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Outreach of Educational Infrastructure and Services in Basic Education in India

Shivam Tripathi,

Research Scholor, Glocal School of Education,

Glocal University Mirzapur Pole Saharanpur (U.P)

Dr. Praveen Tripathi,

Research Supervisor, Glocal School of Education,

Glocal University Mirzapur Pole Saharanpur (U.P)

Abstract

Any nation's development depends on its level of education. The expansion of human capital is dependent on the quality of educational advancement. The centre of human capital is in India. However, its human capital is of poor quality. Health, the environment, and social safety all benefit from development in the education sector. In the modern world, education is without a doubt the most effective tool for igniting young minds and guiding the next generation. The young generation is built with information and values at a time when our society is rapidly changing, and excellent education gives them the ability to dream big. Education and development go hand in hand; no civilization can advance and change without spending money on educating its people. In this paper ,an attempt has been made to look at the outreach of educational services and infrastructure for the promotion of elementary education in India.

Introduction:

In the modern world, education is without a doubt the most effective tool for igniting young minds and guiding the next generation. The young generation is built with information and values at a time when our society is rapidly changing, and excellent education gives them the ability to dream big. Education and development go hand in hand; no civilization can advance and change without spending money on educating its people. This has primary education as its foundation. Because of this, all 189 of the United Nations' members are dedicated to reaching the Millennium Development Goals (MDGs). The achievement of universal primary education is the second MDG's goal. The Right of Children to Free and Compulsory Education Bill, 2009, was passed by the Indian parliament to ensure that all children between the ages of 6 and 14 have access to education. The bill also allots one-fourth of the available places in private schools to members of the less advantaged social groups. Any change in policy does not, however, immediately affect how things are done in schools. States and departments of

education must focus their efforts in order to take advantage of the policy reforms and guarantee that every child has access to a high-quality education. India views education as a child's fundamental right and has provisions in its constitution to ensure that it is provided. Every child in the age range of 6 to 14 years has a right to a full-time elementary education of satisfactory and standard quality in a formal school that complies with essential norms and standards as per the requirements, thanks to the Right of Children to "Free" and "Compulsory" Education (RTE) Act of 2009. The RTE Act becomes active on April 1, 2010.

Educational Infrastructure:

During the 11th Five Year Plan, there have been tremendous advancements in Indian education. Enrollment in schools has increased, although differences in enrollment by gender and social category have shrunk significantly. The expansion of school infrastructure and facilities has greatly extended access to education, and providing incentives like textbooks, midday meals, and uniforms to huge numbers of kids has helped kids stay in school longer and improved their nutritional status. By incorporating Article 21-A into the Indian Constitution through the Constitution Act of 2002, basic education became a fundamental right. This was followed by the Right of Children to Free and Compulsory Education Act of 2009, which went into effect on April 1, 2010. The RTE Act is a significant step in the direction of realising the objective of equal, universal, and high-quality education. The future of primary education will be greatly impacted by this development. It suggests that every child has a right to an elementary education of sufficient and equal quality in a formal school that complies with specific fundamental norms and criteria. The RTE Act codifies the child-centered education principles that were outlined in the National Policy on Education and further developed in the National Curriculum Framework of 2005. In order to comply with the RTE Act's requirements, the government has since amended the Framework of Implementation for the SarvaShikshaAbhiyan as well as the distribution of funds between the Central and State Governments to give the States a better sharing ratio. A budgetary estimate of Rs 2.31 lakh crore, approved by the government, will be used to implement the RTE Act over a five-year period, from 2010 to 2015. For the same year, the 13th Finance Commission set aside Rs 23,068 crore specifically for basic education. Other noteworthy events that followed the RTE Act's entry into force in the nation included the National Council for Teacher Education's prescription of a Teacher Eligibility Test and the notification of teacher qualifications under section 23 of the RTE Act. Additionally, the following actions were taken in the States to support the RTE Act: (a) 20 States notified the RTE Rules; (b) 31 States issued notifications banning corporal punishment and mental harassment; (c) 25 States prohibited screening for admission and capitation fees; (d) 31 States prohibited expulsion and detention; and (e) 30 States prohibited board exams until elementary education

was completed. The Teacher Eligibility Test will be conducted in a number of States as well. The country's efforts to make elementary education universal have benefited from these policy changes.

