

A Study of the Development of Primary Education in Dehradun District (Uttarakhand) From 2001 To 2011

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Abstract

Universal elementary education has been at the centre of attention in discussions of both democracy and development in the last decade. The quality of Primary education is important not only for preparing individuals for the subsequent educational levels but to equip them with the requisite basic life skills. Present study attempts to trace the development of primary education in Dehradun district from 2001 to 2013. The Parliament of India has passed Right through which education has become fundamental right of all children of age group 6-14 years. The country is yet to achieve the elusive goal of Universalisation of Elementary education (UEE). National Programme of Nutritional support of Primary Education popularly known as the Mid-day-meal scheme was formally launched on the 15th August 1995. Main objective of midday meal scheme was to increase enrolment in the primary schools. Sarva Siksha Abhiyan is also implemented as state's main programme for universalizing Elementary Education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. However, despite of all above initiatives taken by state and centre governments, the overall development of primary schools is not satisfactory. On the basis of deeper and critical investigation researcher observed that government Primary schools in Dehradun District are not increasing. Negative growth rate of Primary schools was found in the study. Enrolment in Government Primary schools has consistently been declining. On the basis of this study it is recommended that the problems can be solved by robust system of accountability, eradication of corruption, quality assessment system, non political interference, and quality curriculum and teacher motivation.

KEYWORDS- Primary Education, Development, Enrolment, Retention, pupil teacher ratio

Introduction

The state of Uttarakhand is carved out of Uttar Pradesh on Nov. 09, 2000. It is surrounded by U.P. on the south, Himachal Pradesh on the west, and international boundaries of Nepal on the east, China on the northeast. The total geographical area of the state is 53,483 sq. km which is 1.69% of total area of the country. As per details from Census 2011, Uttarakhand has population of 1.01 Crores, an increase from figure of 84.89 Lakh in 2001 census. Total population of Uttarakhand as per 2011 census is 10,086,292 of which male and female are 5,137,773 and 4,948,519 respectively. In 2001, total population was 8,489,349 in which males were 4,325,924 while females were 4,163,425. The total population growth in this decade was 18.81 percent while in previous decade it was 19.20 percent. Out of total population of Uttarakhand, 30.23%

people live in urban regions.. For child (0-6) sex ratio the figure for urban region stood at 868 girls per 1000 boys. Total children (0-6 age) living in urban areas of Uttarakhand were 365,038. Of total population in urban region, 11.97 % were children (0-6). Literacy rate in Uttarakhand has seen upward trend and is 78.82 percent as per 2011 population census. Of that, male literacy stands at 87.40 percent while female literacy is at 67.06 percent. In 2001, literacy rate in Uttarakhand stood at 71.62 percent of which male and female were 81.02 percent and 63.36 percent literate respectively.

Dehradun is one of the oldest cities of India and is declared as the Provisional Capital of newly created Uttaranchal (Now Uttarakhand) State in the month of Nov, 2000, Also known as the 'Adobe of Drona'. Dehradun has always been an important center for Garhwal rulers, which were captured by the British.

Education in Uttarakhand is provided by a large number of government public and private institutions. Uttarakhand had a long tradition of learning and culture. According to the Department of school education, Uttarakhand, there are 15,428 primary schools with 1,040,139 students and 22,118 working teachers, 4605 upper primary schools with 55, 0566 students, 1203 secondary schools with 37, 3233 students, and 1723 senior secondary schools with 27, 2359 students (Year 2011). In Uttarakhand state, Primary Education is considered as class from 1st to 5th class between the age group of 6 to 11 years. Female Literacy in particular enhances women's status in the family and reduces gender inequality in other fields. Literacy of the mother tends to reduce child mortality and very significantly decrease fertility rates. It has rightly been said "Educate a man and you educate an individual Educate a woman and you educate a family". The Article 45 of the Directive Principles of the State Policy was committed to ensuring free and compulsory education for all.

