

Education, Gender, Access and Participation to Elementary Education in Bundelkhand Region of Uttar Pradesh

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Abstract

The paper discusses the development of elementary education of Bundelkhand region of U.P. from four dimensions: (1) demographic features that affect development of education; (2) development of elementary education in terms of access, participation gender and quality of education; (3) interventions at the central and state levels to achieve the goal of universalization of elementary education (4) the challenges that the region is facing for low development of elementary education in the region. The paper vividly establishes the highly iniquitous nature of educational progress that has taken place in the region especially at the upper primary level. In spite of various initiatives taken by the central and state government to achieve the goal of UEE vast disparities in terms of literacy, access, participation, and gender were found. These disparities threaten to undermine efforts to achieve universalization of elementary education. Time has come now to make a clear shift in focus towards addressing the other more critical parameters. It is not enough to bring all the children into the system but retaining them and make them learn is also great challenge. The paper concludes by suggesting some of the ways through which UEE can be achieved in the region. Although the paper focuses on the Bundelkhand region, the implications are expected to have wider relevance.

Introduction

Uttar Pradesh (UP) is one of the largest and most populous states in the country accounting for 16.4 percent of the country's population of which 80 percent of the population lives in rural areas. It had 70 districts, 962 blocks and 85654 villages. The literacy rate (57.36 percent) in general and female literacy (42.98 percent) in particular continues to be low. There is a wide gap (27.25 percent) between male and

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female literacy rate. Out of 35 states and Union Territories the rank of U.P. is 31st on overall literacy, 30th on male literacy and 32nd on female literacy. Many efforts have been made at the centre and state levels to bridge these gaps. These include the transfer of primary and upper primary schools to the Panchayati Raj Institutions (PRIs), in consonance with the 73rd constitutional amendment, appointment of para teachers to address the problem of teacher shortage. In addition very pronounced interventions to address the educational backwardness in the state were made under the projects like: Uttar Pradesh Basic Education Project (UPBEP) and District Primary Education Programme (DPEP). Other interventions are centrally sponsored schemes like Non formal education, Operational Blackboard, and Sarva Shiksha Abhiyan (SSA) to improve the access, retention and to reduce drop out rates. As a result of implementing these programmes enrolment had increased substantially. However, the increase in enrolment has resulted in unacceptable large classes and acute shortages of teachers and classrooms.

The present paper is confined to Bundelkhand region of U.P. The paper discusses the development of elementary education of Bundelkhand region of U.P. from four dimensions: (1) demographic features that affect development of education; (2) development of elementary education in terms of access, participation and gender; (3) interventions at the central and state levels to achieve the goal of universalization of elementary education (4) key challenges that the region is facing and to know the causes of low development of elementary education in the region. Data is collected from the secondary sources like Elementary Education in India, progress towards UEE- District Information System on Education; District Report Cards, Elementary Education in India, Where do we stand?; Selected Educational Statistics of Ministry of Human Resource Development, 7th All India Education Survey, NCERT and Annual Plans of the districts. In addition views of official from the districts and NGO's were also taken, in various forums.

1. Demographic Features of Bundelkhand Region

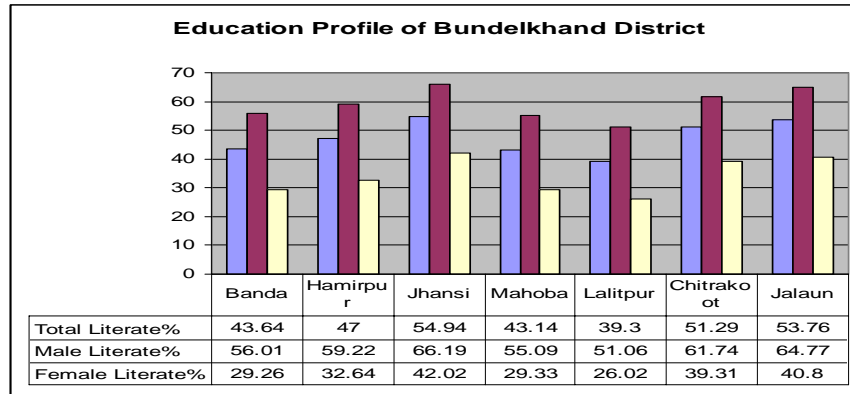
There are four economic regions of U.P. namely (i) Western (ii) Central (iii) Eastern and (iv) Bundelkhand. There are vast inter-regional disparities in respect of development indicators among these four regions. The Eastern and Bundelkhand regions are comparatively more backward as compared to Western and Central regions. The present paper is focused on the development of elementary education in Bundelkhand region. Table 1 reveals that according to 2001 Census out of all the regions Bundelkhand region has difficult topography, lowest electrification of villages and lowest road connectivity. The comparative picture also shows that the selected region has very less population, less area per square kilometer, less density of population and lowest literacy rate. The total literacy rate and female literacy rates both are lowest in comparison with all the regions.

