

**AN ANALYTICAL STUDY OF EDUCATION IN INDIA WITH SPECIAL
REFERENCE TO UTTAR PRADESH**

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ABSTRACT

Literacy is the basis of all education. Literacy and general education form the base of the knowledge pyramid which is essential for a rapid and sustained development of the society in the 21st Century. Literacy is generally associated with important concept of modern civilization such as modernization, urbanization, industrialization, communication and commerce development. Education is necessary because if a human being is educated then s /he will be able to empower themselves for their rights, fight against discrimination, able to take decision concerning oneself, contribute to economic growth of nation, will be able to face all scientific and technological changes. The objective of this paper understands the education system and scenario in India and to assess the status of education in Uttar Pradesh.

Keywords: *Education, Literacy rate, Education System, Uttar Pradesh.*

Introduction

“Education is the most powerful weapon which you can use to change the world.”

— **Nelson Mandela**

An Education is a form of learning in which the knowledge, skills, and habits of a human race are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the supervision of others, but may also be gained by oneself. The educational literacy and level of education are basic indicators of the level of development achieved by a community. Literacy is generally associated with important concept of modern civilization such as modernization, urbanization, industrialization, communication and commerce development. Literacy forms important tools of overall development of individuals enabling them to comprehend s their social, political and cultural environment and respond to it appropriately. Higher levels of education and literacy lead to a greater awareness and also contributes in improvement of economic and social conditions. It acts as a catalyst for social enhancement in the returns on investment made in almost every aspects of development effort for population control, health, hygiene, environmental degradation control, employment of weaker sections of the society.

India is a developing country and is on a track to be a developed country in terms of economic and financial growth. This growth can mainly be attributed to its educational wealth and system. India comprises of 28 States and 7 Union Territories. Uttar Pradesh is the most populous and 4th largest state of Union of India. Uttar Pradesh is located in the northern part of India. The literal meaning of Uttar Pradesh is Northern Province. With the adoption of constitution of republic India on January 26, 1950, the state of Uttar Pradesh, cultural cradle of India, came into existence. On November 9, 2000, Uttar Pradesh is the most populated and fourth largest state of India there are 71 districts in this state.

In this paper the analysis is done on the literacy rate in India and the literacy rate in Uttar Pradesh from 1901 to 2011. A comparison is done on the literacy rate of India and Uttar Pradesh, the difference between the male female literacy of Uttar Pradesh on overall basis from 1951 to 2011(as Uttar Pradesh came into being in 1950) and district wise male female literacy rate comparison according to census 2011.

Literature Review

Lall Marie (2005) “The Challenges for India’s Education” The Focus on Indian culture, heritage and ethical values in syllabuses will be strengthened, the downgrading of Bharatiya languages in school and college education will be checked ,teaching in the mother tongue will be encouraged, effort will be intensified for the propagation of Sanskrit.

Cheney R Gretchen (2005) “A Profile of the Indian Education System” he concluded the paper mentioning despite the highly inefficient delivery of public services, high levels of teacher absenteeism and non- teaching activity, many Indian students remain motivated into IIT, IIM and other top institutions is enough to spur millions of students to achieve at remarkably high levels, particularly in the areas of science and mathematics. The increased demand for higher education is not currently being met.

Kingdon Geeta (2008) “A political economy of education in India: The Case of Uttar Pradesh”

Hill Sam (2011) “Improving Access and Quality in the Indian Education System” Against a back ground of sustained rapid economic growth, rising public and private spending has ensured a marked expansion of Indian education system. Considerable progress has been made in lifting and reducing gender disparities and the goal of universal enrollment at the elementary level is moving closer to fruition. However, high drop-out rates and low student attendance continue to internationally.

Kattumuri Ruth(2011) “ Developments in education in Palanpur, a village in Uttar Pradesh” This paper has mainly examined education levels of those who are currently in schooling. The education of the overall population needs to be examined further in the context of additional demographic characteristics including marital status. In addition (i) mechanisms involved in the substantial changes in education that have happened , in terms of parental decision(as demand) and public supply and the institutional and social mechanisms are at work;(ii)what were the priorities and processes for parents and children choosing private or government school; the level of education completed and related aspects; (iii) parents perceptions about quality education , reward and so on.

