mahamaya U.P. State Institute of Science. For the establishment of above institute budget provision of Rs. 2500.00 lacs has been made during the 2007-08. Land is being provided by the Greater Noida Development Authority. An outlay of Rs. 25000.00 lacs is being proposed for the year 2008-09.
- (ii) **Establishment of Manyavar Kanshiram Institute of Technology, Lucknow**: There is a need of another I.I.T level institute in the state, so that the quality of technical education might be improved and trained technical manpower might be prepared according to the industrial as well as global need. Keeping this in view state govt. has decided to establish Manyavar Kanshiram Institute of Technology, Lucknow. For this purpose a token provision of Rs. 1000.00 lacs has been made for the year 2007-08. Land is being provided by Lucknow Development Authority. An outlay of Rs. 25000.00 lacs is being proposed for the year 2008-09.

64. Under a centrally assisted programme, some engineering colleges / institutions have been selected for intensive development. This programme aims at the following: (a) to create an environment in which engineering institutions selected under the said programme can achieve their own set targets for excellence and sustain the same with autonomy and accountability; (b) to support the development plans including synergistic networking and services to the competitively selected institutions for achieving higher standards; and (c) to improve efficiency and effectiveness of the technical education management system in the state and the institutions selected.

65. Technical education needs to be upgraded and expanded in a big way to meet the emerging challenges in the globalised world and to provide employment opportunities to the youth. The Sub Group on Technical Education for the Eleventh Five Year Plan (2007-12) appointed by the state government has given valuable recommendations for the development of technical education in the state (Box 3.10). These need to be implemented on a priority basis.

X. Financing of Education

66. Public expenditure on education and its composition is indicative of the relative priority given to the education sector and its various constituents. Expenditure of education constitutes about half of the social sector expenditure in Uttar Pradesh. As a proportion of NSDP, expenditure on education has been in the range of 3.5 to 4.0 per cent (Table 3.9).

Table 3.9: Educational Expenditure as a Proportion of NSDP and Social Expenditure (%)

| Year | Education Exp. (As % of NSDP) | Social Sector Exp. (As % of NSDP) | Education Exp. as % of Social Expenditure | Per Capita Real Expenditure on Education (in Rs.) |
|---------|-------------------------------|-----------------------------------|---|---|
| 1990-91 | 4.18 | 7.99 | 52.32 | 206.93 |
| 1991-92 | 3.46 | 7.00 | 49.43 | 168.67 |
| 1992-93 | 3.98 | 7.59 | 52.44 | 192.35 |
| 1993-94 | 3.32 | 7.01 | 47.36 | 161.85 |
| 1994-95 | 3.47 | 6.75 | 51.41 | 174.69 |
| 1995-96 | 3.65 | 7.01 | 52.07 | 186.31 |
| 1996-97 | 3.43 | 6.67 | 51.42 | 191.64 |
| 1997-98 | 3.52 | 7.48 | 47.06 | 190.42 |
| 1998-99 | 4.24 | 7.48 | 56.68 | 230.80 |
| 1999-00 | 3.82 | 6.66 | 57.36 | 217.33 |
| 2000-01 | 3.84 | 6.67 | 57.57 | 221.49 |
| 2001-02 | 4.05 | 7.58 | 53.43 | 238.17 |
| 2002-03 | 3.14 | 6.34 | 49.53 | 186.51 |

Source: Calculated from Reserve Bank of India Bulletins

67. Per capita expenditure on education showed a decline in real terms in the early nineties due to the fiscal problems faced by the government. However, since mid-nineties real per capita expenditure on education has been showing an upward trend due to higher priority given to primary education and

increased flow of funds under central schemes. It needs to be noted that per capita expenditure in U.P. on education has been the lowest among major Indian states. It is only two thirds of national average and half of what States like Gujarat and Kerala are spending on education (see Table 3.10).