Variables	Eastern	Western	Central	Bundelkhand	UP
Population (000')	66628 (40.09%)	61114 (36.78%)	30201 (18.17%)	8232 (4.96%)	166175
Area Sq.Km.	33.13%	33.13%	19.03%	12.21%	240928
Density of Population	776	767	658	280	690
Population growth 1991-2001 (%)	26.35	26.05	24.73	22.32	25.80
% Urban population in 2001	11.78	28.25	25.11	22.46	20.78
P.C. NSDP 1999-2000 at current prices in rupees	6995	12385	9637	9267	9765
% villages electrified in 2000-01	77.90	88.81	72.55	69.94	79.27
Length of roads per 1000 sq. km. area in 2001	440.31	455.41	387.66	279.97	415.63
Literacy % (2001)	55.22	58.44	59.04	48.41	57.36
Female Literacy % (2001)	39.54	44.64	47.12	34.98	42.98

1.1 Literacy Scenario

Literacy rate is the most basic indicator of a country's educational development. In case of Bundelkhand region of U.P. more than half the population of the region is without any literacy skills. Figures show that Literacy rates of the region stands at 48.41% in comparison to national literacy rates i.e. 65.38%. Female literacy is considered to be a more sensitive index of social development compared to overall literacy rates. Yet, about only one third females (34.98 percent), are literates in the

region. The region encompasses 7 districts: Banda, Hamirpur, Jhansi, Mahoba, Lalitpur, Chitrakoot and Jalaun. District wise there are wide variations in literacy rates both for males and females. Among all the districts Lalitpur district has lowest female literacy rate i.e. 26.02 percent (see following Figure).



Source: Census 2001, GOI, New Delhi.

2. Progress in Elementary Education

There are many indicators to measure the progress of education. In the present paper progress in elementary education has been measured in terms of availability of schooling and physical facilities, growth in number of schools, enrolment and teachers over the years.

2.1 Availability of Schooling Facilities

Educational development is directly related with availability of schooling facilities. In spite of efforts at the centre and state levels the availability of educational facilities have not been reached in all the habitations in the Bundelkhand region of U.P. In more than 37 percent of the habitations of the region schooling facilities have not been reached. In Chitrakoot district near about 50 percent habitations are not served by primary schooling (Table 2).

	Banda	Hamirpur	Jhansi	Mahoba	Lalitpur	Chitrakoot	Jalaun	Total
Un-served Habitations	735	82	295	73	379	634	100	2298
Total Habitations	1612	604	1046	518	1031	1269	1023	6175
In %	45.60	13.58	28.20	14.09	36.76	49.96	9.78	37.21

Source: *7th AIES, NCERT

2.2 Physical Facilities

For retaining the children into the system it is very essential that minimum facilities should be provided to the children. Drinking water and toilet facilities are the basic necessity that school need to provide to the children. The region has reasonably good facilities with regard to drinking water and separate toilets for girls. Yet in Hamirpur and Jalaun districts these facilities need to expand and also in other districts so that all the schools cover these facilities (See Table 3).