Objective of the Study

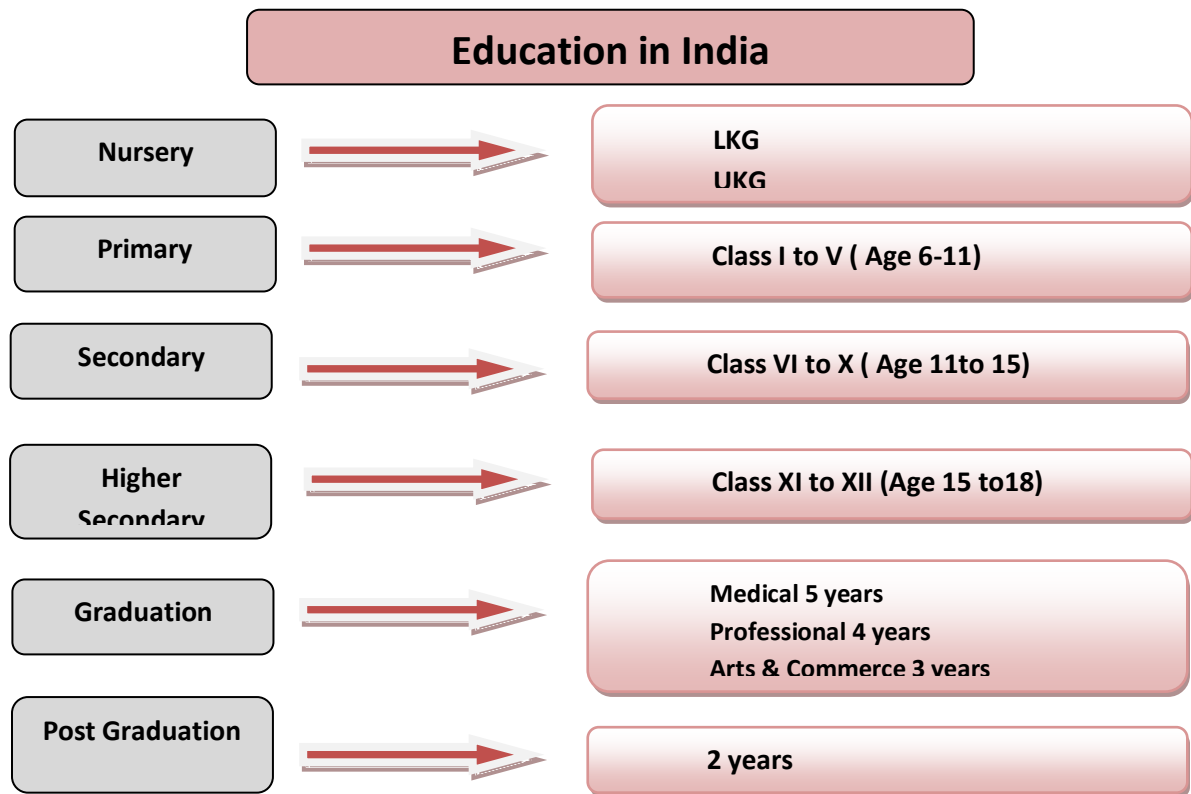
- To understand the Education system in India.
- To assess the education status of Uttar Pradesh.

Research Methodology

This research is an attempt to study the Education System in India and analyzed it situation. For this purpose analytical and descriptive research design has been used. The study was purely based on secondary data regarding the Education in India which are collected from GOI Ministry of Human Resource Development, Handbook of Statistics published by journal, websites & entire relevant source like publication newspaper etc.

Education Scenario in India

The Vedic period education was accessed by all in India, but the scenario was gradually changed as female lost the right of education. However, in the British period emphasis was given on education. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India.



Role of Government in Education Sector in India

Initiative by Government
<ul style="list-style-type: none"> • In 1965, the Kendriya Vidyalaya mission was notable unique programme • National Policy on Education (NPE) was formulated by the Indian Central government in year 1968 • Focusing on the primary education, another special programme called Integrated Education for Disabled Children (IEDC) was initiated in 1974 • The Programme of Action(POA) was also reinforced in 1992 • Several measures were started by the government like the <ul style="list-style-type: none"> ▪ District Primary Education Programme (DPEP) ▪ Sarva Shiksha Abhiyan (SSA)

- The government had set up Navodaya Vidyalaya and various other schools in each district such as opening established universities and advanced female education.
- SSA's extension to Madhyamik Shiksha Abhiyan
- Saakshar Bharat Mission, which focuses on the literacy of women

Education System is governed in India

- The Central Board of Secondary Education. (CBSE)
- The Council of Indian School Certificate Examination. (CISCE)
- The State Government Boards.
- The National Open School.
- The International School.
- The Central Universities
- The State Universities.
- The Open Universities.