Figure 3.16: Education Expenditure As % of NSDP

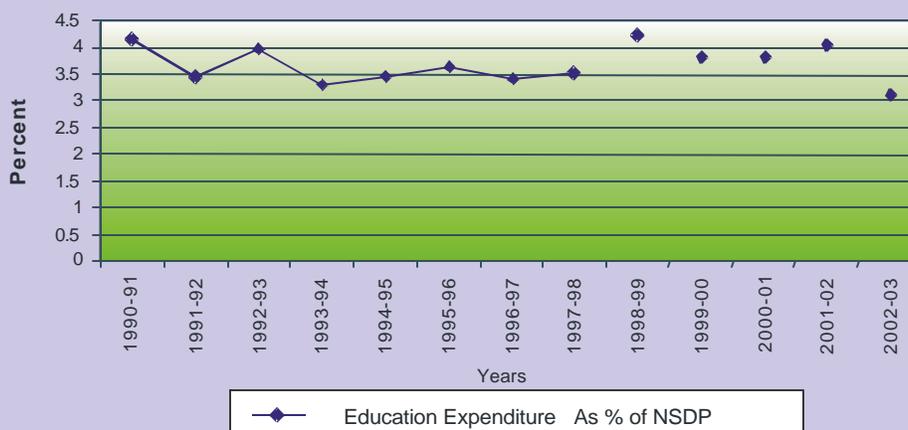
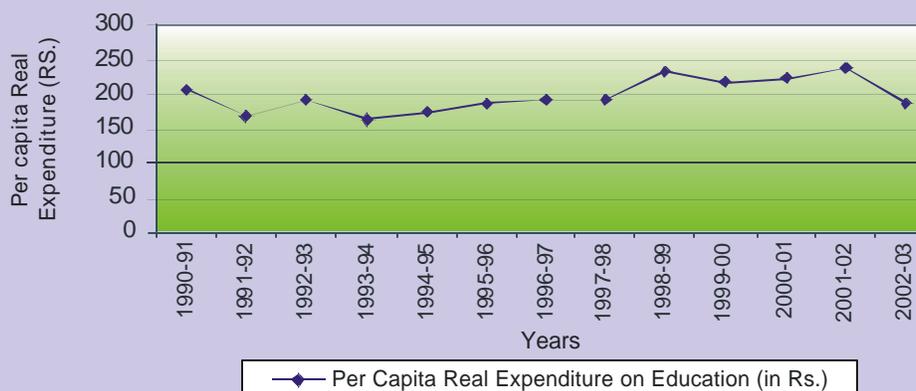


Figure 3.17: Per Capita Real Expenditure on Education (in Rs.)



68. Though total expenditure on education has increased more than four times since 1990-91, it has declined as a proportion of total expenditure coming down from around 22 per cent in 1990-91 to around 20 per cent in 2000-01 and further to around 18 per cent in 2005-06 (Table 3.10). This is mainly due to the fiscal crunch faced by the state during this period.

69. The composition of education expenditure has been shown in Table 3.11. Slightly above 10 per cent of

education expenditure is devoted to higher education, rest being spent on school education. Within expenditure on school education, about two third is spent on primary education and one third on secondary education. In the last five years, greater priority is being given to universalization of education in the state. Nearly 98 per cent of expenditure on primary education is in the form of grants-in-aid to private schools. In the case of secondary education, grants constitute about 75 to 80 per cent of total expenditure.

| Year | Expenditure On Education | Total Expenditure | Educational Exp. As % of Total |
|-----------|--------------------------|-------------------|--------------------------------|
| 1990-91 | 2093.8 | 9538.4 | 21.95 |
| 1995-96 | 3360.9 | 17556 | 19.14 |
| 1997-98 | 4156.9 | 22195 | 18.73 |
| 1998-99 | 5840.2 | 27466 | 21.26 |
| 2000-01 | 6090.9 | 31033 | 19.63 |
| 2001-02 | 6018.2 | 31780 | 18.94 |
| 2003-04 | 6254.6 | 37944 | 16.48 |
| 2004-05RE | 7538.8 | 45622 | 16.52 |
| 2004-05BE | 6544.3 | 42786 | 15.30 |
| 2005-06BE | 8588.6 | 48071 | 17.87 |

Source: Budgetary Documents, U.P. Government

70. A grant structure needs to be evolved which relates grant levels to various school performance indicators such as percentage of total expenses spent on non-salary costs (to encourage quality improvements), percentage of total funds raised from non-fee sources such as parental donations (to encourage equitable

resource-generation), percentage of parents who are satisfied with the school (to encourage accountability), and average number of students per class (to encourage cost-consciousness), etc. A more rational grant structure could be a policy correction that has potentially the biggest pay-off in increasing educational efficiency.

| Year | Elementary Education | Secondary Education | School Education | Higher & Others Education | Total Education Expenditure |
|------------|----------------------|---------------------|------------------|---------------------------|-----------------------------|
| 1990-91 | 57.87 | 30.06 | 87.93 | 12.07 | 100.00 |
| 1995-96 | 55.43 | 33.03 | 88.46 | 11.54 | 100.00 |
| 1997-98 | 54.61 | 33.10 | 87.71 | 12.29 | 100.00 |
| 1998-99 | 56.83 | 31.77 | 88.60 | 11.40 | 100.00 |
| 1999-00 | 54.59 | 31.11 | 85.70 | 14.30 | 100.00 |
| 2001-02 | 62.94 | 27.83 | 90.77 | 9.23 | 100.00 |
| 2003-04 | 58.06 | 31.31 | 90.37 | 9.63 | 100.00 |
| 2004-05 RE | 58.38 | 31.51 | 89.89 | 10.11 | 100.00 |
| 2005-06 RE | 59.84 | 28.20 | 88.04 | 11.96 | 100.00 |

Source: Computed from State Budgets

71. The demand for education at various levels has been growing at a rapid pace and will continue to do so in the coming year. The state government with its limited resources will not be able to meet the total requirement of funds for financing expansion of education in the state. Gradually the role of private sector in the field of education is increasing. The government has introduced the scheme of recognition without grant to new educational institutions to promote opening up of new schools particularly at the secondary level. Public private partnership in promoting educational infrastructure is being encouraged specially at technical and higher education level (see Box 3.11).