Districts	Primary	Upper Pry	Primary	Upper Pry	Primary	Upper Pry
	Drinking Water		Common Toilets		Girls Toilet	
Banda	99.6	98.1	95.3	9.3	89.1	81.6
Hamirpur	93.4	83.2	59.0	63.6	41.8	49.0
Jhansi	99.9	97.6	91.5	99.0	84.5	93.8
Mahoba	96.4	90.2	83.8	84.5	73.4	71.7
Lalitpur	97.5	94.5	96.8	90.6	89.0	82.0
Chitrakoot	90.6	100.0	95.0	93.0	86.4	88.1
Jalaun	96.1	84.3	54.1	64.8	39.4	50.5

2.3 Growth of Schools

The Table 4 reveals that number of schools at the primary and upper primary levels, increased substantially in all the districts of the region from 2001-02 to 2006-07. At the primary level the scenario of growth of schools reveals that in Hamirpur, Banda and Lalitpur districts annual average growth rate of schools was more in comparison to Bundelkhand region (6.58 percent) and in Jalaun districts annually near about 15 percent primary schools increased. Lowest growth rate of schools for primary level is observed in Chitrakoot district (3.03 percent).

At the upper primary level Hamirpur, Jhansi, Mahoba and Lalitpur districts observed more annual average growth rate of schools than overall of Bundelkhand region. Because of the interventions by the state government and SSA programme more number of schools may have been opened. In Jalaun district negative annual growth rate is observed.

Table 4 Average Annual Growth Rate of Schools at Primary and Upper Primary Levels								
	Banda	Hamirpur	Jhansi	Mahoba	Lalitpur	Chitrakoot	Jalaun	Total Region
Primary Schools								
2001-02	897	585	1192	579	756	764	1184	5957
2006-07	1429	1052	1425	767	1061	887	1572	8193
AAGR	9.76	12.45	3.64	5.78	7.01	3.03	5.83	6.58
Upper primary Schools								
2001-02	396	235	285	135	189	230	831	2301
2004-05	598	523	695	364	428	363	726	3697
AAGR	8.59	17.35	19.52	21.94	17.76	9.56	-2.67	9.95

Source: Selected Educational Statistics, 2001-02, MHRD, New Delhi and DISE 2006-07, NUEPA, New Delhi

2.3 Enrolment

The Table 5 shows the annual increase in enrolment at primary and upper primary levels in Bundelkhand Region of U.P. However at primary level enrolment increased rapidly at an average annual growth rate of 7.32 percent. District wise average annual growth rate shows that in Banda, Mahoba, Chitrakoot and Jalaun districts enrolment increased very fast. The district Banda experienced highest average annual growth rate (10.33 percent). Lowest average annual growth rate of at primary level was found in Jhansi district (3.12 percent).

However growth of number of children was slightly better at upper primary level as compared to primary level. Average annual growth rate of the region was 14.03 percent. The number of children at upper primary level increased from lowest 10.33 percent to highest 20.97 percent annually in the 7 districts of Bundelkhand Region of U.P. Highest annual growth rate was observed in Chitrakoot (20.97 percent) and lowest was experienced in Mahoba district (10.33 percent).

Table 5 Average Annual Growth Rate of Enrolment at Primary and Upper Primary Levels								
	Banda	Hamirpur	Jhansi	Mahoba	Lalitpur	Chitrakoot	Jalaun	
Primary Level								
2002-03	189005	130605	206546	103061	150572	105302	177108	1062199
2006-07	280057	168643	233514	133954	195268	154125	243743	1409304
AAGR	10.33	6.60	3.12	6.77	6.71	9.99	8.31	7.32
Upper-primary Level								
2002-03	34871	29434	47526	24436	32792	16631	34875	220565
2006-07	71574	53807	79140	39957	56036	43079	81722	425315
AAGR	15.47	12.82	10.74	10.33	11.31	20.97	18.57	14.03

Source: DISE, NUEPA, 2006-07, New Delhi

2.4 Gross Enrolment Ratio (GER) is indicative of the general level of participation of children at a given grade or level of education. The Tables 6 show that GER at primary and upper primary levels have significantly improved during 2004-05 to 2006-07. GER in 2006-07 is found more than 100 percent in all districts except Jhansi. Though in Jhansi district during 2005-06 GER was 100 percent, in the subsequent year it has slightly declined.

