

Contemporary education system of India: A comparative study of Uttar Pradesh and its neighboring states

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Abstract

School Education plays a significant role in shaping the destiny of the children and makes them good citizens of the nations. Education is the right of every child in the country and through Right to Education (RTE) Act, 2009, the quality elementary education has to be ensured for every child. The education system of the country has been made so much easier for the children so as to attract more and more students. Few of the announcements like the introduction of the grading system, the passage of Right of Children to free and Compulsory Education Bill, CBSE board exams for class 10th reservation policies etc. are a few among them. Haryana contributes 3.7% towards total GDP of India. The present study is based on the comparison of the education level of Uttar Pradesh and its neighbouring states, their educational achievements from different angles will help us in finding the deviations if any, and thus sorting out the ways to achieve targets. Along with the assessment of literacy rates as per both the gender of these states has also been made. This paper also throws light over the initiatives taken by the government of India towards the development of Education System.

Keywords: drop-out rate, education, gross enrolment ratio, literacy rate

1. Introduction

The prevailing method of the education system in India has come a long way and the old traditions have gone under for a new makeover. India's Government is working very efficiently and making lots of efforts to achieve their main objective of growth in an inclusive manner. The literacy rate of India has made a great jump from 18.4% in 1950-51 to 74.06% in 2010-11. This great achievement is the result of efficient working and hard work of the Indian Government.

The government is working for the enhancement of education status of the country in order to improve the living standard of people and also to achieve other essential aims such as social equality, poverty-related problem, distribution of income equally etc. Contribution can be made for self-development as well as overall development of the country by educating the youth of the generation. Thus, the significance of education can't be ignored.

In today's dynamic era of liberalisation, globalisation and privatisation, education plays an important role in the manifold development of a nation and its people, like India. Apart from industrialisation and modernization another influential agent of modernization is Education. Ministry of human Resource Development, GOI have commenced various programmes for the attainment of the ultimate goal of Elementary Education's Universalization. Some of the significant initiatives have been the Non-Formal Education Scheme (1986), Operation Blackboard (1986), the Shiksha Karmi Project (1987), Mahila Samakhyas (1989), Lok Jumbish (1992), the Sarva Siksha Abhiyaan (2001), the Mid-Day Meal Scheme (2005) and the

District Primary Education Programme (1994). The main aim of these initiatives is to provide compulsory education to all children between 6-14 years. Also a huge initiative by the Indian Government was Right to Education Act or the Right of Children to Free and Compulsory Education Act was passed by the Parliament of India on August 4, 2009 and came into force on 1st April 2010 which serves as a guardian to ensure that every child has the right to get quality elementary education.

2. Literature Review

Education is also seen as the most influential agent of modernization apart from industrialization and urbanization in India (Singh 1973).

The demand for education in any country like India has skyrocketed for motive that education is perceived as an important means for the social, economic and political upward mobility (Amutabi and Oketch 2003).

Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life (Goel, 2008) [7].

3. Objectives

The main objective of this paper is to compare the education system of Uttar Pradesh and its neighbouring states, on different indicators such as Gross Enrolment Ratio, Number of Colleges and Polytechnics, Male and Female Literacy Rate, etc. and provide necessary suggestions.

4. Research Methodology

This study is vivid cum investigative. It is mainly based on secondary data collected from variance sources like websites, national reports and economic surveys etc. of national and state level departments of education. The analysis has been done on the basis of various different indicators, like Gross Enrolment Ratio, Number of schools and colleges, Number of persons who can read English, etc. Descriptive statistical tools like bar graphs, line charts, etc. have been used for interpretation of the data.