National Programme of Nutritional support of Primary Education (NP-NSPE) popularly known as the Mid-day-meal (MDM) scheme was formally launched on the 15th August 1995. The scheme envisaged every child in primary school to be provided cooked meal during the school hours with a maximum content of 450 calories and 12 gm of protein each day of school. Earlier state was the part of Uttar Pradesh before 8 Nov. 2000. In Uttar Pradesh dry ration distribution pattern was observed for Mid-day-meal scheme. Children enrolled in primary schools with their parents received food grain to carry it home every month.. With these efforts there was a slight improvement in enrolment but retention of these children in scheme is still remaining a challenge to the school department and Govt. While deciding a PIL the honourable Supreme Court directed to the GOI threw all states and UTs to provide cooked nutritious meal to all children enrolled primary school during school hours. Following the order of the honourable Apex Court GOU started the scheme for the 1st time in Sahaspur block of district Dehradun in the year 2001-02. The impact of this was worth seeing and promising enough to extend it to the all 13 districts, and 26 blocks of all 13 districts (2 blocks from each districts) were selected in the year 2002-03. *Sarva Siksha Abhiyan* (SSA) is implemented as state's main programme for universalizing Elementary Education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. Article 21- A and the RTE Act came into effect on 1 April 2010. RTE means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain

essential norms and standards. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free’ means no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. Despite all above initiatives taken by state and centre governments, the overall development of primary schools especially in hill and rural areas is not satisfactory. In this connection, many questions automatically spring up in the minds of everyone concerned with primary education. How was the development of primary education in Uttarakhand? What was the growth of Primary Schools and enrollment in Uttarakhand? These were many such questions will find reliable answer only through serious sincere, scientific and systematic research. This study was a humble attempt in this direction.

Rationale of the study

There are number of studies in other states related to primary education. However, in Uttarakhand, there is not any study related to primary education and there is a need to study in this direction. The present study is an attempt to study the development of primary education in Uttarakhand from 2001 to 2013.

Related Studies

Government of India, Ministry of Human Resource Development, Department of School Education and Literacy (2013-14), presents the overall condition of primary education system of Uttarakhand. The enrolment in Government schools has consistently been declining at the primary level. Shishir Prashant, (February 11, 2013) Correspondent of Business Standard points out that, Uttarakhand government is planning to run its Primary schools under the private public partnership (PPP) mode. In the first phase, eight primary schools in Dehradun district would be operated under a pilot project scheme, official sources said. According to the state PPP cell, the enrolment level in government primary schools is continuously dropping due to lack of basic infrastructure, shortage of teaching staff, sub-standard quality of education and medium of education not being English has forced the government to adopt PPP route for running these primary schools. The eight primary schools are Hakikatrai Nagar primary school, Bapunagar primary school, Chakhuwala No 2 primary school, Araghar No 1 primary school, Sayeedpur primary school, Amrit Kaur Road primary school, Jhadipani primary school and Dhudli primary school, said Sumit Barua who is heading the PPP cell. According to National Knowledge Commission 2005-about 200 million children in the 6-14 age group 30 million remain un-enrolled. 85 million drop-out at various stages of schooling Teacher student ratio is 1.46 in primary schools; 1:35 in upper primary schools and 1:33 in Secondary and Senior Secondary Schools Migration of urban poor from public to private schools due to problems of quality and lack of accountability. O. V. Lakshmi, (2013) conducted a study “Problems of students in Elementary Education”. The objective of the study was to find out the reasons of this problem of non enrolment, non retention, dropout and quality of education which are the basic aspects of national development. Pramod Kumar, (2013) points out why the state of India’s primary education is shocking. Anybody cannot expect steady migration of students from government to private schools and a rapid fall in quality of education in a country where education is a constitutionally guaranteed fundamental right. Then, that is the story of rural India, where 70 percent of the country’s

population lives. Ambika Prasad, (2013) deals with the status of primary education in South Asia. Realizing the significance of primary education, in building a modern society, the status of South-Asian countries in this field is really frustrating. The goal of universal access to basic education and completion of primary education of at least 80 percent of primary-school-age children by the end of this century seems to be a dream only. Marie Lall, (2005) explored “The Challenges for India’s Education System”. Despite efforts to incorporate all sections of the population into the Indian education system, through mechanisms such as positive discrimination and non formal education, large numbers of young people are still without schooling. It is estimated that at least 35 million, and possibly as many as 60 million, children aged 6–14 years are not in school.

