



**PROGRESS OF ELEMENTARY EDUCATION AFTER INDEPENDENCE IN ALIGARH DISTRICT OF UTTAR PRADESH**

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**Abstract:** *Studies pertaining to progress of elementary education after independence in Aligarh district of Uttar Pradesh found very useful in respect of free uniform scheme, free text book, attendance scholarship for girls and mid-day meal. As 15.2, 8.6, 8.7 and 9.08 % Schedule cast, Schedule tribe, EBMC and others benefited from the free uniform scheme respectively. The Beneficiary students in respect of text books observed around 72.0 % for SC, 6.6 % for ST and 21.4 percent for others. Area wise, free text book scheme was observed relatively higher in rural areas (62.9%) as compared to urban areas (44.87%). Attendance scholarship for girls found 9.87 % in rural schools and 6.69 % in urban schools. The beneficiary girl students belong to 9.12 % SC, 3.23 % ST girl students enrolled in the respective schools. Out of 1273 primary Schools in Aligarh district, 85.76 % in rural and 59.88 % in urban areas were providing the incentive scheme of mid-day meals to the children. The study also pointed out that nearly 47.01 % schools did not provide either precooked or cooked meals to the children.*

**Key Words:** *Elementary education.*

**Introduction:**

On August 15, 1947 India attained independence from the British domination. This gave the people of the country the first fullest opportunity to mould their educational policy according to the needs of the nation in the fast changing times. But this opportunity was not free from heavy responsibilities that lay ahead for reorienting the entire system of education, which apart from enabling the coming generations to develop their natural faculties may also enable them to rebuild a new India. The content of learning, which from the very beginning of the British era had been mainly of a general and theoretical nature, had to be given a practical basis. The country needed a large number of technicians, engineers, doctors, scientists and other skilled workers who could impart a new shape to various things in the developing economy of the country, which had been languishing under colonial exploitation for about two centuries. The most important problems in the field of education before the national government were the expansion of facilities for mass compulsory elementary educational systems, to develop

vocational and technical education at various levels, to encourage women education and also to reorganize the structure of educational administration.

The Indian constitution had required that within ten years of its commencement, free and compulsory education should be provided to all children up to age of 14 years (Mehta 1999, Thakur 1999 and Singh, 2004). Proposals for educational reform generally focus on teacher and curricula. But the most important factor in the education may be the student himself or herself. A growing number of state in India and elsewhere have established programme that provide financial in the form of merit scholarships to students who perform well academically. On the other hand the low income family leave their children feeling isolated, and do not send their children to the school mainly due to economic reason. The economic situations of such family who simply cannot meet the costs of sending their children to school has received considerable attention, and accordingly the public authority , being conscious of the situation and considering such economic deprivation as impediments to

implementation of a educational policies and programme at the grassroots levels, have made some landmark provisions through providing incentives schemes / programmes, and evolving, mechanism for proper operation thereof in the schools (Singh, 2012).

### **Major Operational Incentives Scheme in Aligarh district: a Brief Resume**

Despite constitutional efforts at free and compulsory elementary education, it has been observed that education is a fundamental right of children in the light of constitutional amendments and accordingly SarvaShiksha Abhiyan programme has been initiated by MHRD 2000B, in the mission mode in Aligarh district to ensure that all children are enrolled in the schools. Some of major incentives schemes include free uniforms, free textbooks, scholarships, midday meals etc elaborated as under.

1. All students from class I to V in Govt. primary school are served mid-day meals in various forms.
2. Free supply of uniform and textbook to students based on parental income, social groups (SC, ST, OBC), and other relevant criteria.
3. Distribution of free textbooks to the children of certain disadvantaged social groups (SC, ST, OBC), and all girls under SSA scheme
4. IRDP scholarships to all children of family living below poverty line
5. Scholarships to all children of SC, ST, OBC category students.
6. Girls attendance scholarship to boost attendance of girls in schools.

### **Materials and Methods**

Keeping in view the importance of incentive schemes as described in preceding paragraphs, the survey on various aspects viz free uniform, textbook, attendance scholarship and mid-meals in the schools has been conducted to study the progress of elementary education in Aligarh district. This paper will provide an analytical overview and discuss in the ensuing paragraph keeping in view the impact of incentive schemes in schools education on some of the prominent and major incentive schemes and

beneficiaries thereof enrolled in the schools for all communities, which are further being segregated by social group, namely SC, ST including educationally backward minority community (muslims) in the country (NCERT, 2007). The data are processed and analyzed by simple statistical approach to have better understanding in uncomplicated terms as well as to provide the directions on incentives schemes operating in the schools that are taking place in recent years in India.

### **Results and Dicusson:**

We shall, now, present our major findings regarding the incentive schemes, beneficiaries and temporal comparisons thereof on above-captioned key parameters associated with operating incentive schemes in school education in Aligarh district. The major findings of incentive schemes on free uniforms, free textbooks, and attendance scholarship for girls and midday meals are considered by area (rural and urban) in the primary school under five parts.