5. Gross Enrolment Ratio

The Gross Enrollment Ratio is an arithmetical measure used to evaluate the number of students enrolled in school at different grade levels (like elementary, middle school and high school) in the education sector. The basic formula to calculate the GER of any is to divide the number of students who are actually enrolled in school by the number of students who are of corresponding age. The following table shows the GER of different states in 2009-10 in different classes:

Table 1

States/Uts	Classes I-V (6-11 Yrs)			Classes VI-VIII (11-14 Yrs)			Classes I-VIII (6-14 Yrs)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Delhi	120.27	123.45	120.11	111.36	108.75	110	117.35	117.65	117.33
Uttar Pradesh	108.23	116.75	112.45	76.55	66.69	95.67	95.75	95.67	96.45
Punjab	110.52	108.95	109.09	94.56	90.74	92.85	103.85	100.52	102.84
Rajasthan	120.85	116.15	118.65	96.85	73.65	84.04	110.65	99.54	105.75
Haryana	90.05	93.86	91.04	78.54	81.85	79.55	85.42	86.05	85.69
Himachal Pradesh	108.62	108.15	107.45	115.63	113.85	113.65	112.42	110.45	109.85
India	118.45	118.56	118.52	85.32	79.26	82.65	102.55	102.22	103.78

Source: Abstract of Selected Educational Statistics 2009-10 & Economic Survey 2010-11

Delhi stands at the top, in the age group of 6-11 years as well as in 6-14 years. In the age group of 11-14 years, Himachal Pradesh is showing highest GER. Delhi and Rajasthan are far better in the Gross enrolment ratio in each class group. Among all the states under the study, Uttar Pradesh stands average in all the three age groups. This implies that not all the children of this age group are getting enrolled in the schools.

compared with other states under the study. Haryana is having the highest teaching colleges, i.e. 450 Colleges. But this figure doesn't imply that education is being provided at a good scale in the state as there is very less scope of B.Ed. as compared to other courses. Medical colleges are also enough in Uttar Pradesh which shows that the students are keener to enter into this field. A number of other colleges should also be increased. Table 2 provides us with a much clear picture:

5.1 Number of Colleges

Uttar Pradesh is having a maximum number of colleges when

Table 2

States/Uts	Arts, Science & Commerce	Engineering	Medical	Teaching	Others	Total
Delhi	94	18	10	4	43	169
Uttar Pradesh	2389	220	108	130	304	3151
Punjab	236	84	40	50	179	589
Rajasthan	1138	98	56	114	217	1623
Haryana	242	156	52	450	115	1015
Himachal Pradesh	379	16	25	84	89	593
India	14325	2898	2086	3360	3294	25945

Source: Statistics of Higher and Technical Education- 2009-10; Economic Survey 2010-11.

5.2 Degree and Above Level Colleges

It is quite clear from table 3 Uttar Pradesh another time bangs 1st rank in cases of colleges for deemed universities, polytechnics and colleges. But, maximum number of other colleges including research institutions is placed in Rajasthan.

Maximum number of colleges for professional education like MBA, BBA and Engineering Institutes etc. is located in Haryana. But a well-known fact is that these colleges are not creating good number of opportunities as they lack standard quality which is a must.

Table 3

States/Uts	College for General Education	College for Professional Education	University	Polytechnic	Others
Delhi	92	43	20	80	42
Uttar Pradesh	2055	337	38	164	148
Punjab	233	232	14	90	13
Rajasthan	994	263	24	73	215
Haryana	182	521	11	33	52
Himachal Pradesh	65	12	7	27	8
India	13383	6938	2785	409	1964

Source: Statistics of Higher and Technical Education- 2009-10; Economic Survey 2010-11.

It has been seen that a large number of MBA graduates are getting frustrated due to non-availability of jobs in the corporate world. Their skills are not as per the requirements of the corporate world. So, there is a need to improve the quality of education rather than just increasing the number.

5.3 Performance of States of India (Rural)

The true performance of any particular district, state or country can only be judged only after studying the performance of rural sector on some basic constraints. The students of rural areas

are still not having the shelter of governmental policies and full education because of lack of parental education, poverty, lack of infrastructural facilities and last but not the least lack of awareness.

5.3.1 Percentage of Children Who Can Read English

Table 4 shows the percentage of students who can read English sentences. The data is of different states/union territories i.e. Uttar Pradesh, Rajasthan, Haryana, Punjab, Himachal Pradesh and Delhi.