The most significant factor affecting a household's ability to prosper economically is education. Girls' and women's educational advancement has a good effect on children as well as the family's financial situation. Although achieving universal education has been a top development priority, there are still large gender and social disparities in schooling. The country with the highest percentage of illiterates is still India. Gross enrollment ratios at the elementary and middle school levels have greatly improved throughout the same time period, but there is still a sizable gender gap in education. The issue of dropouts is one of the largest problems in education. Even while dropout rates at the elementary and secondary levels have decreased during the time, they are still relatively high. Children frequently drop out of school because of inadequate educational facilities and economic hardship, primarily to look for work. States like Bihar, Rajasthan, and Uttar Pradesh have among the highest percentages of primary school dropouts for girls. States in the northeast have higher percentages of both male and female dropouts. When compared to the general population, dropout rates for the disadvantaged classes are shown to be significantly higher.

It is notable that in urban India, approximately half of all primary-aged children attend private schools. A somewhat smaller percentage of students in the upper primary school age group (11 to 14 years old) attend private unaided schools (40.7 percent in urban and 17.5 percent in rural India). It means that many students who were willing and able to pay for their primary education (by attending private schools) end up attending free government or aided schools for their upper primary education, which is absurd from an equity perspective. At the secondary school level in metropolitan areas, the percentage of students attending private schools continues to decline, falling to 36% from 49 % at the primary and 41 % at the upper primary levels. Andhra Pradesh, Haryana, Punjab, Rajasthan, Telengana, and Uttar Pradesh are states with a high percentage of students attending private schools (Gandhi, 2017). 129.1 million pupils were enrolled in primary schools nationwide in 2015–16, according to reports. But between 2011–12 and 2015–16, there was a considerable drop in elementary school enrollment. However, there are now much more pupils enrolled in upper primary schools than there were previously. There were 67.6 million pupils enrolled in upper primary schools nationwide in 2015–16. Similar to this, 39.1 million pupils were enrolled in secondary education overall during the year.

Sharma and Khan (2018) contend that privatization also has additional effects, such as kicking off the process of private ownership in a sector that was previously under government control. The introduction of private management and control into a state-controlled or public sector enterprise, such as in the case of education, is

referred to as privatization in a broader sense. In an effort to shed light on the factors that resulted in the privatisation of teacher education in India, Chand (2014) cites the necessity of technological developments, population growth, financial challenges, and the requirement for high-quality education for skilled labour. It is disappointing that there are significant differences in the quality of teacher education programmes in India; while some programmes produce exceptional graduates, others are busy generating instructors who are not qualified for the teaching profession. It can be the outcome of an issue with selection or another incorrect procedure. While it's crucial to raise the calibre of teacher preparation within higher education, there have been many concerns raised about the privatization of the field, including the proliferation of institutions, the dearth of adequate facilities, and the lack of dedication on the part of many part-time faculty members at private institutions (Albach and Levy, 2005). The idea of privatising higher education is supported by the teachers, but they want adjustments made before it is implemented. The views of students on the privatization of higher education are evolving in a positive direction. Chand, Dinesh (2014) argues that it's critical to weigh the advantages and disadvantages of privatization in the context of teacher education and to take preventative measures to ensure its effective advancement. The majority of the selected students, according to Chaudhari (2015), have voiced support for privatizing teacher education. Although private institutions are pricey, she continued, more students enrolling in them would enhance competition, which would lead to lower tuition and a higher proportion of graduates who are competent. Kumar (2016) examined difficulties with teacher education quality and commercialization. All deserving young people, he said, ought to acquire excellent teacher preparation. In rapidly developing, heavily populated countries like India, it would be difficult for the government to offer teacher education on its own. Many private institutions, according to Goud, Somasekhar (2017), receive their recognition, affiliation, and accreditation through various manipulations, including political power, financial power, and community power, and they hardly follow the rules and regulations established by regulating bodies. Some managerial techniques and businesslike conduct are adopted in order to maximise their financial returns. According to Ahmad, Rehan, and Mohammad (2017), eliminating some regulatory organisations' routine inspection and privatising higher education can improve the educational system as a whole.Percentage of schools of different types of schools is shown in

The overwhelming majority of schools were government schools while proportion of private aided and private unaided recognized schools was also recorded significant in most of the states. Even, the proportion of private unaided unrecognized schools was reported significant in the state of Assam, Kerala, Jharkhand and Bihar. The proportion of *Madarsas* against total number of schools was found significant in the state of Rajasthan, Uttar Pradesh, West Bengal, Telengana, Madhya Pradesh and Bihar(Table 1). .