Most of the current universities in India now have collaboration with their leading counterparts from all over the world and hence provides an excellent international education to the students. The current education system in India is recognized all over the world and inspiring

Constitutional Provision for Education in India

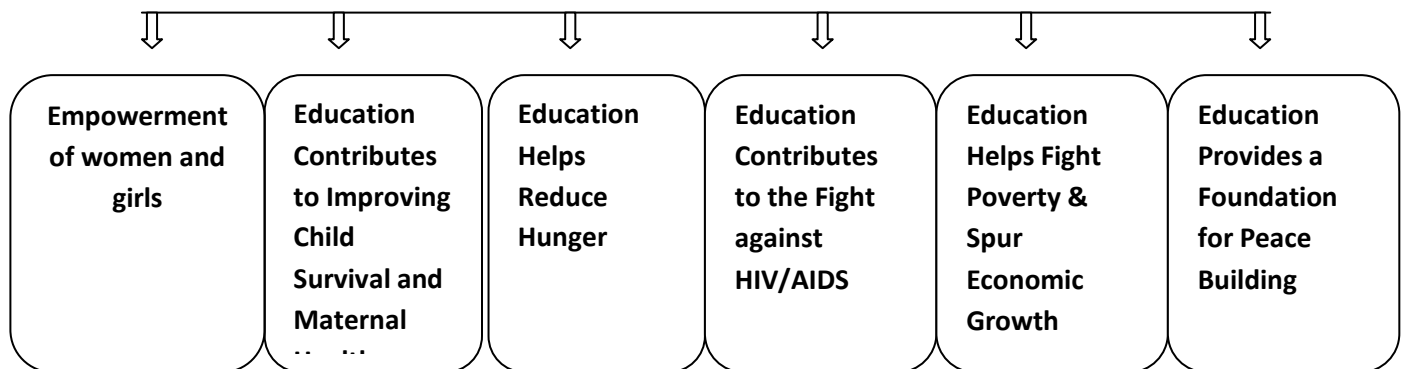
Title	Article	Description
Fundamental Rights	13	Laws inconsistent with or in derogation of the fundamental rights
	15	Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth
	21A	Right to Education <i>[Inserted by the 86th Amendment in December, 2002 and passed by the Parliament in July, 2009. The provisions of the Act came into force from 1st April, 2010]</i>
	28	Freedom as to attendance at religious instruction or religious worship in certain educational institutions
	30	Right of minorities to establish and administer educational institutions
Directive Principles of State Policy	45	Provision for free and compulsory education for children. <i>[Inserted by the 86th Amendment in December, 2002 and passed by the Parliament in July, 2009. The provisions of the Act came into force from 1st April, 2010]</i> Provision for early childhood care and education to children below the age of six years.
	46	Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections

Fundamental Duties	51A	“Clause (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.”
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The Education Scenario of Uttar Pradesh

The Uttar Pradesh State Government has initiated programs to make the whole state literate. There are special programs like World Bank aided District Primary Education Programme (DPEP). To initiate programme state government involve the Non-Government Organizations (NGOs) and other organizations to raise popular participation of higher education and technical education. The Government of Uttar Pradesh passed the Uttar Pradesh Basic Education Act, 1972 (U.P. Act No. 34 of 1972). The main objective of this act is to organize, co-ordinate and control imparting of basic education in schools other than high schools or intermediate colleges. By this Act, an Autonomous Body named "Uttar Pradesh Board of Basic Education" was constituted under chairmanship of the Director, Basic Education. The Act was amended in year 2000. Basic Education Project initiated in 1993 to which was followed in 17 districts. The project got completed in 2000. DPEP-II started in 1997 in 22 districts of the state which ended in 2003. DPEP-III began in 2000 in 32 districts of the state and the completed in 2006. Sarva Shiksha Abhiyan began in 2002 and covers whole state.