Table 4

States	STD. I	STD. II	STD. III	STD. IV	STD. V
Delhi	36.7	56.4	39.6	43.2	16.7
Uttar Pradesh	35.6	59.1	16.8	27.3	14.7
Punjab	68.2	83.6	40.2	58.3	34.9
Rajasthan	34.8	62.5	21.4	36.5	18.0
Haryana	66.0	86.4	48.5	60.9	44.0
Himachal Pradesh	72.7	92.6	63.9	84.8	64.7
India	44.0	66.5	28.9	44.5	25.8

Source: ASER Reports for 2009: <http://asercentre.org>

In table 4, we can see that percentage of students of Uttar Pradesh who can read English is much lower than that of whole India. Thus, now it is very necessary to come up with

effective techniques to improve the literacy of enrolled as well as enrolling students.

5.3.2 Percentage of Children Who Can Do Arithmetic

Table 5

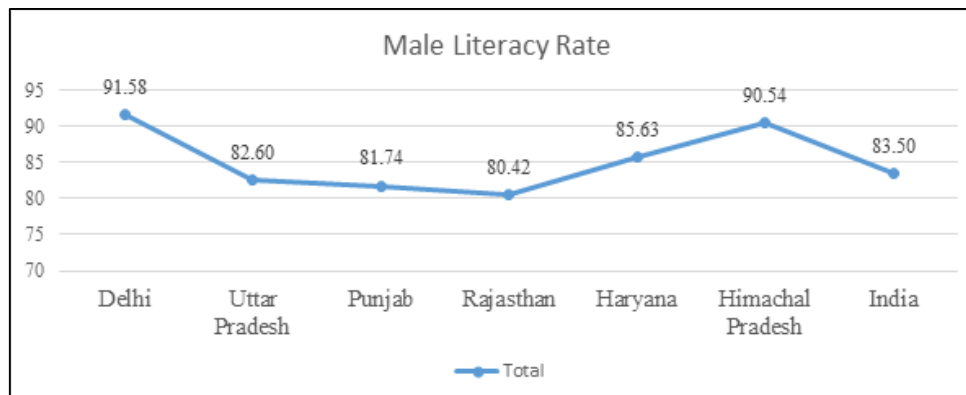
States	Recognise Numbers 1-9	Recognise Numbers 1-99	Can Do Addition and Subtraction	Can Do Multiplication and Division
	STD. I	STD. II	STD. III	STD. IV
Uttar Pradesh	55.2	36.8	22.4	29.0
Punjab	83.8	61.2	52.5	61.1
Rajasthan	58.7	41.6	28.9	39.7
Haryana	78.6	65.4	53.6	61.5
Himachal Pradesh	87.6	83.4	66.8	74.2
India	71.6	56.8	41.3	49.0

Source: Statistics of Higher and Technical Education- 2009-10); Economic Survey 2010-11.

From the above table, we can easily conclude that there are three states having a higher percentage than India, and clearly, Uttar Pradesh does not come in these states. Thus, it is the need of the hour to take effective measures to make more and more rural children capable of solving arithmetic problems.

5.4 Male Literacy Rates of States and India

The male literacy rate of Uttar Pradesh is very low, making it fourth the race. The literacy rate is lower than that of India as a whole. Uttar Pradesh is just better than Punjab and Rajasthan in case of literacy rate. Again, we can conclude that literacy rate of Delhi and Himachal Pradesh is impressive and far better than that of Uttar Pradesh.