Table 1: Percentage of Schools of Different Types of School

School Management	Government Schools	Private Aided Schools	Private Unaided recognized School	Private Unaided Unrecognized School	Madarsas	Total
Andhra Pradesh	73.5	3.8	21.9	0.6	0.3	100
Assam	76.1	6.0	5.9	11.6	0.4	100
Bihar	89.1	0.3	4.1	5.1	1.5	100
Chhattisgarh	87.5	0.8	11.2	0.0	0.4	100
Gujrat	76.8	1.8	21.4	0.0	0.0	100
Haryana	65.6	1.0	29.7	3.7	0.1	100
Himachal Pradesh	85.4	0.0	14.6	0.0	0.0	100
Jammu & Kashmir	81.6	0.0	18.4	0.0	0.0	100
Jharkhand	85.2	2.4	3.1	9.0	0.3	100
Karnataka	73.8	5.1	21.1	0.0	0.0	100
Kerala	27.8	41.7	20.4	10.1	0.0	100
Madhya Pradesh	80.3	0.7	17.9	0.0	1.2	100
Maharashtra	68.5	18.5	12.4	0.5	0.0	100
Odisha	84.8	7.0	5.3	2.8	0.0	100
Punjab	71.2	1.6	23.3	3.8	0.1	100
Rajasthan	65.5	0.0	32.3	0.0	2.2	100
Tamil Nadu	66.4	14.6	18.7	0.3	0.0	100
Telangana	70.3	1.8	26.5	0.4	1.1	100
Uttar Pradesh	65.6	3.3	29.4	0.0	1.7	100
Uttaranchal	74.0	2.3	22.2	0.8	0.7	100
West Bengal	86.4	0.3	9.9	1.7	1.7	100

Source:www.dise.in/statereportcards.

Table2shows that,overthefouryearperiod2010-11to2014-15,thetotal stockofgovernment schoolsinIndia(20majorstatesof India)rosebyamere16,376govt.schools.Bycontrastthe numberof private schools roseby71,360 schools. Despitethemodestincreasein thenumber ofgovt.schools,thetotalenrolmentingovt.schoolsoverthisperiodactuallyfellby11.1 millionstudents,whereastotalenrolmentinprivateschoolsroseby16million students,over thesame 4year period. Insomestates,thegrowthofprivateschoolingwasvery pronounced inUttarPradesh,thenumberofprivateschoolsroseby 31,196overthisshortfour-year period,andprivateschoolenrolmentroseby nearly7million(70lakh)studentsandgovt. school enrolment fellby2.6 million(26 lakh)students, over this four-yearperiod.

Table 2: Government and Private Schools in India

State	Government Schools		Private Schools	
	2010-11	2015-16	2010-11	2015-16
Andhra Pradesh	6186492	5367402	4592255	4943739
Assam	4082132	4140192	998944	1013270
Bihar	19495910	21548010	404132	1812378
Chhattisgarh	3808619	3281257	755632	1113912
Gujarat	5901456	5816280	2017575	3031588
Haryana	2093700	1663752	1304015	2006442
Himachal Pradesh	745712	580395	284026	370371
Jammu-Kashmir	1213246	1024643	786400	832133
Jharkhand	5591346	4727894	928935	1508344
Karnataka	4624287	4043609	2328793	3007783
Kerala	1075886	859682	375084	1471373
Madhya Pradesh	10634585	7979148	4623450	4720051
Maharashtra	7418628	5937688	2433975	3803480
Odisha	5659929	5053711	599886	992117
Punjab	2165466	2072324	1642518	1760579
Rajasthan	7132668	6264557	4736520	6073144
Tamil Nadu	4262160	4170562	3250332	3196288
Uttar Pradesh	19688240	16602404	10280445	17622294
Uttaranchal	936630	757137	617344	886874
West Bengal	13484910	11193885	1349964	1662095
Total	**12,62,02,002**	**11,30,84,532**	**4,43,10,225**	**6,18,28,256**

Source : DISE ,2017

Percentage of schools with physical facilities is shown in Table 3. There has been significant increase in the physical facilities in schools over the period of 2010-2018. Most of schools had facilities of mid-day-meal

and drinking water. However, proportion of schools having usable toilets was recorded 74 per cent. Separate and usable toilets for girls was reported by 2/3rd schools in 2018. About 37 per cent schools had library facility and books are being issued to their children. However, about 6 per cent schools had computer facility and computers are being used by children.