Objectives of the Study

The following were the objectives of the present study:

1. To study the growth of Primary Schools year wise from 2001 to 20113
2. To study the growth in enrolment in Government primary schools Year wise from 2001 to 2013
3. To compare the growth of primary schools with Population growth.

Delimitation of the study

The present study was confined to the Dehradun district only. Study was limited to government Primary schools only.

Methodology

Methodology refers to the choice and use of particular strategies and tools for data gathering and analysis. Keeping in view the nature of the present study, Historical method was adopted. Primary and secondary data was used for the data analysis. All primary schools and their students in Dehradun district constituted the Population of the study. All government primary schools and their students from Dehradun district was selected through purposive sampling techniques for the present study.

Data Analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. The percentage growth rate technique has been used in the present study. The following formula has been used to calculate the percentage growth rate.

Computation of growth rate: $PGR = (P2 - P1) \div P1 \times K$

Where: PGR- percentage growth rate

P2 - Figure of the latest year under study

P1 - Figure of the Base year under study and K indicate hundred

Table 1: **Growth in Primary Schools Year wise from 2001 to 2012 in Dehradun District**

Year	Growth (in %) in Primary Schools
2000-2001	NA
2001-2002	NA
2002-2003	4.12
2003-2004	-1.16

2004-2005	-1.65
2005-2006	5.87
2006-2007	10.64
2007-2008	-0.92
2008-2009	-2.23
2009-2010	-3.63
2010-2011	3.33

Source: DISE Data

Fig 1: Growth in Primary Schools Year wise from 2001 to 2012 in Dehradun District

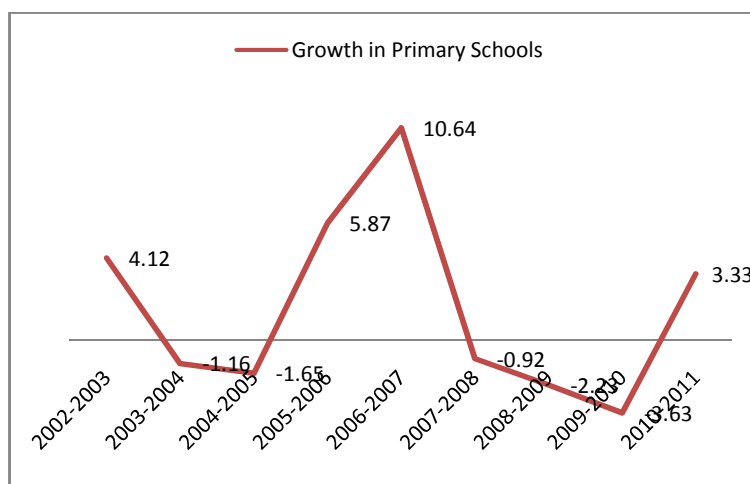


Table 1 point out the growth of primary schools per year from 2001 to 2012. Negative growth of Primary Schools was found in most of the years from 2000-2001 to 2010-2011. During the session 2003-2004 and 2004-2005 the growth rate were found -1.16 and -1.65 respectively. In session 2005-2006 and 2006-2007 growth rates were found positive which was 5.87% and 10.64% respectively. From the session 2007-2008 to 2009-2010 the growth were found negative as 0.92, -2.23 and 3.54 respectively.