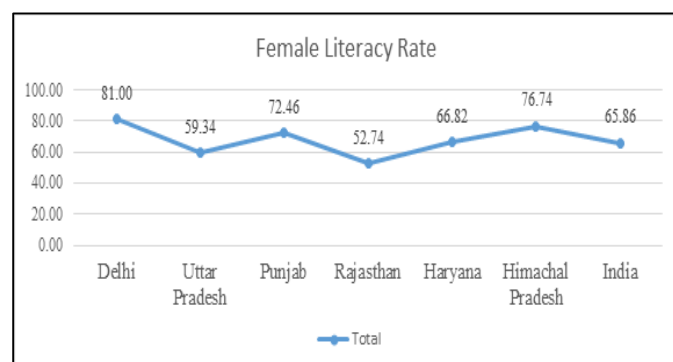


Source: Rural Urban Distribution of Population - India, Census of India 2011

Fig 1

5.5 Female Literacy Rates of States and India

The female literacy rate of Haryana is very low in 2011, making it at number fourth in the race of the neighbouring states. But it is again higher than the India as a whole which gives a feeling of satisfaction. Just like male urban literacy rate, the female urban literacy rate of Haryana is less than the national average. Female literacy rate is lowest in Rajasthan and its inter-state difference in rural female literacy rate is more significant as compared to the urban female literacy rate. The reasons may be the belief of Rajasthan people that female education is not important and their only duty is to handle their houses. Such misconceptions should be reduced among Indian people so that overall figures can be improved. Delhi is having the highest female literacy rate but in the category of rural and urban female literacy rates, HP has shown better performance. This will be clearer from the figure no. 2:



Source: Rural Urban Distribution of Population - India, Census of India 2011

Fig 2

6. Initiatives of Government of India on School India

The education sector in India has in recent years witnessed a host of admirable policy initiatives from the central government. The emphasis on education in the Central Budget has been on the rise in the recent years with a subsequent hike in the 2013–14 edition. The budget proposed a fund outflow of Rs 65,869 crore (658 billion) for the sector, an increase of a little over 7 per cent from that in the previous fiscal year. The school education was allocated Rs 49,659 crore (496 billion), an increase of approximately Rs. 4000 crore YoY (40 billion). Under school education, an amount of Rs 286.35 billion is being provisioned for Sarva Shiksha Abhiyan (SSA) and Rs 49.66 billion for Rashtriya Madhyamik Shiksha Abhiyan (RMSA) alone.

7. Conclusion

Gross enrolment ratio of Haryana in the age group of 6 to 11 years is 90.10, which is less than this ratio of India as a whole and all the neighbouring states under the study. Gross enrolment ratio of girls is more than that of boys in all age groups in Haryana. In the age group of 6-14 years, except UP and Delhi, GER of girls is less than that of boys. In spite of various schemes of the government of Haryana to provide universal elementary education, the goal has not been achieved. More efforts are needed to make people aware about government schemes for free education and importance of education in everyone's life. In the age group of 11-14 years, drop-out rate of HP is the lowest and much lesser than that of Haryana. So far as the drop-out rate is concerned in the age

group of 6 to 14 years, Haryana's experience is quite satisfactory because except Delhi, where the drop-out rate is the lowest, all other states and India as a whole have higher drop-out rates than Haryana. But still there is a need to bring down the drop-out rate to zero level if we want to have universal elementary education. In all age groups, drop-out rate of girls is lower than that of boys in case of Haryana. This reveals that the girls are more interested in studies than boys. In the context of number of recognised schools and institutes, Haryana is better than HP, Punjab and Delhi. In spite of large number of institutes, literacy rate is not very high. There is a dire need to upgrade qualitative education rather than emphasising only quantitative aspect of education. It is clear from the above tables and figures that Haryana has made commendable progress in the establishment of colleges and institutes delivering graduate and post-graduate courses. HP and Punjab are far behind Haryana. Regarding the level of education in rural areas, Haryana is above the national average as well as Rajasthan and UP. HP is ahead of Haryana in this case.

In the case of percentage of children who can read English as well as other languages and do arithmetic, HP is far ahead of Haryana. This reveals that there is something lacking in educational institutes of Haryana which is necessary for making the learning effective. There is a need for sincere and dedicated teachers to make learning effective. The literacy rate of Haryana was less than the national average at the time of its origin (population census- 1961) but now it has become greater than the national average. This is a matter of satisfaction for the state. It is more than the literacy rates in Punjab, Rajasthan and UP.

Literacy rate of Delhi and HP is higher than that of India. Delhi, HP and Punjab are ahead of Haryana in the female literacy rate also. Female education is rather more important than the education of the men as one female can make the whole family literate. Thus, steps should be taken in this direction to improve the status of literacy rate among women, especially in the rural areas of the state.

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