Table 3: Percentage of Schools with Selected Facilities

Facilities		**2010**	**2014**	**2016**	**2018**
Drinking Water	No facility for drinking water	17.0	13.9	14.8	13.9
	Facility available but no drinking water	10.3	10.5	11.2	11.3
	Drinking water available	72.7	75.6	74.0	74.8
Toilet	No toilet facility	11.0	6.3	3.5	3.0
	Facility but toilet not useable	41.8	28.5	27.9	22.8
	Toilet useable	47.2	65.2	68.6	74.2
Girl's Toilet	% schools with no separate toilet for girls	31.2	18.8	12.4	11.5
	% schools with separate girls toilet and Toilet locked	18.7	12.9	11.6	10.5
	% Schools Toilet not useable	17.7	12.6	14.1	11.7
	Toilet useable	32.9	55.7	61.9	66.4
Library	No library	37.4	21.9	24.6	25.8
	Library but no books used by children	24.7	37.4	32.9	37.3
	Library books used by children	37.9	40.7	42.6	36.9
Mid-Day Meal	Kitchen shed for cooking midday meal	82.1	88.1	89.7	91.0
	Mid day meal served in school on day of visit	84.6	85.1	87.1	87.1
Electricity	Electricity Connection and Availability	--	--	75.0	78.5
Computer	No computer available for children to use	84.2	80.4	80.0	78.7
	Available but not being used by children on the day of visit	7.2	12.6	11.9	14.8
	Computer being used by children on the day of visit	8.6	7.0	8.1	6.5

Source: Annual Survey of Education Report, 2018

The reading and math abilities of lower primary pupils in rural India have improved somewhat over the past ten years, but those of students in Class VIII have actually suffered a fall in their abilities. More than half of Class VIII students cannot correctly solve a numerical division problem, according to the Annual Status of

Education Report (ASER) 2018, the findings of a yearly survey that NGO Pratham has been conducting since 2006. Additionally, more than a quarter of them cannot read a primary-level text. These statistics reflect a worse situation than a decade earlier. In 2008, 84.8 percent of Class VIII students were able to read a text intended for Class II; by 2014, that number had dropped to 74.6 percent, and by 2018, it had further decreased to 72.8 percent. When dividing a three-digit number by a single-digit number, 44.1 percent of Class VIII pupils were able to do it successfully in 2014. By 2018, that percentage had slightly decreased to 43.9 percent. The Pratham researchers came to the conclusion that "without strong basic skills, it is difficult for students to cope with what is expected of them in the higher primary grades," noting that the "extra value added in terms of math skills for each year of schooling is modest." At the Class III level, where there has been incremental development since 2014, the situation is a little more hopeful. Less than 30% of Class III pupils are genuinely proficient in their grade level, or are able to read a Class II literature and perform double-digit subtraction, even in 2018. According to Pratham, "this shows that the majority of kids need immediate support gaining core abilities in literacy and numeracy." These total percentages can mask significant skill gaps between States or even within a single classroom of kids. According to the ASER data, for instance, nearly half of Class III pupils in government schools in Himachal Pradesh are able to read texts at the Class II level, and a further quarter are able to read texts at the Class I level. The majority of the class can now be taught using grade-level texts, but the remaining 25% of kids will still require continuous support for fundamental abilities. However, in government schools, 25% of kids are still unable to recognize letters, and another 37% can, but they are unable to read words in the state of Uttar Pradesh. These students must receive urgent assistance right now if they are not to fall behind. The ASER study was conducted nationwide in 596 rural districts and included over 5.5 lakh children between the ages of 3 and 16. It was discovered that enrollment is rising and that less than 4% of children under the age of 14 are not in school, which is a positive trend. Even among the older group of 15 and 16-year-olds, the gender gap is closing. The percentage of females that age who are not in school has fallen below the 15 percent threshold for the first time, to only 13.6 percent. .

According to the 13th Annual Status of Education Report (Rural)-2018, just 31% of pupils across India (aged 6 to 14) attend private schools, compared to close to 50% in UP. Up until 2016, the state's private school enrollment was rising, but in 2018, the numbers show a fall. However, half of the kids continue to attend private schools. The percentage of pupils attending private schools has decreased from over 52 percent in 2016 to almost 50 percent in only two years. Students from private schools continue to outperform those from public schools (in subtraction/division levels). This is despite the government proposing to spend Rs 18,167 crore on the

SarvaShikshaAbhiyan in the area of basic education (SSA). Similar to this, Rs 116 crore from the budget for 2018–19 was set aside for the free provision of uniforms and textbooks to all students in grades 1–8.

Conclusion:

During the last decades, the role of education as a cornerstone for growth, development and social progress gained unanimous consensus. Universal education is one of the main objectives of development planning and education is one of the three achievements being used by United Nations to compute the Human Development Index. These recognitions can be seen as an arrival point for classic economic theories and as a starting point for new development theories and practices concerning the importance of education. Development of education is often accompanied by a changing perception and a major request of human rights. Education can also play a large role in reducing inequality and society stratification. There is a significance correlation between education and health. Accumulation of human capital plays a crucial role in economic growth theory. In order to develop these characteristics, school, family and experiences are crucial and quality of education act as a strong determinant on which it is important to focus when facing investment decisions.

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