Table 2: Growth in Enrolment in Government Primary Schools Year wise from 2001 to 2012

Year	Growth (in%) in Enrolment in Government Primary Schools
2001-2002	NA
2002-2003	-0.01
2003-2004	0.64
2004-2005	-3.93
2005-2006	5.52
2006-2007	6.38
2007-2008	-3.45
2008-2009	-11.2
2009-2010	-4.92
2010-2011	-5.45

Source: DISE Data

Fig 2: Growth in Enrolment in Government Primary Schools Year wise from 2001 to 2012

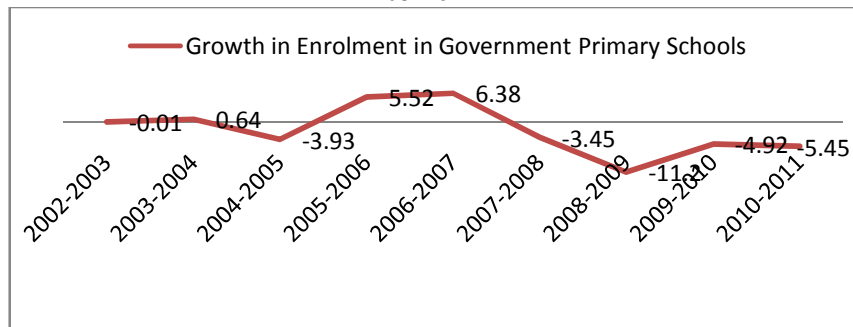


Table 2 indicates that enrolment in Government Primary schools has consistently been declining. In 2002-2003 the growth of the enrolment was -0.01%. Which rose up to 0.64% in 2003-2004. But again the growth of enrolment decreased up to -3.93% in 2004-2005 session. During the session 2005-2006 and 2006-2007 the growth were found 5.52% and 6.38% respectively. From the session 2007-2008 to 2010-2011 the growth of enrolment declined by consistently as -3.45%, -11.25%, -4.92% and -5.45% respectively.

Table 3: Comparison of Growth in Population and Growth in Primary Schools in Dehradun District

Year	Growth (in%) Per Year in Population	Growth (in%) in Primary Schools
2000-2001	3.23	NA
2001-2002	3.13	NA
2002-2003	3.03	4.12
2003-2004	2.94	-1.21
2004-2005	2.86	-1.65
2005-2006	2.78	5.8
2006-2007	2.7	10.64
2007-2008	2.63	-0.92
2008-2009	2.56	-2.23
2009-2010	2.5	-3.54
2010-2011	2.44	3.33

Source: DISE, Data

Fig 3: Comparison of Growth in Population and Growth in Primary Schools in Dehradun District

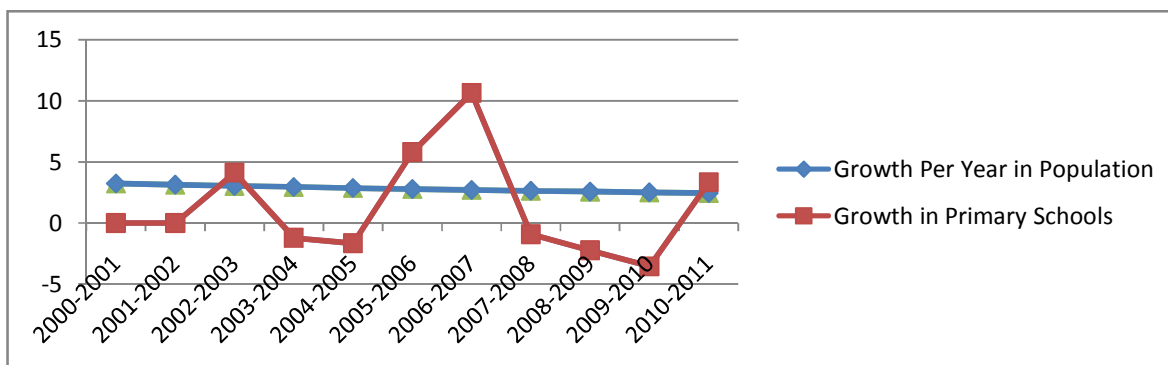


Table 3 reveals comparison of population growth with growth in Primary Schools. Population growth has been almost consistent from the year 2000-2001 to 2010-2011. Negative growth of Primary Schools was found in most of the years from 2000-2001 to 2010-2011. During the session 2003-2004 and 2004-2005 the growth rate were found - 1.21 and -1.65 respectively. In session 2005-2006 and 2006-2007 growth rates were found positive. From the session 2007-2008 to 2009-2010 the growth were found negative as 0.92, -2.23 and 3.54 respectively.