Box 3.11: Public Private Partnership in Education

The public private partnership in the administration and financing of school education is being encouraged in the state through NGO participation. This is the new dimension of joint responsibility for the development of education in the state. The Tenth Five Year Plan of U.P. aimed at promoting the participation of private entrepreneurs in establishing, expanding and upgrading educational institutions, as the demand for this level of education is increasing very fast.

As noted earlier, of late, the private sector has also been involved in setting up degree colleges in the State. This has curtailed the financial burden of the State Government in opening of new colleges. The policy in education financing is that more government money be spent on primary education and the higher education should thrive more on private participation.

The UP government is further hopeful that the policy of encouraging private partnership in education will help improve the position of the supply of education in the state. It is also likely to bring about qualitative improvement through induced competition.

As mentioned earlier, the government has allowed opening up of private universities in the state by enacting a private Universities Act. Seven private universities have already been set up under the Act in the state.

72. In view of the educational backwardness of the state, the Twelfth Finance Commission (TFC) has made provision for special education grants to Uttar Pradesh so that the required level of public expenditure on education does not decline below the normative level as suggested by the Finance Commission. Year wise grants recommended for education by TFC to Uttar Pradesh for the award period covering five years from 2005-6 to 2009-10 have been shown in Table 3.11. It is expected that the larger resource availability for

education sector in the state will contribute significantly in overcoming the educational backwardness of the state in the coming years.

Table 3.12: TFC Grants In Aid For Education Sector to U.P.

| Year | Amount of grants to U.P. (in Rs. crores) | Grants to U.P. as percent of total education |
|---------------|--|--|
| 2005-06 | 736.87 | 43.6 |
| 2006-07 | 806.87 | 43.7 |
| 2007-08 | 883.52 | 41.4 |
| 2008-09 | 967.45 | 43.8 |
| 2009-10 | 1059.36 | 43.9 |
| Total 2005-10 | 4454.07 | 43.8 |

Source: *Report of the Twelfth Finance Commission 2005-10*, Government of India, November 2004.

Box 3.12: Public Expenditure on Education in U.P.: Some Basic Concerns

- Public spending on education in UP at all levels, particularly at higher levels is insufficient and still low as compared to other states, even though it has increased substantially over the last 15 years.
- The relative decline in educational spending, particularly, since the year 2000 is worrisome indeed and needs to be checked
- Spending on education appears to have been crowded out under the pressure of fiscal reforms and initially due to financial crunch at the state level.
- Specialized education, vocational and technical education have in particular been starved of funds
- The pattern of educational spending has been both inequitable and inefficient.
- The efficiency of resource utilization in education in the state is very low. Schools must choose most cost effective inputs without sacrificing the quality of teaching.
- Better utilization is needed of the external resources for education that are received by government of UP.

XI. Future Challenges and Outlook

73. Substantial progress has been made in the state during the last decade in the field of education particularly at the primary level. However, a number of serious challenges remain to be addressed in the coming years. Some of the basic future challenges and emerging outlook are highlighted below:

74. As the primary education is nearing universalization level, generating extra capacity by

opening new secondary schools and institutions of higher learning will be required.

75. Along with expansion in physical infrastructure and other facilities, quality of education will have to be strengthened. Quality will be hallmark of education in the days to come and the state that remains backward in quality education will be too weak to catch up with the forward states in almost every respect. The thrust therefore will have to be placed on quality improvement along with quantitative expansion.

76. Reducing the gender gap in education and mitigating the educational disadvantages of the minorities and other backward classes will need to be taken care of more effectively with a view to promote their educational development in particular and the integrated social development in general.

77. Attention will have to be focused on promotion of primary education in the lagging districts and blocks.

78. Gradually the system of education in UP is moving from state controlled and state financed system to privately managed and privately funded system. However, the State still has a major role to play.

79. An increase in fee is bound to occur in the days to come and soon the system of "subsidized education" is likely to be replaced by "user charging education system". The surveillance of the government on the user charges will be important to ensure 'equality' and 'accountability.'

80. Since free and compulsory education for children in age group of 6-14 years has been made Fundamental Right in the Constitution of India, it will not be possible to make elementary education in the government sector fee charging. At secondary and higher levels, user charges will have to be raised and element of subsidy reduced. For making the governmentally subsidized system of education to fee charging one, a political consensus will be necessary, without which it would not be possible to raise or impose additional fee. However, along with making the system more fee charging, adequate provision will have to be made for free-ships to poor students lest they are deprived of education along with liberal provision of educational loans.

81. Under the liberalization regime in Uttar Pradesh, as in the country, foreign schools and universities may open up their chain in India and they will find U.P. a better destination in view of the huge demand for secondary and higher education. This calls for a move to restructure the financing pattern and the grants in aid criteria for quality improvement in school education and the university education of all types, particularly in the government aided educational institutions so that they are able to successfully compete in the changed scenario of inter-state and international education competition.