#### **Parts-1: Free Uniforms:**

It has been found that children of weaker section of the society do not attend the school mainly due to lack of suitable clothing for going to school. In this respect, the information pertaining to number of schools and numbers of beneficiaries in the area as per survey revealed that out of 1273, primary school, 372 schools provided free uniform incentive to the students in the district. Around 29.22% primary schools, have been beneficiaries of free uniform under the scheme and the distribution by sex has been 18.33 percent for boys and 10.8 percent for girls, respectively. By social group, beneficiaries of free uniform scheme have been 15.2% for SC, 8.64% for ST and 8.76 % for EBMC including 9.08% for others respectively. The proportion of schools having this scheme in rural areas is 26.87% against 20.79% in urban areas. In primary school, the distribution of beneficiaries of free uniform for all communities is found on lower sides for rural areas (11.44%) as compared to urban areas (14.34%) in Aligarh district. The proportion of EBMC beneficiaries of free uniform scheme for

primary school is found lower as compared to other social groups in the district.

#### **Part II-Free Textbooks;**

To encourage the student community, and thereby to achieve the millennium development goals on education for all, the incentive of free textbooks scheme are undertaken by state government as a policy measure despite huge financial constraints in the state . The incentive scheme for free text book and its distribution to the students in primary given to attract children to school. The survey data reflected that 1273, Primary schools (59.7%) have free textbooks incentive scheme for the students, and this scheme covered nearly 44% students be fitting to 56% boys and 63.38 girls enrolled in primary schools in Aligarh district. The distribution of beneficiaries of free textbooks for all communities is found higher in rural areas (62.99%) as compared in urban areas (44.87%) in the Aligarh district. This scheme has provided maximum benefit to the SC community (72%) covering maximum number of beneficiaries in rural areas with respect to the total SC students enrolled in primary schools, and followed in decreasing order by ST and others.

#### **Attendance Scholarship for Girls:**

The public authorities have developed a growing number of programmes in the forms of incentives schemes that provides scholarship based on merit, social and gender criteria in the district. Even though, only girls are offered scholarship for attending the schools with an objective to bring the girls of school age going to school and retain them there to per use the study. Survey reveals that 473 primary schools with girl's enrollment, out of these, 11.22% primary schools are covered by incentives schemes of attendance scholarship for girls. Of these primary schools, 9.87% schools in rural areas and 6.69% schools in urban areas are having the incentive scheme with respect to total number of schools with girl's enrollment in respective areas. The proportion of beneficiary girl students for social groups is found higher in rural areas as compared in urban areas.

#### **Part -4 Mid-day Meals:**

The role of health in promoting student achievements and relationship between children's nutritional status and school indicators like age at enrollment, absenteeism, performance, etc, on selective cognitive tasks including concentration in the classroom has been well-established through several studies in Aligarh and elsewhere of human kingdom. It is also agreed that protein- energy malnutrition temporary hunger and micronutrient deprivation adversely affect the achievement of children, and can easily be treated efficiently in schools. It is generally accepted that such type of deficiencies can easily and efficiently be treated in schools (Lockheed and Verseor, 1991).

Accordingly, the introduction of midday meal programme in schools has been a right step in this direction in India and elsewhere in the world. In Aligarh district under mid -day meals programme, the government has been sharing cost of implementing nutritional support for elementary education by providing required food grains (Saxena et al, 2000).

The survey also imparts data on the type of mid-day meals, viz, food grains, per -cooked foods, cooked meals that are being provided by the schools to the children in the district. the survey records show that nearly 47.01% schools do not provide either pre cooked or cooked meal to the children . Area wise, percentage of schools that do-not provide either pre cooked or cooked meals are recorded 47.36% in rural and 43.89% in urban areas, respectively.

The survey records reveal that out of 1273 schools in the Aligarh district , 82.65% are having incentive scheme of mid -day meals. The proportion of schools having this scheme in rural areas is 85.76% as against 59.88% in urban areas with respect to number of school in concerned areas. As per finding of survey, 47.01% schools do not provide either pre cooked or cooked meals to the children. Area wise this is being recorded 47.36% in rural and 43.89% in urban areas respectively.

## Conclusions

Based on above statistical aspects, results and discussions, following conclusion have being emerging on major operational incentive schemes on school education in Aligarh district.

**Free Uniform Scheme:** The total number of beneficiaries is 29.22 percent children consisting of 18.33 percent boys and 10.8 percent girls respectively, in the Aligarh district. By social group, the beneficiaries of free uniform scheme in primary school have been 15.2 percent for SC, 8.6 percent for ST, 8.7 percent for EBMC and 9.08 percent for others respectively.

**Free Text book;** Based on social stratification the figures for beneficiaries students of free text books comes around 72.0 percent for SC, 6.6 percent for ST and 21.4 percent for others. Area wise primary schools having free text books scheme are relatively

higher in rural areas (62.9) as against in urban areas (44.87).

**Attendance Scholarship for Girls:** Nearly 11.22 percent schools are covered by incentive scheme of attendance scholarship for girls in Aligarh district. The scheme is distributed over in 9.87 % rural schools and 6.69 % urban schools. The beneficiary girl's students by social group, belong to 9.12 percent SC, 3.23 percent ST girls students enrolled in the respective social group in the schools.

**Mid-day Meals:** The data analyzed reveals that 1273 schools have primary stage of school education in Aligarh district of which 85.76 percent in rural and 59.88 percent in urban areas are providing the incentive scheme of midday meals to the children. The study also points out that nearly 47.01 percent schools do not provide either precooked or cooked meals to the children, although the public authorities are fully concerned on this issue in Aligarh district.

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