Findings of the study

Negative growth of Primary Schools was found in most of the years from 2000-2001 to 2010-2011. During the session 2003-2004 and 2004-2005 the growth rate were found - 1.16 and -1.65 respectively. In session 2005-2006 and 2006-2007 growth rates were found positive which was 5.87% and 10.64% respectively. From the session 2007-2008 to 2009-2010 the growth were found negative as 0.92, -2.23 and 3.54 respectively. Enrolment in Government Primary schools has consistently been declining. In 2002-2003 the growth of the enrolment was -0.01%. Which rose up to 0.64% in 2003-2004. Again the growth of enrolment decreased up to -3.93% in 2004-2005 session. During the session 2005-2006 and 2006-2007 the growth were found 5.52% and 6.38% respectively. From the session 2007-2008 to 2010-2011 the growth of enrolment declined by consistently as -3.45%, -11.25, -4.92% and -5.45% respectively. Population growth has been almost consistent from the year 2000-2001 to 2010-2011. Negative growth of Primary Schools was found in most of the years from 2000-2001 to 2010-2011. During the session 2003-2004 and 2004-2005 the growth rate were found -1.21 and -1.65 respectively. In session 2005-2006 and 2006-2007 growth rates were found positive. From the session 2007-2008 to 2009-2010 the growth were found negative as 0.92, -2.23 and 3.54 respectively.

Conclusion:

Primary education is the foundation on which the development of every child and the Nation as a whole built on. Free and compulsory education to all children up to the age fourteen is constitutional commitment in India. The Parliament of India has passed Right through which education has become fundamental right of all children of age group 6-14 years. The country is yet to achieve the elusive goal of Universalisation of Elementary education (UEE), which means 100 percent enrolment and retention of children with schooling facilities in all habitations. National Programme of Nutritional

support of Primary Education popularly known as the Mid-day-meal scheme was formally launched on the 15th August 1995. The scheme envisaged every child in primary school to be provided cooked meal during the school hours with a maximum content of 450 calories and 12 gm of protein each day of school. Main objective of midday meal scheme was to increase enrolment in the primary schools. *Sarva Siksha Abhiyan* is also implemented as state's main programme for universalizing Elementary Education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. However, despite of all above initiatives taken by state and centre governments, the overall development of primary schools is not satisfactory. In the Present study researcher observed that government Primary schools in Dehradun District are not increasing. Negative growth rate of Primary schools was found in the study. Enrolment in Government Primary schools has consistently been declining. Population growth has been almost consistent from the year 2000-2001 to 2010-2011. Negative growth of Primary Schools was found in most of the years from 2000-2001 to 2010-2011. Government Primary schools are not increasing in comparison of Population. Government of India, Ministry of Human Resource Development, Department of School Education and Literacy (2013-14) also presents the overall condition of primary education system of Uttarakhand. According to this report; the enrolment in Government schools has consistently been declining at the primary level. The overall decline at primary level from the year 2008-09 is 19%. According to the state PPP cell, the enrolment level in government primary schools is continuously dropping due to lack of basic infrastructure, shortage of teaching staff, sub-standard quality of education. News18 Uttarakhand, (Monday, September 22, 2014) points out “what seems to have become a worrying trend in Uttarakhand, a primary school in Dehradun has only one student and two teachers”. The school lies in Kalsi block. The school administration got a girl student admitted to this school from another nearby school so that it was not shut down due to dearth of students. Similarly in the same block, another school has merely 14 students with three teachers. The story is the same for several schools in the state capital as student’s population in primary schools are declining. N.S. Sahani (April 5, 2014) Correspondent Hindustan times writes “Admission rush in private schools, but government schools ‘chill out’. Mr. Sahani says there is an alarming situation for government primary Schools for decrease in enrolment. There are more than 1,300 government schools in Dehradun district facing no rush of admissions. On the basis of this study it is recommended that the goal of universal primary education can be achieved by robust system of accountability, eradication of corruption, quality assessment system, non political interference, and quality curriculum and teacher motivation.

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