However at the upper primary level participation of students is very unsatisfactory. In spite of accounting for over age and under age children GER in 2006-07 in Hamirpur, Lalitpur and Chitrakoot is even less than 20 percent. Some concentrated efforts are needed to bring all the children in the preview of education at upper primary level.

Districts	2004-05		2005-06		2006-07	
	Primary	U P	Primary	U P	Primary	U P
	GER	GER	GER	GER	GER	GER
Banda	94.5	39.0	127.0	51.3	133.2	45.3
Hamirpur	90.5	46.2	115.8	58.6	118.2	15.2
Jhansi	84.7	46.6	101.5	52.4	97.9	53.9
Mahoba	103.0	48.4	129.7	56.8	138.3	20.1
Lalitpur	106.4	51.1	140.7	62.4	146.1	14.2
Chitrakoot	108.4	40.4	138.8	55.6	147.1	12.6
Jalaun	88.4	39.6	114.5	59.8	122.6	20.7

Source: DISE, NUEPA, 2006-07, New Delhi

2.5 Gender Equity

Studies have shown that educational backwardness is one of the factors associated with social and economic deprivation and vice-versa. The districts covered under Bundelkhand region of U.P. are characterized by persistence of high gender inequities. Female literacy rate is observed very low (34.98 percent) in the region. The status of girl's education in the region is depicted in the Table 7. The Table shows that whether girls are at primary level or upper primary their enrolment is less than 40 percent. Within the districts there are disparities in girls enrolment. At the primary level girls enrolment varies from 29.70 percent to 38.72 percent. At the upper primary level it varies from 24.87 percent to 34.76 percent. In Jhansi and Jalaun districts more number of girl's are at the primary level in comparison to other districts

both at the primary and upper primary levels. Lowest enrolment of girl's at the primary level was in Lalitpur district i.e. 29.70 percent and at the upper primary level in Mahoba district i.e. 24.87 percent. It may be pertinent to point out that in Bundelkhand region there is demand for single sex schools for girls, especially among rural communities.

Districts/Levels	Banda	Hamirpur	Jhansi	Mahoba	Lalitpur	Chitrakoot	Jalaun
Primary Level	32.92	34.42	38.72	34.37	29.70	31.23	38.82
Upper Primary Level	33.96	28.61	34.76	24.87	25.27	28.74	31.63

Source: DISE, NUEPA, 2006-07, New Delhi

2.6 Teachers

The Table 8 depicts average annual growth rate of teachers at primary level and upper primary levels. In Bundelkhand region at the primary level during 2001-02 there were 17600 primary teachers that increased to 25880 in 2005-06. 8 percent average annual growth rate of primary teachers in 5 years in the region was observed. In 3 districts namely Banda, Hamirpur and Jhansi in comparison to the region, more average annual growth rate of primary teachers was noted i.e. 14.10 percent, 13.94 percent and 9.25 percent respectively. However in Banda and Hamirpur districts average annual growth rate of teachers was substantial. On the other hand, in Mahoba, and Lalitpur districts annual growth rate of teachers was very low i.e. 2.39 percent and 1.95 percent respectively.

However, at the upper primary level from 2001-02 to 2005-06 teachers increased from 6247 to 11655. The average annual growth rate (13.30 percent) was large than primary school teachers. Highest average annual growth rate of upper primary teachers was found in Jalaun district followed by Chitrakoot district. Unlikely to Hamirpur district where average annual growth rate was higher for primary level, at upper primary level growth of teachers was lowest.