Importance of Education



Education is necessary because if a human being is educated then s /he will be able to empower themselves for their rights, fight against discrimination, able to take decision concerning oneself, contribute to economic growth of nation, will be able to face all scientific and technological changes. In spite of all these knowledge and different programs running at Central and State level the Literacy Growth is not up to the mark in Uttar Pradesh as per the rules of National Planning Commission. In India literacy rate is calculated if person is able to read and write is termed a literate but in actual is totally different because literacy is not just reading and writing but one should be able to understand all perspectives. The literacy rate of India for the year 2011 according to Census is 74.04 percent out of which 82.14 percent males and 65.46 percent females are literate .In Uttar Pradesh the literacy rate is 67.68 percent out of which 77.28 percent of male are literate as compared to female is 57.18 percent.

TABLE-1 LITERACY RATE IN INDIA AND UTTAR PRADESH

YEAR	INDIA	UTTAR PRADESH
1901	5.3	NA
1911	5.9	NA
1921	7.2	NA
1931	9.5	NA
1941	16.1	NA
1951	16.7	12.0
1961	24.0	20.9
1971	29.5	24.0
1981	36.2	32.6
1991	52.1	40.7
2001	65.38	56.3
2011	74.04	67.7

Source: Various website

Note: The Data of Uttar Pradesh is not available before 1951 as it came into being in 1950. The literacy rate for year before 1981 was calculated for aged 5 year and above and from 1981 to 2011 it was calculated for 7 year and above.

As we know that Uttar Pradesh is the most populated state of India and it is clearly observed by the table that to literacy rate of U.P is far below as compared to India so lot of action is to be taken for its development so that the desired position could be achieved. The increase in literacy rate is fast as compared from the previous data of Uttar Pradesh but yet it is below the average literacy rate directed by National Planning Commission.

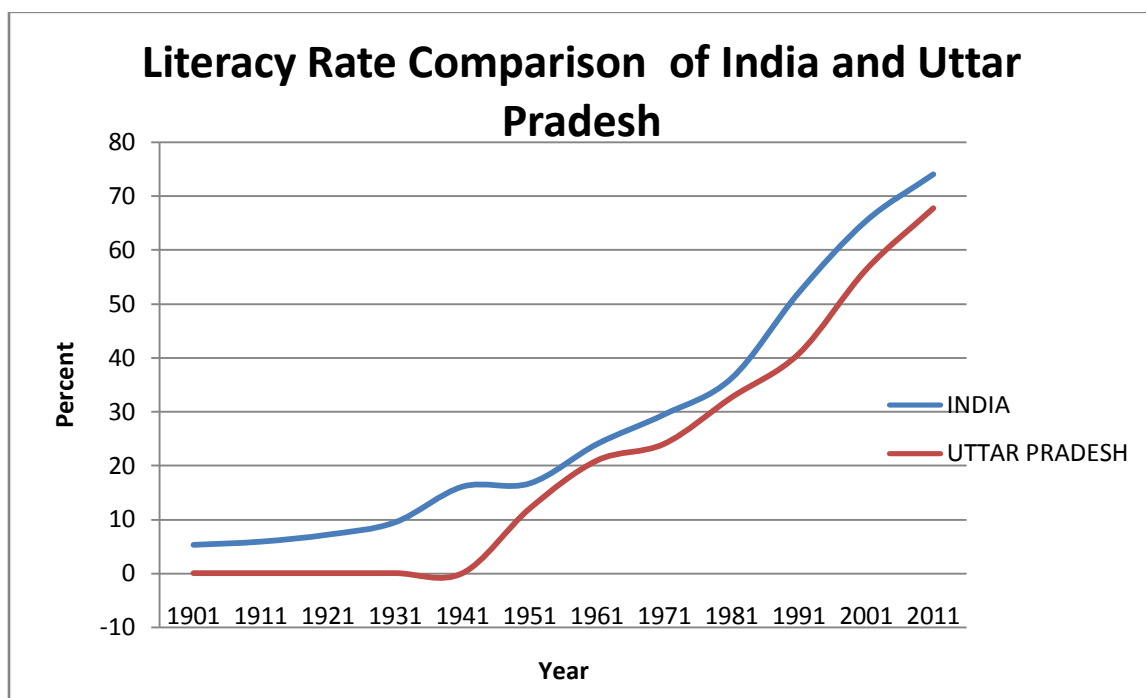


TABLE 2 - LITERACY RATE OF UTTAR PRADESH

YEAR	MALE	FEMALE
1951	19.2%	4.1%
1961	32.1%	8.4%
1971	35.0%	11.2%
1981	46.7%	16.7%
1991	54.8%	24.4%
2001	70.2%	43.0%
2011	77.3%	57.2%

Source: Different sources

Note: The literacy rate for year before 1981 was calculated for aged 5 year and above and from 1981 to 2011 it was calculated for 7 year and above.

