

398/02/09/16

**Name- Nisha, Topic – Nehruvian Legacy in Public Education : A Case Study of
Uttar Pradesh, Supervisor Name – Prof Shakti Kak, Centre Name- Centre for
Jawaharlal Nehru Studies**

ABSTRACT

After Independence, one of the major tasks of the Indian states was to lift the country from the abysmally low literacy levels, lack of technical education and lack of higher levels of learning. This was possible by developing an infrastructure with quality and affordable institutions of learning. Jawaharlal Nehru believed that education is the most important means to social and economic change. In this context the state had adopted a planned development approach during the initial period of independent India, which is often called as 'Nehruvian' period or 'Nehruvian Legacy' of planned development. This involves development of educational infrastructure with quality and affordable institutions of learning. However, over the years, it is observed that the share of private school education is increasingly. It is in this background, the objective of present study to examine the Nehruvian approach to public school education in Uttar Pradesh. The study used secondary data and primary survey with principals of 160 schools in rural area of Gautam Budh Nagar district of Uttar Pradesh to examine the objective.

The study revealed that there are several policy initiatives taken by the government through education policies in 1968 and 1986, further Sarva Shiksha Abhiyan and Right to Education Act passed to enhance the status of elementary education in the country. The results of these policies can be seen with increased enrolment rate and reduced dropout rates. In addition, the number of schools and its physical access has increased. However improper implementation of the same led to poor quality of education and exclusion of marginalised groups. In addition, privatisation of school education has been increasing which leading to the exclusion of poor students. Uttar Pradesh (UP) also shows a mixed picture and established a structure from the district/town level to

Village Educational Committee at Panchyat/village levels under Basic Education Act, 1972. But this system did not get the desired success due to lack of democratic structure, unclear prescribed roles and functions, and lack of any statutory, administrative or financial powers. There is very low fund allocated for the maintenance of school buildings, development of other infrastructural facilities and teaching-learning aid in the state.

Interviews with 160 principals of the primary and upper primary schools reveals about gender discrimination in attending school. Because they largely involvement in caring of siblings, participate in economic activities with parents and their parent non-interest. The results stated about poor quality of mid-day meal, no scholarship, untimely availability of books and uniform. The lack of infrastructure reported in terms of shortage of rooms, unavailability of furniture-chairs/tables for students, unavailability of ICT facility, no art/craft and science laboratory room. There is lack of administrative staffs in the schools. The state gives just Rs 15000/- to primary schools and Rs 17000/- to upper primary schools for maintenance. This is not even enough for the regular maintenance. There are differences in infrastructure and infrastructure facilities in development and less developed blocks in the districts.

The state must increase the expenditure budget on education. There is an urgent need to equip educational administrators with newer skills and expertise in their work. Village Education Committees needs further strengthen in terms of their structure, composition, clearly defined functions and responsibilities and by extending them administrative as well as financial powers. Planning at the district level should be a participatory approach by the participation of other departments to ensure the convergence of services. The government needs urgent attention regarding the use of ICT in both primary and upper primary schools. Proper monitoring, adequate infrastructure are necessary for the improvement of public school education.