Districts /Year	Banda	Hamirpur	Jhansi	Mahoba	Lalitpur	Chitrakoot	Jalaun	B. Region
Primary								
2001-02	2322	1850	3830	1896	2559	1507	3636	17600
2005-06	4490	3553	5962	2134	2818	2034	4889	25880
AAGR	14.10	13.94	9.25	2.39	1.95	6.18	6.10	8.02
Upper-primary								
2001-02	999	841	1256	529	727	433	1457	6242
2005-06	1893	1173	2347	839	1060	983	3360	11655
AAGR	13.64	6.88	13.32	9.66	7.83	17.82	18.19	13.30

Selected Educational statistics, 2001-02 & 2004-05, MHRD, New Delhi

2.7 Female Teachers

The Table 9 shows the share of female teachers to total teachers in Bundelkhand region of U.P. Women teachers are less than 20 percent except Jhansi and Lalitpur at primary level. At upper primary level out of 7 districts in the region 3 districts women teachers are again less than 20 percent. In Mahoba district women teachers are only 9 percent. Research evidences show that low proportion of women teachers is one of the major reasons for low enrolment of girls at the primary and upper primary levels. To improve the girls participation in the region recruitment of more female teachers is required and special efforts are needed to promote girls education in these districts. According to the Operational Blackboard scheme each school should have a minimum of two teachers and one of these should preferably be a female teacher.

Sl. No.	Bundelkhand Districts	Primary	Upper Primary
1.	Banda	16.84	59.26
2.	Hamirpur	18.40	16.32
3.	Jhansi	37.70	34.19
4.	Mahoba	16.76	9.19
5.	Lalitpur	41.45	13.68
6.	Chitrakoot	14.68	48.47
7.	Jalaun	18.21	20.40

Source: DISE, NUEPA, 2006-07, New Delhi

2.8 Quality of Education

To see the quality at primary and upper primary levels pass percentage at the terminal examination is seen. The Table 11 shows that at the V and VIII grades near about 98 percent of the students passed in the examination conducted by the schools.

However, it is also observed that very few students could secure 60 percent and above marks in these examination. The children who secure more than 60 percent of marks are less than 50 percent, in all the districts at both the levels. In addition it is also observed that success rates are lower for girls in comparison to boys at the primary level, but at the upper primary level success rate improved and disparity was narrow down. Lowest scored marks at the primary level both for the girls and boys are in Lalitpur and Chitrakoot districts. Situation is slightly better at the upper primary level. Both 40 percent of boys and girls scored more than 60 percent marks, except Lalitpur district. Generally it is said that the schools with low female teachers have low girls enrolment and low performance. This is to a large extent true in case of Bundelkhand Region of U.P. In all the districts women teachers' percentage is less than 50 percent at both the levels.

	Primary				Upper Primary			
	Boys		Girls		Boys		Girls	
Bundelkhand Districts	Passed	60 & above	Passed	60 & above	Passed	60 & above	Passed	60 & above
Banda	97.4	35.7	96.6	31.7	98.5	42.4	98.6	49.0
Hamirpur	98.2	47.8	98.1	42.2	97.4	46.3	98.3	46.9
Jhansi	97.1	46.0	96.7	45.0	96.7	38.5	96.3	41.6
Mahoba	98.3	37.2	98.4	35.2	97.6	43.7	98.7	50.6
Lalitpur	97.4	22.4	97.6	20.6	96.6	16.2	97.3	18.5
Chitrakoot	98.2	28.4	98.1	22.4	98.1	47.8	98.7	44.9
Jalaun	98.2	38.7	97.6	33.6	98.5	35.9	98.9	37.1

Source: DISE, NUEPA, 2006-07, New Delhi

3. Government's Initiatives for achieving the goals of UEE

3.1 Expanding Access

In order to make schools accessible and within the reach of children, the State revised the previous norms for opening of the schools and reduced the distance to 1 km for primary and 3 km for upper primary schools to be opened.

3.2 Village Education Committee (VECs)

VECs were constituted in each village. One of their functions is to bring positive attitudinal change in people towards education and mobilize the community and motivate parents/ guardians to send their children to schools, especially girls and children from disadvantaged groups. They were also made responsible for school

construction and maintenance, purchase of materials, school mapping and micro-planning exercise, preparation of Village Education Plan and school management as well as monitoring the performance of teachers.

3.3 Promoting Girls' Education

For promoting girls education many initiatives were taken in the Bundelkhand region. At the primary school level these initiatives are; enrolment drive, Meena Campaign, 'Ma beti mela', 'Kishori sangh', Orientation and training camps for Village Education Committee members and Block Resource Coordinators and Cluster resource Coordinators. Summer camps to bring out of school girls in school, and providing bridge courses or condense courses for out of school children, and remedial coaching for weaker girls.