The above Table shows that how the literacy rate had been increased from 12.2 percent to 56.27 percent which is nearly 5 times increment but yet it is not up to the mark. The increase in male percentage is just 4 times which as compared to female is low because female percentage has risen from 4 to 57 which is a good sign but yet it's below male percentage. This shows that still many females are unable to go to school i.e. the thought of gender inequality is there. So to bring equality for the developed India lot of work is to be done.

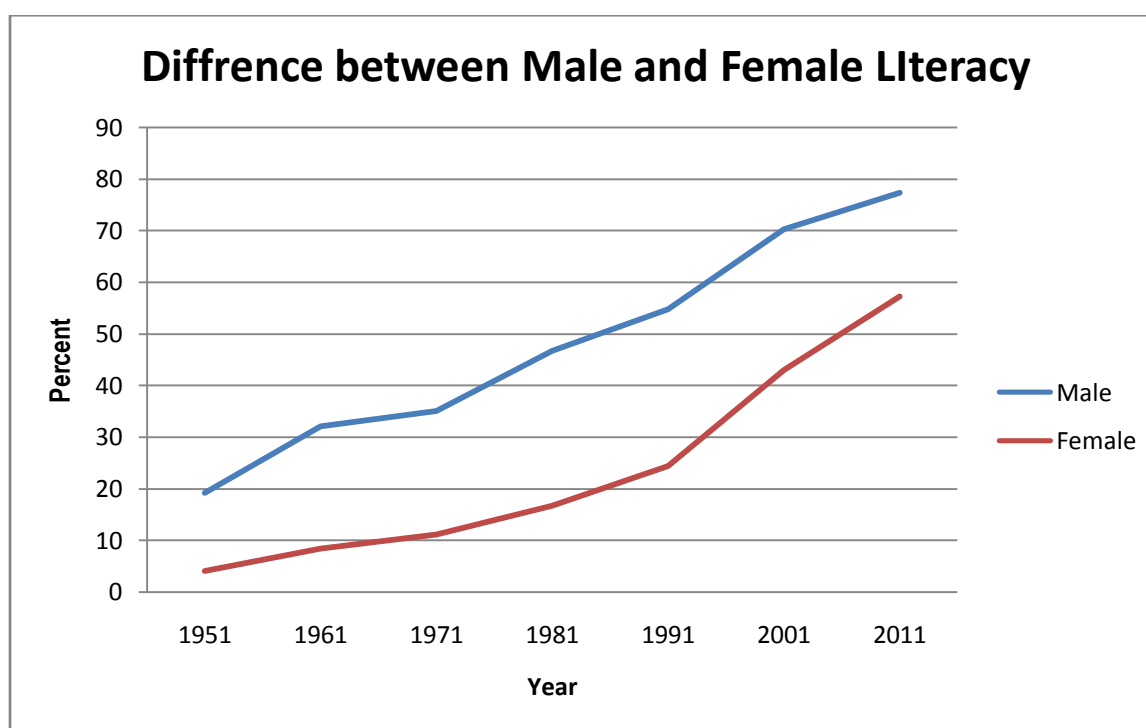


TABLE-3: DISTRICT WISE MALE AND FEMALE LITERACY IN UTTAR PRADESH AS PER 2011 CENSUS

SL.NO	DISTRICT	MALE LITERACY	FEMALE LITERACY
1	Agra	78.32%	59.16%
2	Aligarh	80.24%	57.48%
3	Allahabad	85.00%	62.67%
4	Ambedkar Nagar	83.95%	64.62%