At the upper primary level initiative has been started in 'Meena Manch' to promote the confidence of girls and give them life skill education. These Manchs have a range of art and craft activities for skill development like stitching, making soft toys etc., which would help them in generating income as well. These life skill camps also familiarize the adolescents with issues related to family, health care, including reproductive health; safe motherhood, AIDS etc. In addition Child Care Centers to relieve girls from sibling care have been opened. The schools also distribute free uniforms to girls. Libraries have been set up in these schools in collaboration with National Book Trust. Another innovative step Kasturba Gandhi Balika Vidhalaya (KGBV) Scheme launched in 2004 aims to deal with issues relating to gender gaps, regular attendance of girls and transition to upper primary stage. This initiative seems to be very effective as girls who could not be sent to formal schools in the same village due to socio-economic reasons; their parents now willingly send their girls to KGVBS.

3.4 Education Guarantee Scheme

Under the Education Guarantee Scheme (EGS) primary schools were opened for class 1 and 2 in habitations, with no primary school within a radius of 1 km and 30 children in the age group of 6 to 11 years.

3.5 Mid Day Meal

For increasing the enrolment the State Government launched cooked mid-day meal programme for nourishment of children in all the primary and upper primary schools.

3.6 Education of Children with special needs (CWSN)

The National commitment of providing free education to all children of the age group of 6-14 years will remain a distant dream unless children with special needs are included into the umbrella of education. Estimates indicate that 5-10 percent of children in the State either do not enroll in primary school or dropout due to a variety of physical or learning related disabilities. To enroll children with special needs in primary school or they do not drop out from the school, many initiatives have been taken by the government. Early detection and integration of such children, medical and functional assessment, supply of aids and appliances, special-teacher training programmes etc. are conducted in collaboration with various NGOs and Handicapped Welfare Department.

3.7 Quality Improvement

The teacher pupil ratio has a significant bearing on quality of education. To bring the teacher pupil ratio to the national norm i.e. 40:1, para teachers were recruited for the primary schools in the region.

3.8 Teacher Training Programme

Empowerment and capacity building of teachers lie at the core of all the quality programmes. Teachers are regularly given various in-service and refresher course trainings focusing various pedagogical areas. The modules developed for the purpose are: 1. 'Shikshakodaya' module focusing on motivating the teachers and improving their self image; 2. 'Sabal' emphasizing on developing the content knowledge of primary teachers and equipping them to use the new textbooks for Maths (class 2-3) in the classroom effectively; 3. 'Saadhan' on effective use of textbooks in the classroom, up gradation of content knowledge of teachers, use of new transitional methodologies, handling multi-grade and multi-level teaching and preparation of content specific teaching learning materials; 4. 'Samridhha' focusing Block and Cluster Resource coordinators to carry out their

responsibilities effectively at upper primary level; 5. 'Sankalp' comprehensively talks about the leadership qualities and roles and responsibilities of head master as the leader of the school; 6. 'Effective School Library' focusing on how to inculcate reading habits among children through school library; and 7. 'Pathan Kshamta Vikas' to make teachers oriented towards techniques of reading skill-pronunciation, modulation.

3.9 Textbooks and Teacher Guides

Child friendly textbooks developed both for primary and upper primary grades are being used. Teacher guides based on these new textbooks have also been prepared to reinforce the child centered pedagogy.