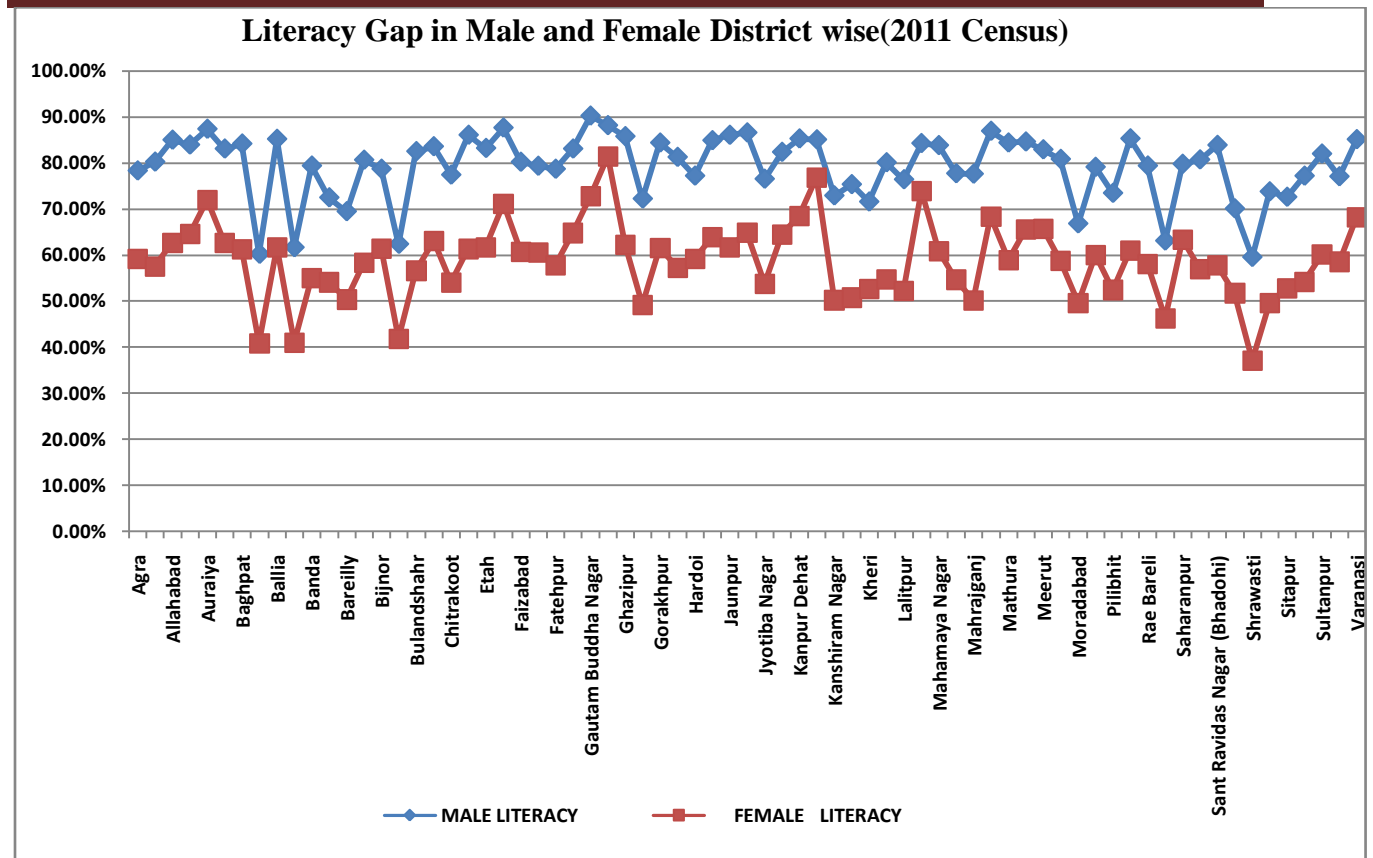
5	Auraiya	87.37%	71.97%
6	Azamgarh	83.08%	62.65%
7	Baghpat	84.17%	61.22%
8	Bahraich	60.23%	40.76%
9	Ballia	85.19%	61.72%
10	Balrampur	61.66%	40.92%
11	Banda	79.38%	54.95%
12	Bara Banki	72.49%	54.10%
13	Bareilly	69.47%	50.35%
14	Basti	80.65%	58.35%
15	Bijnor	78.70%	61.45%
16	Budaun	62.39%	41.76%
17	Bulandshahr	82.52%	56.60%
18	Chandauli	83.58%	63.07%
19	Chitrakoot	77.42%	54.03%
20	Deoria	86.07%	61.34%
21	Etah	83.21%	61.72%
22	Etawah	87.64%	71.16%
23	Faizabad	80.21%	60.72%
24	Farrukhabad	79.34%	60.51%
25	Fatehpur	78.69%	57.76%
26	Firozabad	83.08%	64.80%
27	Gautam Buddha Nagar	90.23%	72.78%
28	Ghaziabad	88.16%	81.42%
29	Ghazipur	85.77%	62.29%
30	Gonda	72.23%	49.13%
31	Gorakhpur	84.38%	61.54%
32	Hamirpur	81.27%	57.19%
33	Hardoi	77.20%	59.17%
34	Jalaun	84.89%	63.88%