4. Challenges for Education in the Region

- 4.1 The region has difficult topography, lowest electrification of villages and lowest road connectivity (Table 1). Because of lowest road connectivity the transport services are not regular, quick and timely. In one of the meeting an official from Lalitpur district mention that most of the teachers travel by bus to reach to their schools. Because of the less road connectivity and irregular bus service, it is difficult for teachers to reach in time the schools. Most of the time they close school also early then fixed time to catch bus.
- 4.2 The Bundelkhand Region of U.P. has been educationally backward as its literacy rate (48.41 percent) and literacy among woman (34.98 percent) confirm it (Figure 1). More than half the population of the region is without any literacy skills. All the districts of the region have low level of literacy rates. Female literacy which is considered to be more sensitive index of social development is almost one third (34.98 percent) of the region. Lalitpur district has lowest female literacy rate among all the districts, near about three fourth percent of people in the district are without literacy skills.
- 4.3 Disparity exists because of physical infrastructure on account of difficult terrain and ecological conditions. In India according to norm, schools are opened on the basis of number of habitations or hamlets, but because of the topography of the region every hamlet doesn't cover schools. There 2298 habitations in the region

- that does not cover primary schooling facilities (Table 2). The variations in provision of schools within the easy reach of children are a major challenge in rural and remote areas. Opening of small schools in every hamlet is not viable financially and academically.
- 4.4 The DISE data shows that basic facilities like drinking water, toilets especially for girls though have been extended in many schools, but these facilities need to expand to cover all the schools (Table 3).
- 4.5 In the region educational facilities are expanded rapidly. The interventions by SSA helped in opening more numbers of schools and increase in enrolment at the primary and upper primary levels (Table 4 & 5). However, the data reveals that at upper primary level demand for education is still very low, out of 7 districts of the region in 3 districts GRE is less than 20 percent. At the primary level though GRE is 100 percent in 6 districts, but it contains overage children. Therefore specific strategies for planned development are still needed, to bring back all the children into the schools (Table 6).
- 4.6 Shortage of female teachers is another challenge for the region. Research evidences tells that the schools with low female teachers have low girls enrolment and these schools performed low. This is to a large extent true in case of Bundelkhand Region of U.P. The participation of girls is less than 40 percent (Table 8) and records say there is lesser number of women teachers. In all the districts women teachers' percentage is less than 50 percent at both the levels primary as well as upper primary (Table 10). Parents in rural areas don't like their daughters to be taught by male teachers. Availability of less number of female teachers is one of the reasons for low enrolment of girls in primary and upper primary schools. As enough girls are not educated, there is less availability of female teachers. The vicious circle is going on since decades. It is very essential to break this circle to bring gender equality. Therefore to improve the girls participation in the region recruitment of female teachers is required.
- 4.7 An adequate supply of motivated, qualified and properly trained teachers is a foundation of good-quality education. Recruitment of para-teachers helps in

reaching marginalized groups and un-served areas, but state government has to look into consequences of teacher quality. Looking at the data (Table 10), pass percentage with good grades at the V class and VIII class is found very less for both boys and girls. In addition Gross Enrolment Ratio at the upper primary level is less than 50 percent and out of them also less than 50 percent students are securing good marks (60 percent and above). Given that elementary education is a minimum need of the people in the present world, the data shows that to provide quality education efforts are required. The government can provide incentives for qualified and trained teachers to locate in un-served areas and provisions to increase recruitment from disadvantaged communities.

4.8 Uneducated and poor parents relate education with employment. An official from Uttar Pradesh reported that the attitude of parents towards education is also one of major cause of low enrolment of children in the schools. They often say, what is the use of education to children? Are they going to get job after some education? Or they are going to loose their time in schooling? These are the questions frequently asked by the people in the region. Parents prefer to send their children to generate some money in various activities, rather them to send them to schools.

4.9 In remote villages' as per the discussion with officials, free supply of text books, and other material do not reach in time. Because of unavailability of text books it becomes difficult for the children to continue their schooling in future.

5. Conclusion

In spite of various initiatives taken by the government to achieve the goal of UEE in Bundelkhand region of U.P. vast disparities were observed in terms of literacy, access, participation, and gender. These disparities threaten to undermine efforts to achieve the goals of universalization of elementary education in the region, which is Constitutional commitment and one of the national agenda. Time has come now to make a clear shift in focus towards addressing the other more critical parameters. It is not enough to bring all the children into the system but retaining them and make them learn is also great challenge. The paper concludes by suggesting some of the ways

through which UEE can be achieved in the region. Although the paper focuses on the Bundelkhand region, the implications are expected to have wider relevance.

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