35	Jaunpur	86.06%	61.70%
36	Jhansi	86.58%	64.88%
37	Jyotiba Phule Nagar	76.53%	53.77%
38	Kannauj	82.36%	64.46%
39	Kanpur Dehat	85.27%	68.48%
40	Kanpur Nagar	85.07%	76.89%
41	Kanshiram Nagar	72.91%	50.20%
42	Kaushambi	75.35%	50.76%
43	Kheri	71.58%	52.62%
44	Kushinagar	80.10%	54.74%
45	Lalitpur	76.41%	52.26%
46	Lucknow	84.27%	73.88%
47	Mahamaya Nagar	83.83%	60.79%
48	Mahoba	77.72%	54.65%
49	Mahrajganj	77.62%	50.14%
50	Mainpuri	86.93%	68.35%
51	Mathura	84.39%	58.93%
52	Mau	84.61%	65.59%
53	Meerut	82.91%	65.69%
54	Mirzapur	80.83%	58.77%
55	Moradabad	66.83%	49.63%
56	Muzaffarnagar	79.11%	60.00%
57	Pilibhit	73.46%	52.43%
58	Pratapgarh	85.29%	60.99%
59	Rae Bareli	79.39%	58.06%
60	Rampur	63.10%	46.19%
61	Saharanpur	79.77%	63.30%
62	Sant Kabir Nagar	80.72%	56.99%
63	Sant Ravidas Nagar (Bhadohi)	83.87%	57.79%
64	Shahjahanpur	70.09%	51.73%

65	Shrawasti	59.55%	37.07%
66	Siddharthnagar	73.79%	49.61%
67	Sitapur	72.61%	52.80%
68	Sonbhadra	77.19%	54.11%
69	Sultanpur	81.99%	60.17%
70	Unnao	77.06%	58.54%
71	Varanasi	85.12%	68.20%

Source: <http://updateox.com/india/district-wise-male-female-literacy-rate-in-india-2011-census>

The above table depicts that there is enormous difference between the male and female literacy rates of U.P. and if this rate is analyzed on the basis of urban and rural population, it would be looked that female literacy is very low in rural areas. Ghazipur has the highest literacy of males, i.e. nearly 90 percent, and the female literacy there is 72 percent, the difference in the same area is so much and lowest in Shrawasti district which is 60 percent and there female literacy is 37 percent, the difference is too much. In case of female, highest is in Ghazipur, i.e. 81 percent, and there male literacy is 88 percent and lowest in Shrawasti district where female literacy is 37 percent and male literacy is 60 percent, hence it could be seen that the difference is vast which arises the case of gender inequality.



Conclusion

India is working with a high pace to reach the height of developed country. The data shows that the most populated state of the country is lagging behind in the race of literacy as compared to that of India. The difference in the male female literacy rate is also low as compared from the past, yet the government has started many schemes for the up liftment of the literacy rate but yet they are not supporting that well to reach the vision. The difference between literacy rates from the last Census is seen and it could be observed that the male and female literacy i.e. highest and lowest has enormous difference, so to run in the race the process followed is slow. Lot many work has to be carried out so that we should be able to participate in the race and reach to the level what is to be achieved. Different programs are running as Sarva Siksha Abhiyaan, Mid-Day Meal, Dalit Siksha, Mahila Samakhya Program, Program for technical development as computer training is given and many other training is been given to work with the changing environment. For Quality of Education in terms of infrastructure, teachers, accreditation etc

Affordability of Education – ensuring poor and deserving students are not denied education.
Ethics in Education: avoiding over-commercialization of education system.

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